

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee

Wednesday, April 24, 2024, at **6:30 PM**

Shepherd Hill Regional High School

68 Dudley-Oxford Road

Dudley, MA 01571

MINUTES

I. Call Meeting to Order

The meeting was called to order at 6:31 PM.

In attendance:

Cathleen Carmignani, Chair

Jaime Dell'Ovo

Caitlynn Panczyk

Kelly Szela (arrived at 6:42 PM)

Jeanne Costello, Vice-Chair

Maureen Chickering

Nicole Enberg (arrived at 6:39 PM)

II. Pledge of Allegiance

III. Moment of Silence

IV. Consent Agenda Items

- a. Approval of the Warrant
- b. Approval of Minutes Regular Meeting – April 10, 2024
- c. Approval of Minutes Executive Session – April 10, 2024
- d. Approval of Minutes Special Meeting – April 9, 2024
- e. Approval of Out of State Field Trip (Policy IJOA) – #431 Granby, CT
- f. Approval of Out of State/Overnight Field Trip (Policy IJOA) – #434 Washington, DC
- g. Acceptance of a foreign exchange student (Policy JF) – SHRHS

Consent agenda B, approval of Minutes Regular Meeting – April 10, 2024 and consent agenda item F, approval of the overnight field trip for Charlton Middle School Washington DC Field Trip, were both removed from the agenda and will be voted on at the next School Committee meeting in May.

K. Szela mentioned at the end of the School Committee Meeting that the two concerns with a fall Washington DC Trip includes the timing of the presidential election and the ability to create payment plans for families.

A motion by C. Panczyk, second by M. Chickering to approve consent agenda items A, C, D, E and G were approved unanimously.

C. Carmignani – Yes

M. Chickering – Yes

J. Dell'Ovo – Yes

J. Costello – Yes

C. Panczyk – Yes

V. Communications

There were no communications from School Committee members at the meeting.

VI. Student Representative Report – Sofia Poplawski

Shepherd Hill Regional High School Student Representative, Sofia Poplawski, spoke to the latest events at the high school, including:

- The foreign language trip, which occurred in Switzerland and Italy over April vacation week
- The Boys' Varsity Baseball team participated in a scrimmage at Polar Park, in Worcester, and the Girls' Varsity Softball team won their game the day before
- AP Exams will begin in two weeks
- The Shepherd Hill Drama Club is putting on their production of Clue this upcoming Friday April 26th and Saturday April 27th and tickets are available to purchase
- The Shepherd Hill Music Department is putting on their production of Mamma Mia on Friday May 10th and Saturday May 11th and tickets are available to purchase
- The District Wide Art Show will be at SHRHS on Friday, May 3rd from 5-7pm

VII. Superintendent's Report

Superintendent Lamarche spoke to the series of meeting that our School Committee members attended, dedicating time and effort to Fiscal Year 2025 discussions. School Committee members attended the Town of Dudley and the Town of Charlton Boards of Selectmen and Finance Committees/Finance, Appropriation, and Advisory Committees.

Superintendent Lamarche spoke to the upcoming events leading up to the last day of school, including:

- With no additional unforeseen closures, the last day of school is Thursday, June 13, 2024 and is a half day of school
- May 17th is the last full day for 2024 seniors with final exams, senior responsibilities, rehearsals and graduation events
- Graduation is Sunday, June 2nd at the DCU Center at 1:00 PM
- The junior/senior prom is Saturday, May 18th at the DCU Center
- The senior banquet is Thursday, May 30th at Holy Cross
- For non-seniors, DCRSD has an early-release day Friday, May 24th

The Superintendent's office has been coordinating with ERS (Education Resource Strategies) to prepare the context for the School Committee sanctioned review of operations in the Dudley-Charlton Regional School District. The two-week review of DCRSD is scheduled for Monday, May 13, 2024 and will include a review of the following:

- 1) Human Capital
- 2) School Funding
- 3) School Design
- 4) School Support and Accountability

Discussion in regards to student fees was held until School Committee Agenda Item B. under New Business.

VIII. Public Comment

Robin Watson from Dudley requested the full costs to the town of Dudley for the 2022 Capital Plan which includes the Dudley Middle School roof and professional fees, school safety fire alarms at Dudley Middle School, Dudley Elementary and Mason Road, cameras and radio and an Architectural

Review. Superintendent Lamarche confirmed that this information will be presented at the May 10, 2024 School Committee Meeting and will email directly to Ms. Watson. Ms. Watson also questioned if there was a fixed price contract for the work. Camie Lamica spoke to the agreements of the contract and overall bid process of how pricing is determined and maintained.

IX. New Business

A. Update Fiscal Year 2025

Superintendent Lamarche spoke to the updated assessment sheet, leveraging the most favorable numbers for fiscal year 2025 and is recommending that the School Committee vote today on these numbers based on the work the District did within the communities and with the house numbers.

A motion by K. Szela, second by J. Costello to accept a total budget for FY 25 of \$59,885,638 with the total assessment to Charlton being \$18,585,969 and a total assessment to Dudley of \$12,240,879 was approved unanimously.

C. Carmignani – Yes

M. Chickering – Yes

J. Dell’Ovo – Yes

K. Szela – Yes

J. Costello – Yes

C. Panczyk – Yes

N. Enberg – Yes

B. Update DCRSD Fees (preschool, athletics, SHRHS parking)

As a result of the Budget and Finance Subcommittee review of DCRSD fees set and voted by the School Committee in November, December and January and through School Committee deliberations at the January 10, 2024 regular meeting with the following reported in the approved minutes:

1. **Prekindergarten Tuition** - Last updated in 2018, the subcommittee agrees to increase the fees by a possible \$200.00, bringing the two half days to a total of \$1,200.00 (currently \$1,000.00) and the four half days to a total of \$2,400.00 (currently \$2,000.00). ***Recommendation from Superintendent Lamarche is to move forward with the price increase listed above.***
2. **Athletic Fees** - The subcommittee discussed adjusting athletic fees by \$50.00 (increasing the total to \$200.00 instead of the current \$150.00). Also agreed upon was instituting a fee at the middle school level, at potentially a \$50.00 per sport, with a universal family cap of \$650.00. Athletic fees were last increased in 2013. ***Recommendation from Superintendent Lamarche is to take no action and leave the existing fee structure as is.***
3. **SHRHS Student Parking Fees** - The last time the parking fees were increased was 2018. The subcommittee is currently not in agreement about whether or not the parking fees should be changed, so further discussion is needed on that particular topic. ***Recommendation from Superintendent Lamarche is to take no action and leave the existing fee structure as is.***

A motion by J. Dell'Ovo, second by N. Enberg to increase the Preschool fees for Dudley-Charlton by \$200.00-\$400.00, bringing the two half days to a total of \$1,200.00 (currently \$1,000.00) and the four half days to a total of \$2,400.00 (currently \$2,000.00) was approved with a 6-1 vote.

C. Carmignani – Yes

J. Costello – No

M. Chickering – Yes

C. Panczyk– Yes

J. Dell' Ovo – Yes

N. Enberg – Yes

K. Szela – Yes

There were no motions for Athletic fees or SHRHS Student Parking Fees.

C. Student Achievement Report – Acting Assistant Superintendent/DES Principal Kelly True

Acting Assistant Superintendent/DES Principal Kelly True presented an overview of the Student Achievement Report.

For ELA, MCAS results starting from 2017 through 2023 were presented showing inconsistent YOY results, specifically with the impact of COVID. Pre Covid, ELA MCAS results showed a spike in 2018/2019 with the exceptions of grade 5 and grade 8, however, it was noted that the District was leveraging the older generation tests through 2019. Over the last 5 years, nearly half of our students were considered not to be proficient at every grade level, with more of an impact at the middle school levels.

For Math, MCAS were lower than ELA with 60% of students not meeting with proficiency, with an exception of the current 5th grade class.

After several years post COVID, the District is not seeing the recovery numbers as expected for the Dudley-Charlton community.

4th Grade Math as a whole, has a higher proficiency rate than other grades. Kelly True noted that the transition from 3rd to 4th grade increases math time by 30 minutes, however, that time is taken from ELA which is dropped by 30 minutes.

For Science, there were similar inconsistent results with an average of 40% proficiency with the exception of biology and physics, which was significantly lower. In the previous year Shepherd Hill reversed the order of the tests, giving physics to 9th grade where previously it had been taken in 10th grade. Going forward, physics will be taken in 10th grade and biology in grade 9.

All subgroups consistently perform below the aggregate in every grade. Low-income students perform more closely to the aggregate than Multi-Lingual students and Students with Disabilities (SWD).

Shepherd Hill decreased enrollment in AP classes over a 5-year span. There is a 5% reduction in the number of qualifying scores with 64% of students taking AP classes considered proficient.

Retention or loss of credits in grade 9 is the highest with 29 students not earning enough

credits to transition to 10th grade. Shepherd Hill continues to see challenges with transitioning from grade 8 to the HS.

At the elementary level, the data is showing some recovery from COVID and the District is starting to see the benefits of implementing high quality instructional materials through grade four, with year three of CKLA. The math data supports the needs to assess our current math program and the need for science at the elementary level. At the middle school level ELA continues to show the District needs high quality instructional materials in this area with proficiency hovering around 40%.

Both the data for ELA and math at the high school suggests that we need to look at core classroom instruction, instructional materials and the need for standardized assessment in both ELA and math that can identify students who are struggling and may need more support. We also need to attract some more enrollments into AP classes as that has been declining.

For subgroups, the District is not meeting the needs of our most academically challenged students, particularly our students with disabilities.

Going forward, the plan will focus on the following:

- 1) Common Vision and Pedagogical Alignment
- 2) High Quality Instructional Materials
- 3) Inclusivity
- 4) Professional Development

M. Chickering and C. Carmignani spoke to the need of providing parent tools for helping children with homework when books are no longer part of the homework curriculum.

Student Representative, Sofia Poplawski, spoke to the concern that teachers are not as willing to break from the curriculum that that have been using and seen success with. Kelly True agreed but also spoke that success in a silo is not the same as success that builds all the way through, which is where we are lacking. Sofia Poplawski asked how to address these changes with the more tenured teachers. Kelly True will continue to push the data, provide administrative/peer support and professional development for all teachers to reengage the staff. Sofia Poplawski provided feedback that many students have noted that certain AP classes may have a reputation for being an easier class and therefore may impact the data for those that are not proficient.

J. Costello questioned the subgroups for special education and asked about additional resources such as TeachTown. Kelly True spoke to the early stages of TeachTown and that it is not fully implemented at this time. She also spoke to seeing more inclusion, moving more kids into a classroom, educating kids together, using universally designed instruction to make learning accessible to students, which has a positive impact for all levels of the classroom. C. Carmignani questioned if this data mirrors what we see in Dibbles and other standardized testing and if we have the ability to break it down to subgroups. Kelly True spoke the differences in the tests and what data is available. MCAS is testing reading comprehension, whereas a Dibbles tests your ability to read (phonemic awareness). The data does show that teaching children how to read is very strong.

C. Carmignani wanted to note that this was not part of the scope of the Acting Assistant Superintendent and appreciates all Kelly True's efforts.

D. Presentation of Superintendent's Evaluation – Steven Lamarche

Superintendent Lamarche spoke to some highlights of his 2024 Superintendent Evaluation for the following goals:

Goal #1 - Throughout the 2023-2024 school year, I will focus the district, along with the Acting Assistant Superintendent/Principal, on the continued implementation of High-Quality Instructional Materials (HQIM) in (K-4) Common Knowledge Language Arts, (6-8) mathematics and middle school science Open Sci Ed, (5-8) English Language Arts and history, and (9-12) on data-informed areas of need. This work will ensure grant compliance, and will also ensure that teachers receive the necessary, ongoing professional development opportunities and voice in the decision-making process.

Goal #2 - Throughout the 2023-2024 school year, I will guide district and building leaders to work with their respective staff to create a cohesive Multi-Tiered System of Supports (MTSS), which will better facilitate interventions for students K-12. This work will be prioritized throughout this year's administrative council meetings.

Goal #3 - Throughout the 2023-2024 school year, I will collaborate with district and building leaders and the School Committee to reestablish a multi-year Capital Outlay/Safety plan for the communities of Dudley and Charlton in order to address the critical needs of the district's aging facilities. This goal will include increasing community awareness and support for upcoming capital initiatives.

Goal #4 - Throughout the 2023-2024 school year, I will work to strengthen the professional culture of the district leadership team, while building capacity in school and district leaders through administrator-specific professional development. Working collaboratively with the leadership team, we will establish management and oversight efficiencies in the areas previously under the purview of the Assistant Superintendent, including but not limited to, annual Civil Rights Data Collection, Vector, Frontline, Pearson Access Next, Mandatory Trainings, Field-Based Curriculum Experiences, Educator Evaluation System, Induction/Mentor Program, Homeschooling, Title IX, Title VI, Equal Education Opportunity, and State and federal Title I, IIA, IV, IDEA, and ESSER-III grants.

The Full Superintendent's Evaluation can be found in the 4/24/24 School Committee Meeting Packet on dcrsd.org/about-dcrsd/school-committee/upcoming-meeting-agendas.

C. Carmignani spoke to the evaluation process and will share the evaluation form for the rest of the School Committee. It will need to be completed by Friday, May 3, 2024 and will be presented at the next School Committee meeting.

E. Town of Charlton Fire Department Substation – Town Administrator Andrew Golas

Town Administrator Andrew Golas was present to answer questions from the school committee.

K. Szela asked how tonight's presentation was received. The audience was small with 12 attendees and they are going to continue pushing their information through all public information channels.

J. Costello asked if proximity close to schools and within a neighborhood would trigger any trauma with alarms that may go off as needed. There has been regular attendance from direct neighbors that do not want to see a negative impact, all of which have been invited to the station to see what a normal response looks like and any ancillary sounds, which are primarily contained within the building. Sirens are primarily used to alert traffic and not necessary to leave the station.

C. Panczyk questioned if a traffic study was conducted, particularly for school dismissal and arrival times. As this is not a highway and is more of a country road, appropriate signage including a school zone reducing traffic speeds during traffic times to the 20 mile per hour flashing and signage alerting people that there's a fire station ahead would be good signage to help support traffic awareness.

The Town of Charlton Fire Department Substation will be on the agenda for the next meeting for a recommendation or a motion to enter into some type of work with the DCRSD.

F. Resolution for a Purchasing Card (P-Card) – Camie Lamica

Treasurer Camie Lamica spoke to a Resolution to Authorize Issuance of an Individual Procurement Card (P-Card) with the Bank of Montreal and is requesting the School Committee approve this resolution so that purchase operations are more efficient in the business office. It is recommended, at this time, only two cards be issued: one authorized to the Treasurer and the other card issued to the purchasing position in the Business Office. The card would not be provided to any other school staff members to make the purchases themselves.

K. Szela asked about the maximum limit to the card. Camie Lamica confirmed that the business office sets the limit for daily and monthly transactions. If an employee wants to make a purchase, they would have to put in a requisition and get it approved by a supervisor. It then comes to the business office where funds are validated by the appropriate budget line items and then purchased from the business office via the p-card.

J. Dell'Ovo asked what was the decision to go with Bank of Montreal and it was confirmed that this is the only bank that they have seen that offers this service.

C. Carmignani asked about travel and it was confirmed that these cards will not be allowed to travel and will remain locked in the District Office.

A motion by J. Costello, second by N. Enberg to accept the resolution to Authorize Issuance of an Individual Procurement Card (P-Card) with the Bank of Montreal was approved unanimously.

RESOLUTION AUTHORIZING ISSUANCE Of INDIVIDUAL PROCUREMENT CARDS

WHEREAS, the School Committee of the Dudley Charlton Regional School District has the authority to enter into an agreement with the Bank of Montreal for purchasing cards;

NOW, THEREFORE, BE IT RESOLVED by the Dudley Charlton Regional School District School Committee that the District Treasurer is authorized to enter into an Agreement with the Bank of Montreal to secure Procurement Cards for each authorized employee of the regional school district under such terms and conditions as approved by the School Committee. The School Committee further authorizes the District Treasurer to execute a p-Card program agreement on its behalf.

C. Carmignani – Yes
M. Chickering – Yes
J. Dell’ Ovo – Yes
K. Szela – Yes

J. Costello – Yes
C. Panczyk– Yes
N. Enberg – Yes

X. Adjourn

A motion by J. Costello, second K. Szela to adjourn the meeting at 8:30 PM was passed unanimously.

C. Carmignani – Yes
M. Chickering – Yes
J. Dell’ Ovo – Yes
K. Szela – Yes

J. Costello – Yes
C. Panczyk– Yes
N. Enberg – 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.”

2023-2024 School Committee Goals

Fiscal Responsibility

- The Dudley-Charlton School Committee will revise its Capital Plan to reflect the needs for Shepherd Hill Regional High School.
- The Dudley-Charlton School Committee will continue its commitment to seeking cost-saving opportunities to ensure a sustainable budget for FY25.
- The Dudley-Charlton School Committee will seek input on budget priorities from staff, students, and community members and will educate the constituents on all aspects of the budget development process.
- The Dudley-Charlton School Committee will commission an operational audit during the 2023-2024 school year.

Enhance Educational Excellence

- *The Dudley-Charlton School Committee will seek to maintain the integrity of a comprehensive educational experience for all students.*
- *The Dudley-Charlton School Committee will ensure that students have access to modern equipment and technologies.*

Enhance Community Outreach and Stakeholder Engagement
--

- *The Dudley-Charlton School Committee will increase outreach to our communities by strengthening our working relationships with local boards and expanding our presence at school and community events.*
 - *The Dudley-Charlton School Committee will continue to provide opportunities for all stakeholders to be cognizant of the 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, May 8, 2024, 6:30 PM Charlton Middle School

Budget and Finance Subcommittee: TBD – Video Conference

Policy Review Subcommittee: Wednesday, May 8, 2024, 9:30 AM – District Office

Curriculum Subcommittee for Teaching and Learning: TBD – Video Conference

Capital Outlay/Safety Subcommittee: Wednesday, May 15, 2024, 3:00 PM – Video Conference

Anticipated Future Agenda Items: Superintendent’s Evaluation (May), School Councils (May), SEPAC (May), Student Handbooks (May), Architectural Review (May), Education Resource Strategies [ERS] Report (June), School Committee Reorganization (June), Superintendent’s Contract (June)

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee

Wednesday, April 24, 2024, at **6:30 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 – April 10, 2024
- c. Approval of Minutes Executive Session – April 10, 2024
- d. Approval of Minutes Special Meeting – April 9, 2024
- e. Approval of Out of State Field Trip (Policy IJOA) – #431 Granby, CT
- f. Approval of Out of State/Overnight Field Trip (Policy IJOA) - #434 Washington, DC
- g. Acceptance of a foreign exchange student (Policy JF) - SHRHS

V. Communications

VI. Student Representative Report – Sofia Poplawski

VII. Superintendent’s Report

VIII. Public Comment

IX. New Business

- A. Update Fiscal Year 2025
- B. Update DCRSD Fees (preschool, athletics, SHRHS parking)
- C. Student Achievement Report – Acting Assistant Superintendent/DES Principal Kelly True
- D. Presentation of Superintendent’s Evaluation – Steven Lamarche
- E. Town of Charlton Fire Department Substation – Town Administrator Andrew Golas
- F. Resolution for a Purchasing Card (P-Card) – Camie Lamica

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.”

2023-2024 School Committee Goals

Fiscal Responsibility

- *The Dudley-Charlton School Committee will revise its Capital Plan to reflect the needs for Shepherd Hill Regional High School.*
- *The Dudley-Charlton School Committee will continue its commitment to seeking cost-saving opportunities to ensure a sustainable budget for FY25.*
- *The Dudley-Charlton School Committee will seek input on budget priorities from staff, students, and community members and will educate the constituents on all aspects of the budget development process.*
- *The Dudley-Charlton School Committee will commission an operational audit during the 2023-2024 school year.*

Enhance Educational Excellence

- *The Dudley-Charlton School Committee will seek to maintain the integrity of a comprehensive educational experience for all students.*
- *The Dudley-Charlton School Committee will ensure that students have access to modern equipment and technologies.*

Enhance Community Outreach and Stakeholder Engagement

- *The Dudley-Charlton School Committee will increase outreach to our communities by strengthening our working relationships with local boards and expanding our presence at school and community events.*
- *The Dudley-Charlton School Committee will continue to provide opportunities for all stakeholders to be cognizant of the 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, May 8, 2024, 6:30 PM Charlton Middle School

Budget and Finance Subcommittee: TBD – Video Conference

Policy Review Subcommittee: May 8, 9:30 AM – District Office

Curriculum Subcommittee for Teaching and Learning: TBD – Video Conference

Capital Outlay/Safety Subcommittee: Wednesday, May 15, 2024, 3:00 PM – Video Conference

Anticipated Future Agenda Items: Superintendent's Evaluation (May), School Councils (May), SEPAC (May), Student Handbooks (May), Architectural Review (May), Education Resource Strategies [ERS] Report (June), School Committee Reorganization (June), Superintendent's Contract (June)



Request #431 Complete

1 message

Form Approvals <districtoffice@dcrsd.org>Mon, Apr 8, 2024 at 2:16 PM

Reply-To: mfournier@dcrsd.org

To: districtoffice@dcrsd.org

REQUEST #431 | APR 08, 2024

Field Trip/Event Form - Day Trips (In or Out of State)

The request is now **complete**.

Approval history

Complete

Approved by smonette@dcrsd.org

Approved by slamarche@dcrsd.org

Copy Sent to districtoffice@dcrsd.org

Copy Sent to eglenn@dcrsd.org

Copy Sent to aclarke@dcrsd.org

Approved by landre@dcrsd.org

Requestor:	mfournier@dcrsd.org
School:	CMS
Lead teacher requesting:	Fournier/Dyson
Grade/group:	8
Field trip/event title:	8th Grade EOY Class Trip
Address/destination of field trip/event:	311 N. Granby Rd. (Rt. 189), North Granby, CT 06060
Location contact/telephone number:	(860) 653-3552

As a result of selecting this field-based curriculum experience or event, how will your students benefit and what will your students know and be able to do as a result?:	Students will enjoy a day of bonding as the outgoing CMS class of 2023 as they depart to various high schools in the area. Students will take part in art activities, physical wellness activities, and socialization.
What are your student followup activities or lessons?:	Students will design a "Day @ High Meadows" Google Slide Presentation.
Field trip/event date:	Jun 06, 2024
Departure time:	8:00 AM
Return time:	4:30 PM
Number of students:	165
Number of chaperones/adults:	11
List the names of all chaperones/adults attending:	Carlson, Coakley, Fitzgerald, Fournier, Sinico, Bolio, Crowe, Dyson, Hunt, Hackenson, Kemp, Sousa, Pierkarczyk, Rogalski
Are substitutes required?:	No
Number of substitutes required:	0
Do all chaperones have an up-to-date CORI completed by the DCRSD?:	Yes
Two weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students with disabilities and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities.:	Understood
Did your school nurse review a preliminary list of attending students?:	Yes
You are required to present your school nurse with a complete list of attendees two weeks prior to departure.:	Understood
Funding Source:	Students/Caregivers, PTO
Total cost of the field-trip/event including transportation:	8640
Per student cost:	50

Additional information:

n/a

This is an automated email sent by formapprovals.com; do not reply to or forward this email. You are receiving this email because you are a workflow participant of this request. Your form administrator is districtoffice@dcrsd.org



District Office, DCRSD <districtoffice@dcrsd.org>

Request #434 for your review

1 message

Form Approvals <districtoffice@dcrsd.org>
To: districtoffice@dcrsd.org

Wed, Apr 10, 2024 at 1:02 PM

REQUEST #434 | RECIPIENTS: 3 of 6 | APR 10, 2024

Field Trip/Event Form - Day Trips (In or Out of State)

You have been requested to review the following:

Requestor:	jdyson@dcrsd.org
School:	CMS
Lead teacher requesting:	Jon Dyson
Grade/group:	Charlton Middle School 8th Grade
Field trip/event title:	Charlton Middle School 8th Grade Washington D.C Trip
Address/destination of field trip/event:	Washington D.C
Location contact/telephone number:	866-273-2500

As a result of selecting this field-based curriculum experience or event, how will your students benefit and what will your students know and be able to do as a result?:

Traveling to Washington D.C. offers students a multitude of benefits, including civic education through first hand exposure to government institutions, a deeper understanding of American history through visits to monuments and museums, and cultural exposure that fosters appreciation for diversity. Exploring the city encourages critical thinking as students analyze political and social issues, while also developing teamwork, independence, and communication skills through planning and navigating their surroundings. These experiences create lasting memories and inspire continued learning beyond the trip, making it a transformative educational opportunity for students.

What are your student followup activities or lessons?:	Students will complete a cross curriculum projects when they return from the trip.
Field trip/event date:	Oct 21, 2024
Departure time:	7:30 AM
Return time:	9:30 PM
Number of students:	150
Number of chaperones/adults:	15
List the names of all chaperones/adults attending:	To be determined.
Are substitutes required?:	Yes
Number of substitutes required:	2
Do all chaperones have an up-to-date CORI completed by the DCRSD?:	Yes
Two weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students with disabilities and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities.:	Understood
Did your school nurse review a preliminary list of attending students?:	Yes
You are required to present your school nurse with a complete list of attendees two weeks prior to departure.:	Understood
Funding Source:	Students/Caregivers
Total cost of the field-trip/event including transportation:	1
Per student cost:	\$1,048
Additional information:	Tentative trip dates are 10/21/24-10/24/24
	Total cost and total number of students will be determined as they sign up for the trip. Chaperones and substitute teacher

numbers will also be determined when number of students attending the field trip is finalized.

Approval history

In progress

Approved by smonette@dcrsd.org

Approved by slamarche@dcrsd.org

Copy Sent to districtoffice@dcrsd.org

Copy Sent to eglenn@dcrsd.org

Copy Sent to aclarke@dcrsd.org

This is an automated email sent by formapprovals.com; do not reply to or forward this email. You are receiving this email because you are a workflow participant of this request. Your form administrator is districtoffice@dcrsd.org

Dear Selection Committee,

It is with great pleasure that I write this letter of recommendation for Giulia Vianello.

Having taught Giulia for three years, I can confidently attest to her brilliant qualities. Not only am I her physics teacher, but I also serve as the class coordinator, affording me a comprehensive understanding of her academic and personal development.

Throughout her time under my guidance, Giulia has consistently demonstrated diligence and precision in her work, yielding commendable results. Notably, she has exhibited substantial growth both academically and personally, confronting challenges with resilience and leveraging her considerable talents, which she sometimes undervalues.

Beyond her academic prowess, Giulia possesses commendable interpersonal skills. She fosters positive relationships with peers and teachers alike, excelling in collaborative environments by embracing diverse perspectives while advocating for her own with tenacity.

Giulia's enthusiasm for life and for learning is palpable, as evidenced by her enthusiastic participation in various school initiatives. I particularly highlight her involvement in the Nuclear Physics Competition. The contest was aimed at secondary school students from all over Europe, who were asked to prepare an informative video about nuclear physics. Giulia and a classmate produced an award-winning video—an accomplishment reflective of her dedication and creativity (https://www.youtube.com/watch?v=yV-c-KVN73U&t=3s&ab_channel=ENENAssociation)

During the subsequent conference in Budapest, organized by Enen+, I had the opportunity to witness Giulia's passion for science and her adeptness at forging connections with peers from across Europe.

Importantly, Giulia harbors a longstanding desire to experience studying abroad—a testament to her global perspective and dedication to personal growth.

In summary, I wholeheartedly endorse Giulia's application to your institution, confident that she will enrich your academic community as she has ours. Her blend of academic qualities, interpersonal skills, and ambition make her an invaluable asset wherever she goes.

Please do not hesitate to reach out if you require further information.

Sincerely,

Martina Ghigliazza
Physics Teacher and Class Coordinator
martina.ghigliazza@iiscuriesraffa.it
+39 3403426098

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee

Superintendent's Report

04.24.2024



The week leading up to the school vacation week was marked by an intense series of meetings for the School Committee. They embarked on an evening schedule, dedicating time and effort to Fiscal Year 2025 discussions. School Committee members attended the Town of Dudley and the Town of Charlton Boards of Selectmen and Finance Committees/Finance, Appropriation, and Advisory Committees.

During these meetings, attention was given to released Massachusetts House numbers pertaining to Fiscal Year 2025. These discussions weren't merely routine; they represented a concerted effort to utilize the most favorable numbers in the MA House Budget to guide the Dudley-Charlton Regional School District (DCRSD) through the upcoming fiscal year.

I am convinced that the collective efforts of all involved have resulted in the establishment of a solidified FY25 plan for DCRSD. I extend my heartfelt gratitude to the dedicated leaders of both towns, whose commitment and tireless work have been instrumental in this endeavor. Moreover, I commend the members of the Dudley-Charlton School Committee for their steadfast dedication to fulfilling the educational needs of students and families within the district, all while upholding their fiduciary responsibilities to the communities of Charlton and Dudley.

As a reminder, without any additional weather related or unforeseen closures of our schools, the last day of school is Thursday, June 13, 2024. This is an early-release day for all students.

The remaining weeks of school tend to move quite quickly and it is important to share additional days of significance, especially for our seniors.

May 17th is the last full day for 2024 seniors with final exams, senior responsibilities, rehearsals and events through to graduation Sunday, June 2nd at the DCU Center at 1:00 PM.

The junior/senior prom is Monday, May 20th at the DCU Center.

The senior banquet is Thursday, May 30th at Holy Cross.

For non-seniors, DCRSD has an early-release day Friday, May 24th.

Our office has been coordinating with ERS (Education Resource Strategies) to prepare the context for the School Committee sanctioned review of operations in the Dudley-Charlton Regional School District. As a reminder, this is one of three critical assessments coming forward in the next six months.

The two-week intense review of DCRSD is planned to commence Monday, May 13, 2024. The context of the review is shaping up to include the following areas of operations:

- 1) **Human Capital** – *Teacher and paraprofessional compensation and benefits*
- 2) **School Funding** – *Building capacity/utilization, support services/staffing allocations*
- 3) **School Design** – *Class sizes, special education spending and services, multi-lingual spending and services, middle school and high school scheduling, elementary, time and attention for students including MTSS structures*
- 4) **School Support and Accountability** - *District office spending breakdown, fragmented district office support and roles*

School Committee Agenda Item B. Update DCRSD Fees (preschool, athletics, SHRHS parking)

As a result of Budget and Finance Subcommittee review of DCRSD fees set and voted by the School Committee in November, December and January and through School Committee deliberations at the January 10, 2024 regular meeting with the following reported in the approved minutes:

1. **Prekindergarten Tuition** - *Last updated in 2018, the subcommittee agrees to increase the fees by a possible \$200.00, bringing the two half days to a total of \$1,200.00 (currently \$1,000.00) and the four half days to a total of \$2,400.00 (currently \$2,000.00).*
2. **Athletic Fees** - *The subcommittee discussed adjusting athletic fees by \$50.00 (increasing the total to \$200.00 instead of the current \$150.00). Also agreed upon was instituting a fee at the middle school level, at potentially a \$50.00 per sport, with a universal family cap of \$650.00. Athletic fees were last increased in 2013.*
3. **SHRHS Student Parking Fees** - *The last time the parking fees were increased was 2018. The subcommittee is currently not in agreement about whether or not the parking fees should be changed, so further discussion is needed on that particular topic.*

With that said, it is my recommendation to the School Committee that action be taken as follows:

1. Increase the Prekindergarten (preschool) fees as stated, from \$1,000 to \$1,200 for two half-days for the school year and from \$2,000 to \$2,400 for four half-days for the 2024-25 SY
2. Take no action on athletic fees at the middle school and high school for the 2024-25 SY
3. Take no action on the SHRHS student parking fees for the 2024-25 SY

This recommendation comes forward with the belief that the Fiscal Year 2025 budget is within reach through our two communities. The prekindergarten (preschool) fee increase is warranted and continues to fall within reasonableness for participation in said program.

As a reminder, these are the School Committee fiscal year 2025 budget priorities.

1. *Maintain existing staff size and programs without reductions*

- Maintain foreign language staffing 5-12
- Restore 0.5 FTE librarian at each middle school
- Maintain average class size of 22 for Grades K-8
- Maintain co-curricular programs
- Retain kindergarten aides
- Add accounting/data specialist
- Explore full day pre-k programs
- Add new technologies to support learning
- Complete an “*Operational Audit*” of administrative/management service

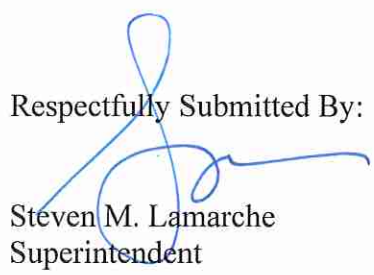
2. *Continue to look for innovative ideas for cost savings without impact to programs*

- Explore in-district specialized transportation rather than contracted service model
- Explore outcomes from the capital plan architectural review of all school facilities
- Explore solar power options for all DCRSD schools

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)

Respectfully Submitted By:



Steven M. Lamarche
Superintendent

FY25 Budget - VERSION 2 4/24/24

Assessments					
	FY24	FY25	\$ Change	% Change	
DCRSD	\$ 58,321,624	\$ 59,885,638	\$ 1,564,014	2.68%	
Charlton (53.29%)					
Minimum	12,737,269	13,953,628	1,216,359	9.55%	
Transportation	898,862	1,116,704	217,842	24.24%	
Additional	3,092,951	3,148,490	55,539	1.80%	
Subtotal Operating	16,729,082	18,218,822	1,489,740	8.91%	
Capital			-		
Sewer Charges	25,776	25,776	-		
Shepherd Hill Field (Debt Excl)	83,023	68,904	(14,119)		
Sept. 2022 Capital (Voluntary)	1,500,000	-	(1,500,000)		
Sept. 2022 Capital - BAN Interest/Bond	-	272,467	272,467		
Subtotal Capital	1,608,799	367,147	(1,241,652)	-77.18%	
Total Assessment - Charlton FY25	18,337,881	18,585,969	248,088	1.35%	
Dudley (46.71%)					
Minimum	7,409,875	8,077,755	667,880	9.01%	
Transportation	774,997	978,819	203,822	26.30%	
Additional	2,666,734	2,759,729	92,995	3.49%	
Subtotal Operating	10,851,606	11,816,303	964,697	8.89%	
Capital					
Sewer Charges	9,224	9,224	-		
Shepherd Hill Field (Debt Excl)	77,161	64,039	(13,122)		
Sept. 2022 Capital - BAN Interest/Bond	-	351,313	351,313		
Subtotal Capital	86,385	424,576	338,191	391.49%	
Total Assessment - Dudley - FY25	10,937,991	12,240,879	1,302,888	11.91%	
Total Assessment	29,275,872	30,826,848	1,550,976	5.30%	

	Revenue		Budget
Operating Budget			54,564,789
Ch 70	25,328,187		
E&D - Recurring	1,097,000		
E&D - One Time			
Charlton - Minimum	13,953,628		
Dudley - Minimum	8,077,755		
Medicaid and Charter Reimb	200,000		
53.29% Charlton - Additional	3,148,490		
46.71% Dudley - Additional	2,759,729		
	54,564,789	-	54,564,789
 Transportation			4,526,432
State Reimb.	2,430,909		
District Reserve Transportation			
District Reserve Transportation - Add'l			
53.29% Charlton	1,116,704		
46.71% Dudley	978,819		
	4,526,432	-	4,526,432
 Capital			
Offset - Sewer Charge Reserve			
Offset - Field Project Premiums	2,694		
Charlton - Feasibility Study			
Dudley-Feasibility Study			
Charlton - Sept. 2022 Capital	272,467		
Dudley- Sept. 2022 Capital	351,313		
Charlton - Debt	68,904		
Charlton - Sewer	25,776		
Dudley - Debt	64,039		
Dudley - Sewer	9,224		
	794,417	-	794,417
 Total Budget Request			59,885,638

**DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT
STUDENT FEES HISTORY**

	Athletics*	Parking	Preschool**
2004	100	100	500
2005	100	100	500
2006	100	100	550
2007	100	100	550
2008	100	100	600
2009	100	100	600
2010	100	100	600
2011	100	100	600
2012	100	100	600
2013	150	100	800
2014	150	100	800
2015	150	100	800
2016	150	100	800
2017	150	150	800
2018	150	200	1000
2019	150	200	1000
2020	150	200	1000
2021	150	200	1000
2022	150	200	1000
2023	150	200	1000

*\$500 Maximum (per family, per year)

**Two half-days



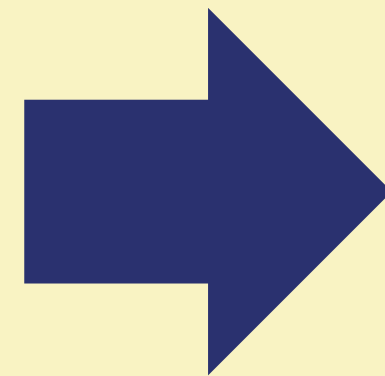
2023-2024 Student Achievement Report



Kelly True, Acting Assistant Superintendent

Contents

- 01. MCAS Historical Data Grades 3-10
- 02. Subgroup Data Grades 3-10
- 03. High School Advanced Placement
- 04. Analysis
- 05. Recommendations



District Achievement and Growth-ELA

ELA District Achievement Summary

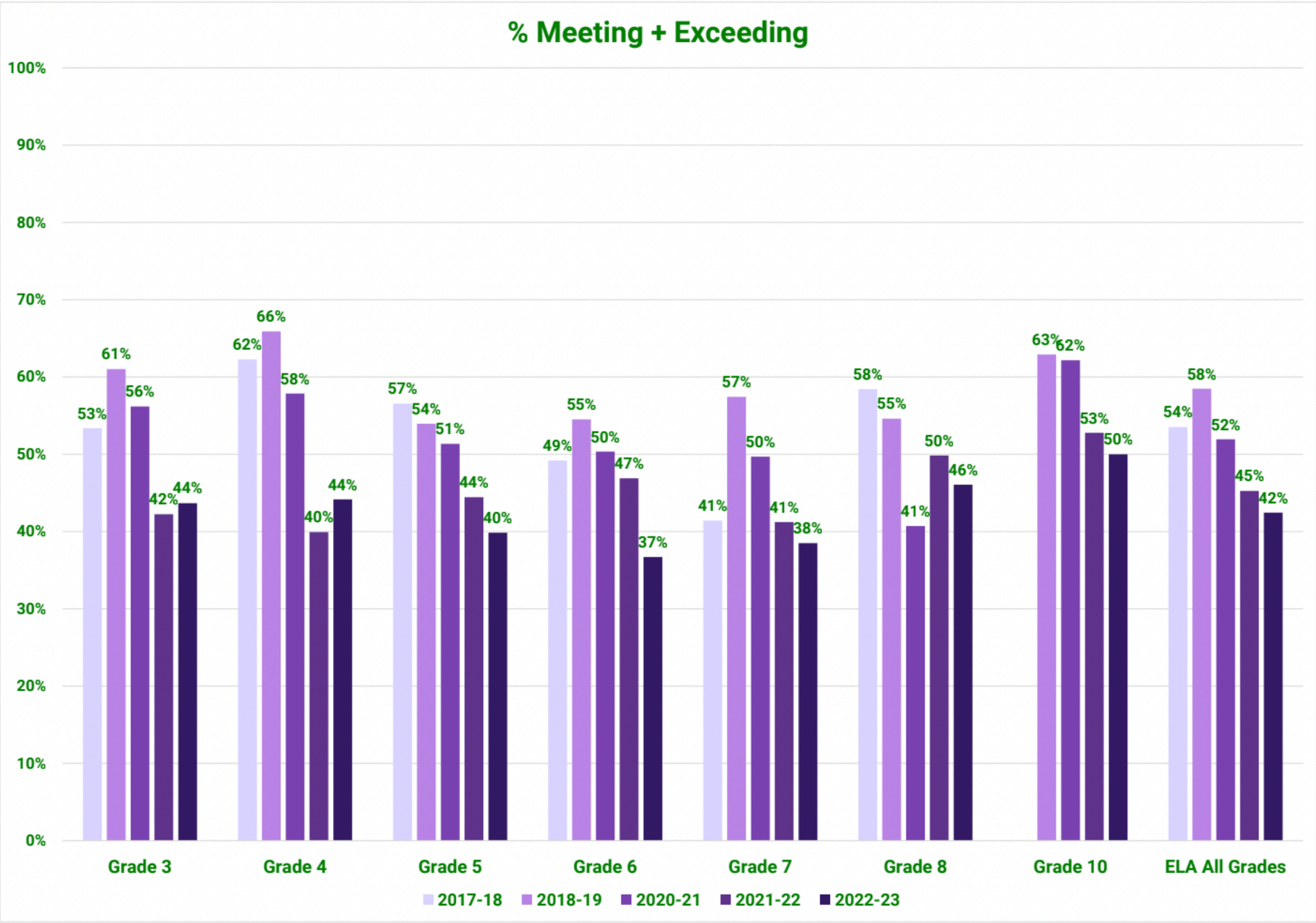
	# of results in District	Not Meeting	Partially Meeting	Meeting	Exceeding	Meeting + Exceeding		Not Meeting	
						District	Yr-Yr	District	Yr-Yr
2017-18 G3 ELA	298	5%	42%	47%	6%	53%		5%	
2018-19 G3 ELA	272	4%	35%	54%	7%	61%	8%	4%	-1%
2020-21 G3 ELA	251	6%	38%	47%	9%	56%	-5%	6%	2%
2021-22 G3 ELA	258	14%	44%	38%	5%	42%	-14%	14%	8%
2022-23 G3 ELA	261	15%	42%	40%	4%	44%	1%	15%	1%
2017-18 G4 ELA	310	5%	32%	53%	9%	62%		5%	
2018-19 G4 ELA	299	5%	29%	55%	11%	66%	4%	5%	0%
2020-21 G4 ELA	242	8%	34%	52%	6%	58%	-8%	8%	3%
2021-22 G4 ELA	268	10%	50%	36%	4%	40%	-18%	10%	2%
2022-23 G4 ELA	274	12%	44%	42%	2%	44%	4%	12%	2%
2017-18 G5 ELA	283	5%	39%	52%	5%	57%		5%	
2018-19 G5 ELA	317	6%	40%	52%	2%	54%	-3%	6%	1%
2020-21 G5 ELA	261	7%	42%	46%	6%	51%	-3%	7%	1%
2021-22 G5 ELA	270	9%	47%	42%	2%	44%	-7%	9%	2%
2022-23 G5 ELA	286	13%	47%	38%	1%	40%	-5%	13%	4%
2017-18 G6 ELA	309	8%	42%	45%	4%	49%		8%	
2018-19 G6 ELA	288	7%	39%	48%	7%	55%	5%	7%	-2%
2020-21 G6 ELA	286	16%	33%	42%	8%	50%	-4%	16%	10%
2021-22 G6 ELA	273	15%	38%	41%	6%	47%	-3%	15%	-1%
2022-23 G6 ELA	286	15%	48%	34%	3%	37%	-10%	15%	0%
2017-18 G7 ELA	326	10%	48%	40%	1%	41%		10%	
2018-19 G7 ELA	310	6%	37%	51%	6%	57%	16%	6%	-4%
2020-21 G7 ELA	332	14%	37%	42%	7%	50%	-8%	14%	8%
2021-22 G7 ELA	296	14%	45%	38%	3%	41%	-8%	14%	0%
2022-23 G7 ELA	291	14%	47%	34%	4%	38%	-3%	14%	0%
2017-18 G8 ELA	356	8%	34%	50%	9%	58%		8%	
2018-19 G8 ELA	326	8%	37%	48%	6%	55%	-4%	8%	1%
2020-21 G8 ELA	280	12%	48%	38%	3%	41%	-14%	12%	4%
2021-22 G8 ELA	337	13%	37%	43%	7%	50%	9%	13%	1%
2022-23 G8 ELA	304	14%	40%	38%	8%	46%	-4%	14%	1%
2018-19 G10 ELA	283	5%	32%	58%	5%	63%		5%	
2020-21 G10 ELA	193	8%	30%	50%	12%	62%	-1%	8%	2%
2021-22 G10 ELA	216	7%	40%	47%	6%	53%	-9%	7%	0%
2022-23 G10 ELA	216	9%	41%	43%	7%	50%	-3%	9%	1%
2017-18 ELA All Grades	1,882	7%	40%	48%	6%	54%		7%	
2018-19 ELA All Grades	2,095	6%	36%	52%	6%	58%	5%	6%	-1%
2020-21 ELA All Grades	1,845	10%	38%	45%	7%	52%	-7%	10%	5%
2021-22 ELA All Grades	1,918	12%	43%	41%	5%	45%	-7%	12%	1%
2022-23 ELA All Grades	1,918	13%	44%	38%	4%	42%	-3%	13%	1%

District Achievement and Growth-ELA

Immediate Impressions

- Achievement has been inconsistent over the past 5 years
- Scores range from high 30s to low 60s in any given year with the exception of grade 4 in 18-19 which had 66% of students score proficient
- Almost all grades spiked in 18-19 with the exception of 5 and 8
- Over the last 5 years, nearly half of our students were considered not to be proficient at every grade level
- Every grade dropped after COVID, however, we see an uptick at the Elementary level while Secondary has remained in decline

ELA District Achievement Summary



District Achievement and Growth-Math

Math District Achievement Summary

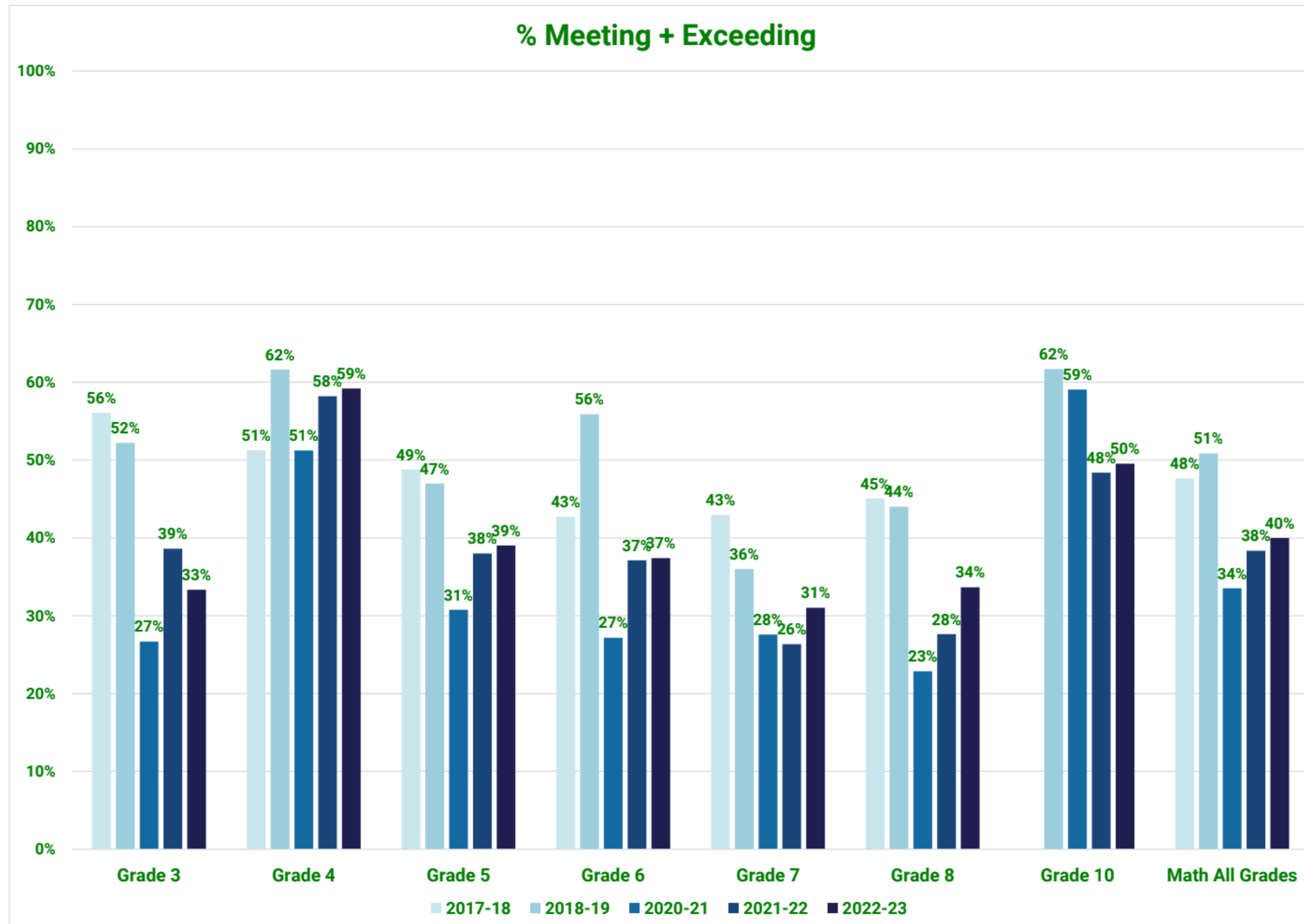
	# of results in District	Not Meeting	Partially Meeting	Meeting	Exceeding	Meeting + Exceeding		Not Meeting	
						District	Yr-Yr	District	Yr-Yr
2017-18 G3 Math	298	7%	37%	47%	9%	56%		7%	
2018-19 G3 Math	272	8%	39%	45%	7%	52%	-4%	8%	1%
2020-21 G3 Math	251	17%	57%	24%	2%	27%	-26%	17%	8%
2021-22 G3 Math	259	18%	44%	36%	3%	39%	12%	18%	1%
2022-23 G3 Math	261	20%	46%	30%	4%	33%	-5%	20%	3%
2017-18 G4 Math	312	6%	43%	42%	9%	51%		6%	
2018-19 G4 Math	297	7%	31%	55%	7%	62%	10%	7%	1%
2020-21 G4 Math	242	13%	36%	48%	3%	51%	-10%	13%	5%
2021-22 G4 Math	268	7%	35%	46%	12%	58%	7%	7%	-6%
2022-23 G4 Math	272	14%	27%	48%	11%	59%	1%	14%	7%
2017-18 G5 Math	285	6%	45%	46%	3%	49%		6%	
2018-19 G5 Math	315	7%	46%	46%	1%	47%	-2%	7%	1%
2020-21 G5 Math	260	11%	58%	30%	1%	31%	-16%	11%	4%
2021-22 G5 Math	271	7%	55%	36%	2%	38%	7%	7%	-5%
2022-23 G5 Math	287	6%	55%	36%	3%	39%	1%	6%	0%
2017-18 G6 Math	309	8%	50%	40%	3%	43%		8%	
2018-19 G6 Math	288	3%	41%	50%	6%	56%	13%	3%	-4%
2020-21 G6 Math	287	15%	58%	27%	0%	27%	-29%	15%	12%
2021-22 G6 Math	272	9%	54%	36%	1%	37%	10%	9%	-6%
2022-23 G6 Math	286	12%	51%	36%	1%	37%	0%	12%	3%
2017-18 G7 Math	326	10%	47%	42%	1%	43%		10%	
2018-19 G7 Math	311	8%	56%	32%	5%	36%	-7%	8%	-3%
2020-21 G7 Math	330	13%	59%	26%	1%	28%	-8%	13%	6%
2021-22 G7 Math	296	16%	57%	25%	1%	26%	-1%	16%	3%
2022-23 G7 Math	290	24%	44%	30%	1%	31%	5%	24%	8%
2017-18 G8 Math	355	8%	46%	41%	4%	45%		8%	
2018-19 G8 Math	325	8%	48%	41%	3%	44%	-1%	8%	-1%
2020-21 G8 Math	280	14%	64%	22%	1%	23%	-21%	14%	6%
2021-22 G8 Math	333	15%	57%	27%	1%	28%	5%	15%	2%
2022-23 G8 Math	303	15%	51%	32%	2%	34%	6%	15%	0%
2018-19 G10 Math	282	7%	32%	52%	10%	62%		7%	
2020-21 G10 Math	193	10%	31%	50%	9%	59%	-3%	10%	4%
2021-22 G10 Math	217	8%	43%	39%	10%	48%	-11%	8%	-2%
2022-23 G10 Math	214	7%	43%	40%	9%	50%	1%	7%	-1%
2017-18 Math All Grades	1,885	8%	45%	43%	5%	48%		8%	
2018-19 Math All Grades	2,090	7%	42%	45%	5%	51%	3%	7%	-1%
2020-21 Math All Grades	1,843	13%	53%	31%	2%	34%	-17%	13%	6%
2021-22 Math All Grades	1,916	12%	50%	34%	4%	38%	5%	12%	-2%
2022-23 Math All Grades	1,913	14%	46%	36%	4%	40%	2%	14%	3%

District Achievement and Growth-Math

Immediate Impressions

- Achievement has been inconsistent over the past 5 years
- Scores range from high 20s to low 60s in any given year with most scores post COVID in the range of 30%
- Grade 3 continues to decline while all other grades have had mild recovery after COVID
- Over the last 5 years, nearly half of our students were considered not to be proficient at every grade level
- Based on the 22-23 results, in general, 60% of students are not meeting proficiency in math with the exception of current grade 5 students.

Math District Achievement Summary



District Achievement and Growth-Science

Science District Achievement Summary

	# of results in District	Not Meeting	Partially Meeting	Meeting	Exceeding	Meeting + Exceeding		Not Meeting	
						District	Yr-Yr	District	Yr-Yr
2018-19 G5 Science	316	6%	35%	52%	7%	59%		6%	
2020-21 G5 Science	261	9%	45%	41%	5%	46%	-13%	9%	3%
2021-22 G5 Science	269	9%	40%	46%	4%	51%	5%	9%	0%
2022-23 G5 Science	286	13%	51%	30%	6%	36%	-15%	13%	4%
2018-19 G8 Science	326	7%	45%	40%	8%	48%		7%	
2020-21 G8 Science	252	8%	52%	36%	4%	40%	-8%	8%	1%
2021-22 G8 Science	328	8%	48%	40%	4%	44%	4%	8%	0%
2022-23 G8 Science	303	12%	46%	39%	3%	42%	-2%	12%	4%
2022-23 Physics	88	22%	75%	3%	0%	3%		22%	
2021-22 Biology	214	10%	46%	36%	8%	44%		10%	
2022-23 Biology	182	5%	30%	53%	12%	65%	21%	5%	-5%
2018-19 Science All Grades	642	6%	40%	46%	8%	54%		6%	
2020-21 Science All Grades	513	8%	49%	39%	4%	43%	-11%	8%	2%
2021-22 Science All Grades	811	9%	45%	41%	5%	46%	3%	9%	1%
2022-23 Science All Grades	859	12%	47%	36%	5%	41%	-5%	12%	3%

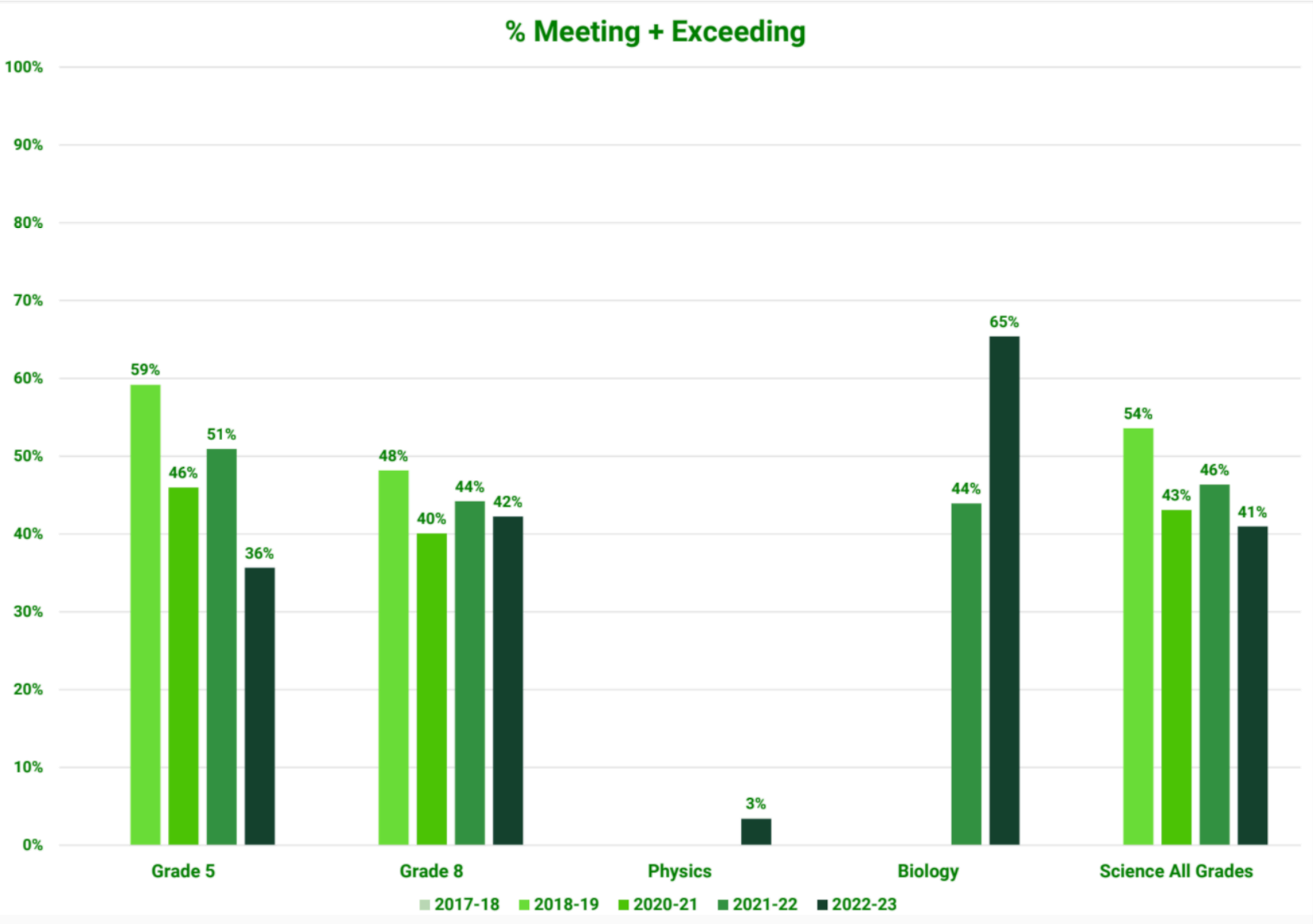
Physics and Biology NextGen began testing in 2021-22

District Achievement and Growth-Science

Immediate Impressions

- Achievement has been inconsistent over the past 5 years
- Scores range from mid 30s to high 50s in any given year with most scores hovering around 40% with the exception of Biology in the past school year
- Only 3% of students taking the Physics MCAS were proficient in 22-23
- Over the last 5 years, nearly half of our students were considered not to be proficient at every grade level with the exception of Biology, in 22-23, where only 35% of students were considered not to be proficient

Science District Achievement Summary



District Achievement and Growth-Subgroups

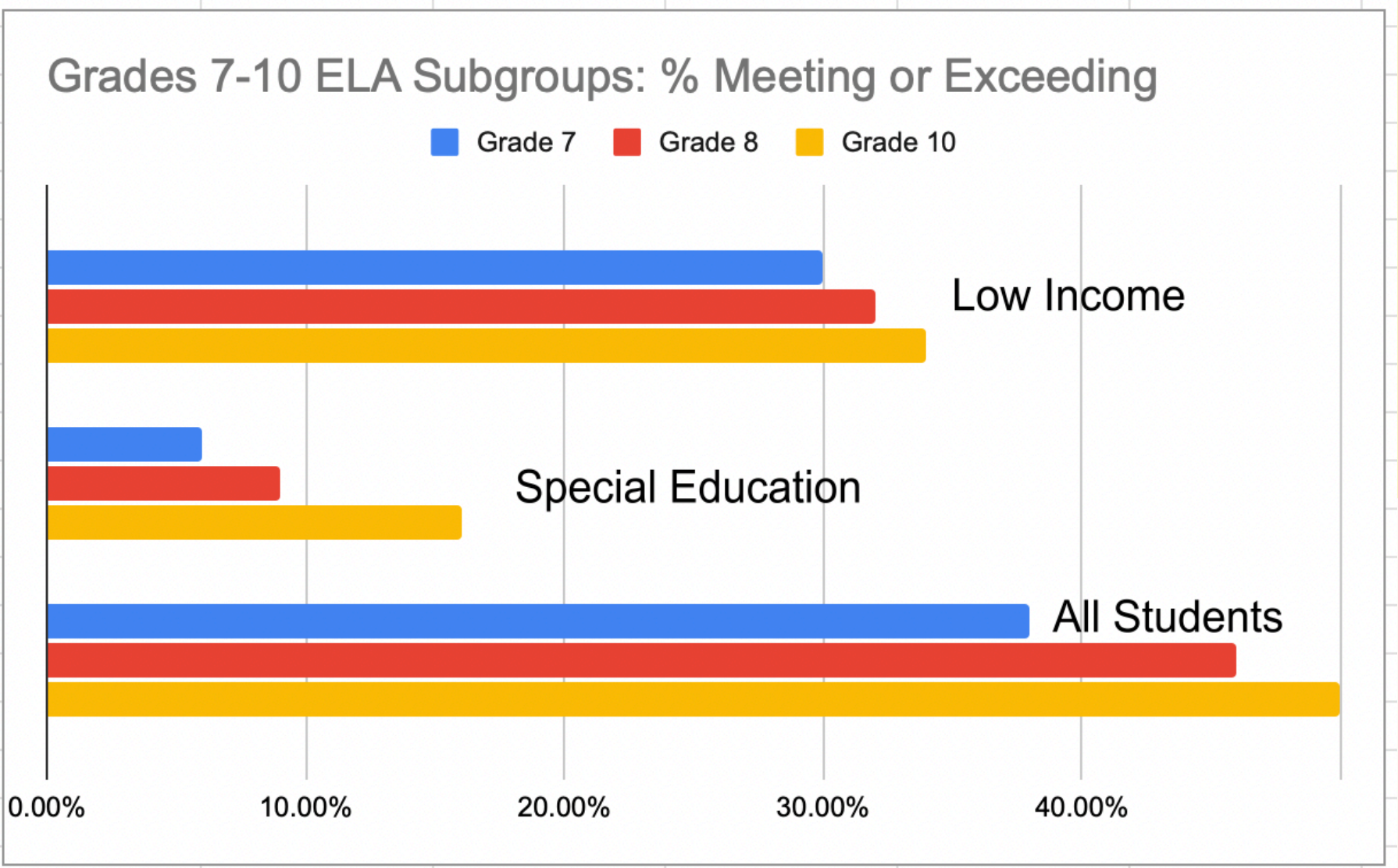
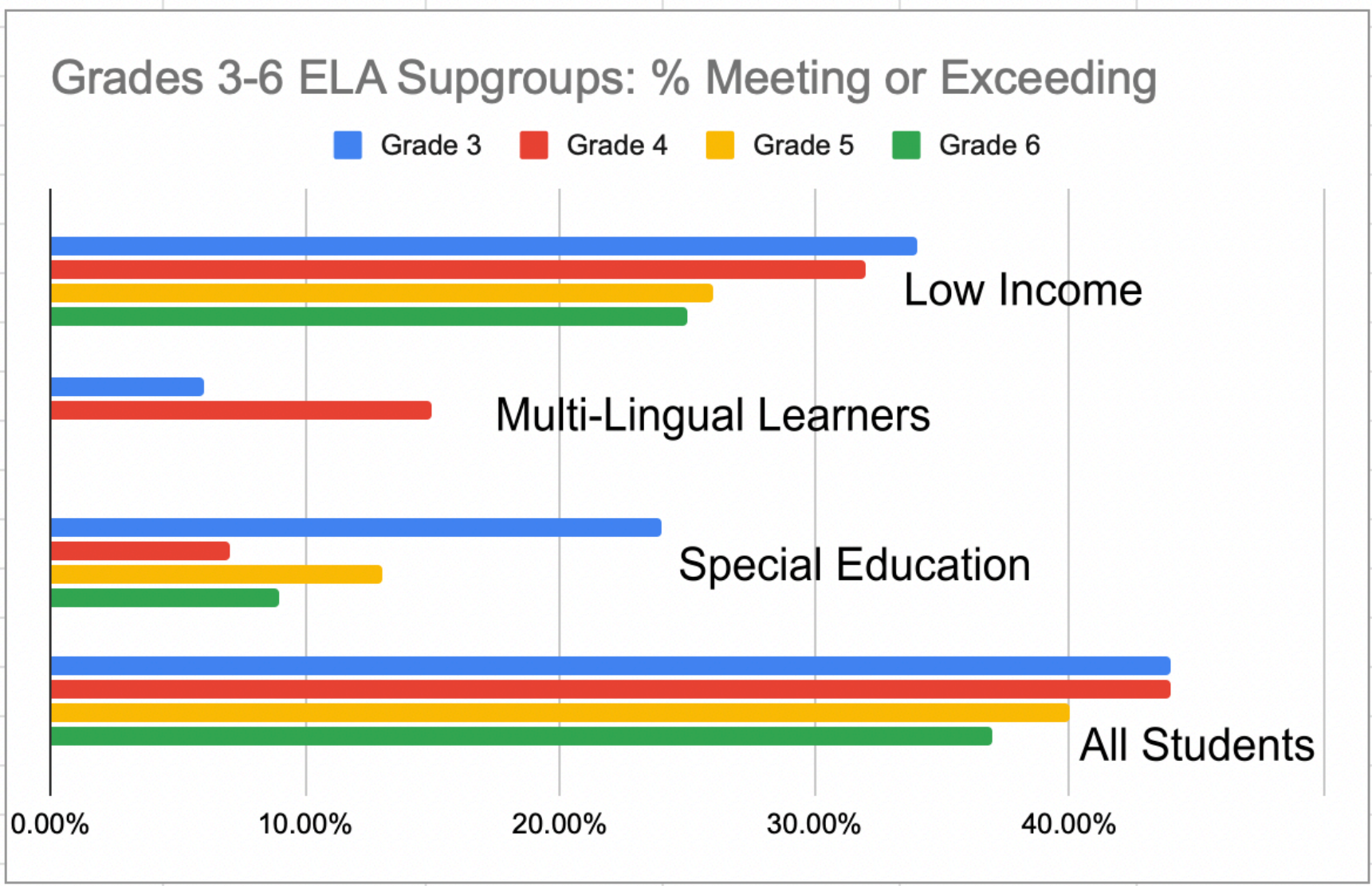
English Language Arts

			Dudley-Charlton Reg				
			% Meeting + Exceeding				
Subject	Grade	Program	17-18	18-19	20-21	21-22	22-23
ELA	3	Low Income	43%	53%	39%	30%	34%
ELA	3	EL	36%	31%	14%	6%	6%
ELA	3	SpecEd	19%	12%	34%	10%	24%
ELA	3	All	53%	61%	56%	42%	44%
ELA	4	Low Income	50%	53%	43%	24%	32%
ELA	4	EL	18%	45%	-	0%	15%
ELA	4	SpecEd	5%	20%	21%	16%	7%
ELA	4	All	62%	66%	58%	40%	44%
ELA	5	Low Income	36%	32%	39%	26%	26%
ELA	5	SpecEd	14%	4%	16%	4%	13%
ELA	5	All	57%	54%	51%	44%	40%
ELA	G3-G5	Low Income	43%	46%	40%	27%	31%
ELA	G3-G5	EL	27%	38%	14%	4%	10%
ELA	G3-G5	SpecEd	13%	12%	25%	9%	15%
ELA	G3-G5	All	57%	60%	55%	42%	43%

			Dudley-Charlton Reg				
			% Meeting + Exceeding				
Subject	Grade	Program	17-18	18-19	20-21	21-22	22-23
ELA	6	Low Income	41%	42%	37%	31%	25%
ELA	6	SpecEd	7%	12%	9%	8%	9%
ELA	6	All	49%	55%	50%	47%	37%
ELA	7	Low Income	33%	49%	37%	32%	30%
ELA	7	SpecEd	5%	14%	9%	6%	6%
ELA	7	All	41%	57%	50%	41%	38%
ELA	8	Low Income	46%	43%	32%	42%	32%
ELA	8	SpecEd	13%	3%	9%	5%	9%
ELA	8	All	58%	55%	41%	50%	46%
ELA	G6-G8	Low Income	40%	45%	35%	35%	29%
ELA	G6-G8	SpecEd	9%	10%	9%	6%	8%
ELA	G6-G8	All	50%	56%	47%	46%	41%

			Dudley-Charlton Reg				
			% Meeting + Exceeding				
Subject	Grade	Program	17-18	18-19	20-21	21-22	22-23
ELA	G10	Low Income	-	40%	49%	41%	34%
ELA	G10	SpecEd	-	8%	9%	5%	16%
ELA	G10	All	-	63%	62%	53%	50%

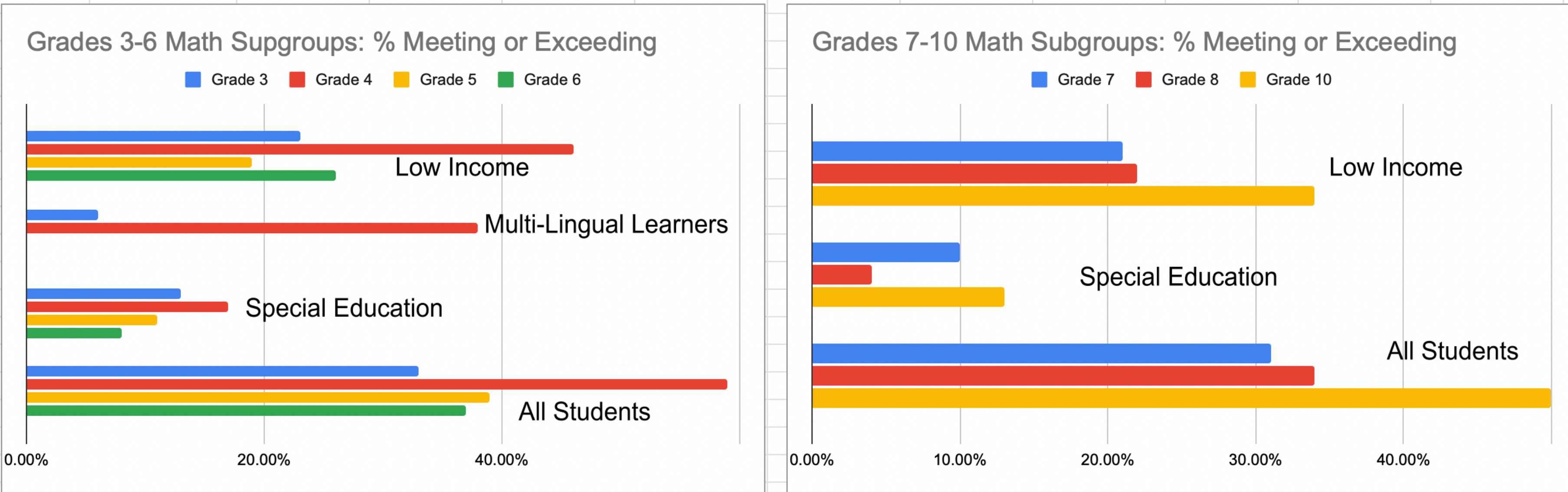
District Achievement and Growth-Subgroups 22-23



Immediate Impressions

- All subgroups consistently perform below the aggregate in every grade
- Low income students perform more closely to the aggregate than ML students and Students with Disabilities (SWD)
- With the exception of Grade 3, SWD perform significantly lower than the aggregate at every grade level with the largest discrepancy in grade 4
- With the exception of grade 3, where 24% of our SWD were meeting with proficiency, on average, less than 10% (13% in grade 5 and 16% in grade 10) of SWD are meeting with success at this time.

District Achievement and Growth-Subgroups 22-23



Immediate Impressions

- All subgroups consistently perform below the aggregate in every grade
- Low income students perform more closely to the aggregate than ML students and Students with Disabilities (SWD).*It is to be noted that grade 4 had 38% of ML students meet with proficiency.
- Students with Disabilities performed significantly lower than the aggregate at every grade level with the largest discrepancy in grade 4 (59% to 17%)
- 4th grade has the highest discrepancy, however it also has the highest proficiency rate at 17% . 8th grade has the lowest proficiency rate at just 4% for SWD.

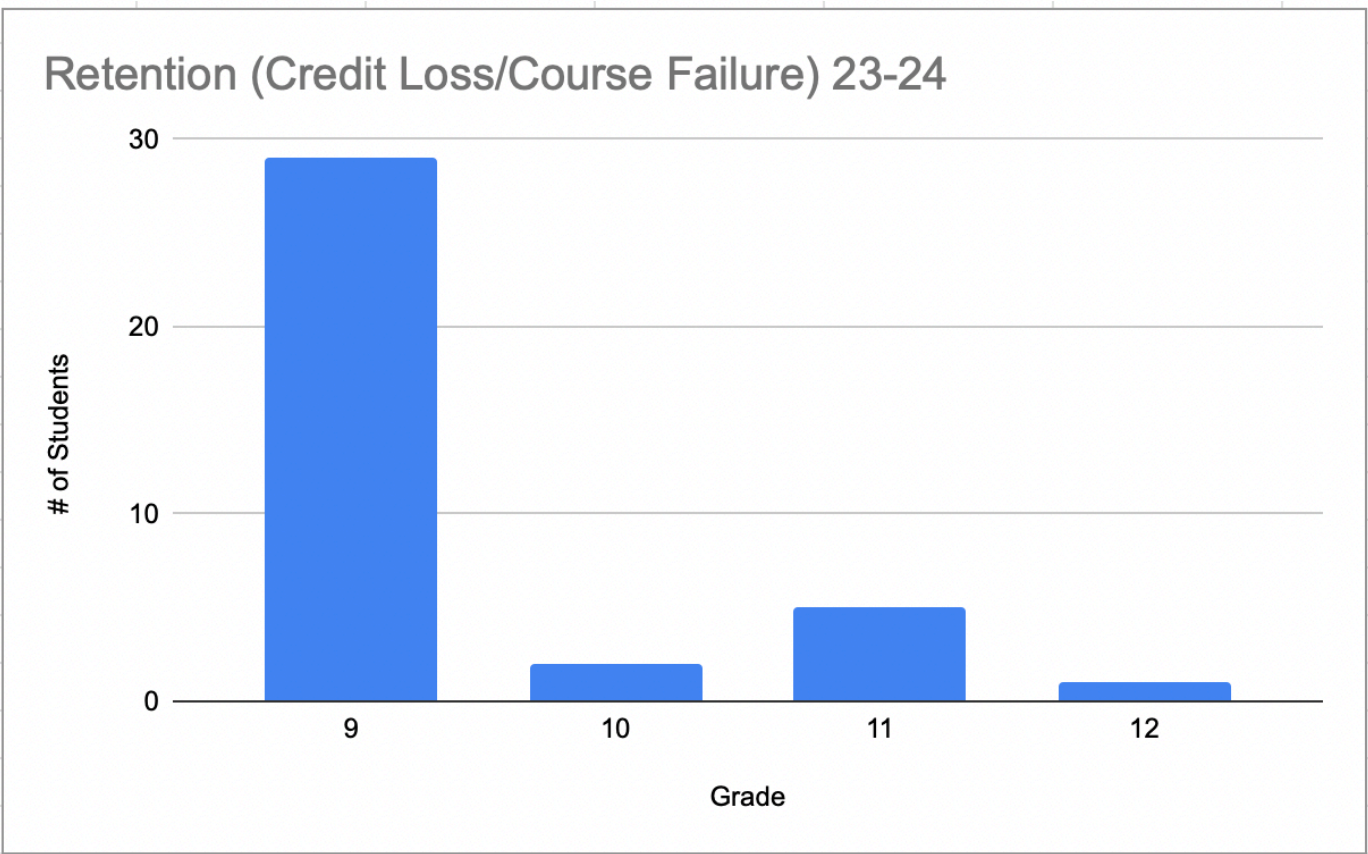
Shepherd Hill Advanced Placement 22-23 and Retention 23-24

Immediate Impressions

- Decreased enrollment in AP classes over a 5 year span
- 5% reduction in the amount of qualifying scores
- 64% of students taking AP classes are considered proficient
- About 1/3 of students taking AP classes are not meeting with a qualified score
- Scores have stayed pretty consistent, hovering in the 60% range for qualifying scores
- Retention or loss of credits in grade 9 is the highest. SHRHS continues to see challenges with transitioning from grade 8 to the HS

SCHOOL SUMMARY

	2019	2020	2021	2022	2023
Total AP Students	277	227	264	253	198
Number of Exams	484	391	475	437	327
AP Students with Scores 3+	142	151	155	173	126
% of Total AP Students with Scores 3+	51.26	66.52	58.71	68.38	63.64



Brainstorming

What is this data telling us?

01. About our current programming?
02. About our current students?
03. About our subgroup populations?

Current Programming at Elementary

The data for elementary ELA shows that we are beginning to see recovery from COVID and the benefits of our HQIM implementation through grade 4.

The math data supports the need to assess our current Math program at the elementary level. While Envisions scores well on EdReports, it may not be meeting the needs of the students in DCRSD as evidenced by over 50% of students in grades 3 and 5 not meeting proficiency.

Curent Programming at the Middle Level

The data for middle school ELA shows the need for HQIM in this area with proficiency hovering around 40% of students. In Math, we have not yet begun to see the benefits of our HQIM implementation. We are hoping to have more of an impact on the 24-25 MCAS after intensive PD in 23-24. In Science, the lack of efficient programming at the elementary level shows, with just 36% of students meeting or exceeding expectations by grade 5. By grade 8, we have 42% of students meeting or exceeding, however we have just begun our HQIM implementation in 23-34.

Current Programming at the HS Level

The current data for both ELA and Math at the High School suggest the need to look at core class instruction and instructional materials with just 50% of students showing proficiency in both of these areas. The data also suggests the need for a standardized assessment in both ELA and Math that can identify students who are struggling and may need more support. Students in Biology made incredible progress this year, especially when being compared to 21-22 - 44%-65%. We need to attract more enrollment into AP classes and also need to address the transition issues from grade 8 to grade 9.

Subgroups

We. Need. To. Do. Better!

The data for our subgroup populations shows that we are not meeting the needs of our most academically challenged students, particularly our Students with Disabilities. The data also shows that our Multi-Lingual Students at the elementary level are typically being graduated from the program by grade 5, after meeting with language proficiency on the ACCESS test which is great news. Our low socioeconomic students are the highest performing of our subgroups but more work needs to be done in identifying this group of students and ensuring they have the supports they need starting in Kindergarten.



**So Where Do
We Go From
Here?**

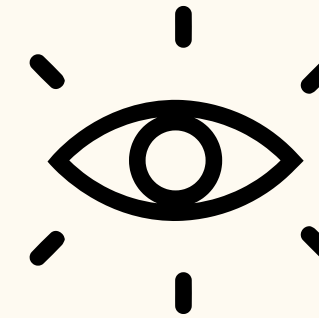


The Plan

01.

Common Vision and Pedagogical Alignment

- Create a shared academic vision on which all decisions will be made
- Collectively embrace a student centered approach to teaching and learning at all grade levels



02.

High Quality Instructional Materials

Let's start rowing in the same direction! The district is moving toward more cohesive alignment within and across buildings. The focus will be:

- ELA at Middle Levels
- Math and Science at Elementary
- High School Core Courses



03.

Inclusivity

In our quest to align pedagogy and create a vision, we also need to embrace the idea of inclusion and that all children can learn if given the right supports to do so -alongside their peers. This work will include elements of:

- Universally Designed Instruction
- Inclusive Practice from the DESE Guidelines
- Consultation on programming and Least Restrictive Environment



04.

Professional Development

All aspects of the plan require professional development every step of the way. We need to reimagine how we organize our professional development and offer multiple pathways to the same destinations throughout the year, not just on PD days.



Questions?



Superintendent's Evaluation

April 24, 2024

As presented by Steven M. Lamarche

Introduction

As the superintendent of the Dudley-Charlton Regional School District, I want to take a moment to express my deepest appreciation and pride for all that our district has accomplished together. Our dedicated teachers, staff, students, and families have demonstrated exceptional resilience, hard work, and commitment to continuous improvement. It's through these collective efforts that we have continued to provide a high-quality opportunity and a welcoming environment for our students to grow and thrive. I'm immensely proud of our achievements and look forward to the work in the future.

Each year presents unique challenges, and this particular school year has been no exception. The obstacles we faced opening schools in September 2023 and through the school year might have unnerved most on paper, but the ability of our district staff, students, families, and school committee to move forward in the most positive manner has truly been empowering. We continue the work in earnest to overcome challenges and grow stronger as a community. I am incredibly proud and confident that our perseverance will continue to drive us to greater success.

We have a number of current projects and endeavors in progress that will enhance our understanding of continuous planning and improvement as we move forward in Dudley-Charlton. While these projects may not yet be readily available for review by the School committee at the time of this document, they represent a strategic investment in our future. These initiatives are designed to improve our educational programs, facilities, and overall district operations. As we make progress, we will keep you informed and engaged in these exciting opportunities for growth and improvement. Together, we will continue to strengthen our district and create a brighter future for our students.

With that said, and 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 we 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 27, 2023. Tonight, is an intended effort to provide a substantial review but not an all-inclusive comprehensive end of the year review as the timeline was moved to April 24, 2024.

Superintendent's Evaluation

April 24, 2024

It should continue to 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 with some forms of evidence and developing forms of evidence. Please note that *forms of evidence* in support of a goal is an establish method and methodology to meet said goal. It does not indicate that all will be accomplished, nor does it provide an endless list of evidence.

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 as forms of evidence.

Superintendent's Evaluation

April 24, 2024

Standard I - Curriculum, Planning, and Assessment

Goal #1 - Throughout the 2023-2024 school year, I will focus the district, along with the Acting Assistant Superintendent/Principal, on the continued implementation of High-Quality Instructional Materials (HQIM) in (K-4) Common Knowledge Language Arts, (6-8) mathematics and middle school science Open Sci Ed, (5-8) English Language Arts and history, and (9-12) on data-informed areas of need. This work will ensure grant compliance, and will also ensure that teachers receive the necessary, ongoing professional development opportunities and voice in the decision-making process.

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

Narrative: High-quality instructional materials are crucial for providing effective education and facilitating learning experiences that engage students and support their growth. Overcoming the significant road block of eliminating the Assistant Superintendent's position showed the dedication of our educators and Principal Kelly True. The continuous improvement path for investing in high-quality instructional materials to improve education and as a commitment to ensuring that all learners have access to the best possible resources. Continuing to push forward with these efforts and the restoration of the Assistant Superintendent's position, will undoubtedly lead to even more significant gains in the future for all learners.

Professional development during the 2023-2024 school year, as presented to the school committee, played a crucial role in ensuring that our educators are equipped with the necessary skills and knowledge to effectively utilize newly adopted high-quality instructional materials in their teaching practices.

The offerings this year for professional development opportunities were tailored to the needs of teachers and provided them voice in the process to become more proficient in utilizing high-quality instructional materials to enhance student learning outcomes. This approach not only fostered a culture of continuous improvement this year, but also ensured that school committee investments in high-quality instructional materials yield the greatest possible impact on teaching and learning.

Moving forward, it will be important for the School Committee to continue supporting and investing in professional development that prioritize the effective use of high-quality instructional materials. This will ensure that educators have the ongoing support they need to deliver engaging and impactful instruction to their students.

Superintendent's Evaluation

April 24, 2024

During the 2023-2024 school year, work has continued with our implementation of High-Quality Instructional Materials (HQIM) at the Elementary and Middle levels.

Core Knowledge Language Arts (K-4)

- Teachers have been working to align the skills and concepts in the curriculum to the standards on our report card. New draft report cards will be ready at the end of the 23-24 school year to be implemented in 24-25.
- Teachers continue to collaborate and plan on how to make this curriculum come alive through the use of props, photo backdrops, hallway decorations and special celebrations. Many of the grade levels have repeated some of the activities and they have now become known to the students as something as a grade level experience.

Into Math (6-8)

- Teachers participated in a variety of high-quality professional development activities throughout the school year.
 - Houghton Mifflin sponsored in person PD on the program's learning platform, *Waggle*
 - Coaching for the math department through Houghton Mifflin on using benchmark data and *Waggle*
 - Intensive onsite coaching by grade level and school through Mount Holyoke College that focused on lesson design, implementation and lesson revision based on previous experiences
- Teachers were supported this year through our HQIM grant that was specifically designated for Professional Development.
 - The grant provided a grant supervisor that met with the Acting Assistant Superintendent weekly
 - Site visits with the building Principals, Acting Assistant Superintendent and grant manager were very helpful
 - Our grant manager also provided PD for us during our January PD day on "Building Thinking Classrooms" which highlights pedagogical shifts necessary for student engagement and critical thinking in math classes. We are hoping to continue our relationship even after the grant has ended
 - The grant required us to develop a math leadership team with members from both schools and the administration. Teachers participated in monthly leadership meetings and helped to keep the math teams up to date on information and tasks

Open Sci Ed (OSE) (6-8)

- Teachers participated in an intensive professional development beginning over the summer of 2023, with 4 full days of professional development in how to launch OSE and begin their first unit.

Superintendent's Evaluation

April 24, 2024

- Teachers participated in a second PD in the winter which prepared them to teach their second OSE unit of the year.
- This curriculum rollout process is scheduled to be over a 3-year period, adding 2 new units each year. Teachers will need to attend 4 days of professional learning each year of the rollout to prepare for implementing their new units. At the end of the 3 years, they will have all 6 of their units and will have had access to high quality professional development in implementation.
- This grant also provided us with a grant manager who has been instrumental in keeping our OSE Champions (lead teachers) on track and able to support their colleagues. The grant manager has been onsite several times to help teachers unpack and ready materials for units, provide PD or grade level discussions and to perform walkthroughs with administration to discuss strengths and goals for the program.

English Language Arts (5-8) (Data informed area of need)

- A variety of teachers from all grade levels and both schools participated in a Curriculum Adoption Committee this spring. The group was tasked with looking at HQIM in Language Arts that were identified by all ELA teachers during the October professional development meeting.
- Four programs were identified as having the most interest and all four companies agreed to come onsite to provide information and allow the Curriculum Adoption Committee to ask questions about their products.
- After listening to all four companies, surveying the materials and speaking with colleagues, the Curriculum Adoption Committee has decided to pilot Houghton Mifflin Into Reading/Literature between now and the end of the school year. We are hoping that the pilot will confirm the overall general feeling that this program will fit the needs of the students in DCRSD and will also have an element of ease for our teachers.
- The Curriculum Adoption Committee is scheduled to meet again the first week of June to make a final commitment to the program, which will then be implemented beginning in the 24-25 school year.

History (5-8)

- Teachers were introduced to the new Massachusetts created curriculum, Investigating History, which is a no cost open-sourced curriculum.
- Teachers were given PD time in October to review the curriculum and to make decisions about using units, lessons, or any parts of the curriculum at all this year.
- There was quite a bit of generated interest in the units and some of the pedagogy it requires for instruction.
- During the 24-25 school year, a large focus will be on 8th grade and implementing a civics curriculum that will assist in the development of student-centered civics projects with the possibility of a combined civics showcase in DCRSD with the high school civics classes.

Superintendent's Evaluation

April 24, 2024

Character Building and Anti-Bullying Curriculum (K-4) (Data informed area of need)

- Teachers at the elementary level piloted a social thinking curriculum this year which was comprised of classroom lessons to be used during morning meeting
- Teachers engage classes in lessons such as Improving Friendships, Conflict Resolution, Responsible Decision Making, Social Awareness, and more.
- Teachers were asked to experiment with the curriculum in their classrooms this year and to provide feedback at the end of the year on ease of use and student impact. A survey will be going out to teachers to collect feedback by the end of April. A decision to adopt the program will be made based on teacher input/feedback from the survey and School Committee Approval
- Teachers received a half day of professional development in how to access and implement the curriculum

Universal Design for Learning Professional Development (K-12) (Data informed area of need)

- Teachers at all levels had an opportunity to attend a professional development session during our January 12th PD day
- Teachers and Department Heads at the high school and middle school levels participated in 5 small group, onsite coaching sessions with a UDL coach. The sessions consisted of PD, lesson design and planning, and classroom observations
- Teachers at the Elementary level participated in 4 sessions with our UDL coach consisting of the same elements
- During the coaching sessions, teachers at all levels had an opportunity to share what was happening in their classrooms with colleagues, present problems of practice and gain collegial feedback, and deconstruct and reconstruct lessons making them accessible to all students

In conclusion, our systematic efforts toward continuous improvement in teaching and learning within Dudley-Charlton are now firmly grounded in evidence-based practices derived from brain-based and research-based approaches to education. Our systemic, steadfast embrace of teacher voice leverages our local practical experiences with peer-reviewed research and best practices as reported by CURATE and EdReports.

Superintendent's Evaluation

April 24, 2024

Standard II - Teaching All Students

Goal #2 - Throughout the 2023-2024 school year, I will guide district and building leaders to work with their respective staff to create a cohesive Multi-Tiered System of Supports (MTSS), which will better facilitate interventions for students K-12. This work will be prioritized throughout this year's administrative council meetings.

A systemic approach to developing a Multi-Tiered System of Support (MTSS)

Narrative: After this goal was approved, there was a specific adjustment in the focus of the goal from the original goal to addressing the challenge of placing students in the least restrictive learning environments based on their identified disabilities. This adjustment reflects a recognition of the immediate needs or priorities within the educational context of *Standard II*.

While these two foci are not mutually exclusive, it's important to ensure that efforts are aligned to best support all students. More specifically, through the Massachusetts Department of Elementary and Secondary Education (DESE) Office of Public-School Monitoring (PSM) the Dudley-Charlton Regional School District was placed on a Continuous Improvement and Monitoring Plan (CIMP) due to a partial implementation of Criterion SE 20 - Least restrictive program selected and Criterion SE 34 - Continuum of alternative services and placements. DESE determined that Individualized Education Plan (IEP) Teams in the district do not always consider the least restrictive environment for students, especially for Hispanic students, and there is a lack of inclusive opportunities for students within the special education continuum.

Therefore our 2023-2024 *Standard II Teaching All Students* and Superintendent's Goal #2 work shifted to an emphasis on least restrictive environments. The adjusted focus to systematically and consistently addressing this aspect of teaching all students, in all actuality, will inform our practices in schools to develop more comprehensive and specific practices for applying multi-tiered systems of support to benefit all students.

Our shift did recognize the interconnectedness between creating inclusive, least restrictive, environments and implementing effective support systems. By prioritizing least restrictive environments this year, our schools will continue to work towards fostering environments where all students can thrive academically, socially, and emotionally. Additionally, by integrating multi-tiered support systems within this framework, schools can provide targeted interventions and resources to address the individualized needs of students, further enhancing the overall learning experience for everyone.

Superintendent's Evaluation

April 24, 2024

For *Standard II* data plays a crucial role to establish context and inform our approach to address a state identified area requiring significant improvement in practice. You will see that data does not stand still, so developing data and subsequent processes was crucial for guiding decisions and ensuring effective implementation. The following data was obtained by DESE and served as the baseline for comprehensive planning and efforts to address least restrictive environments.

- Approximately 57.4% of eligible special education students were served in full inclusion, which is well below the state average of 67.2%
- Approximately 40.5% of eligible Hispanic students were served in full inclusion, which is significantly below both state and district rates
- Approximately 23.9% of eligible students were in partial inclusion placements, a rate higher than the state rate of approximately 13.2%
- Approximately 43% of eligible Hispanic students were in partial inclusion placements, a rate significantly higher than both state and district rates

This school year, a Least Restrictive Environment (LRE) Committee was established. The LRE Committee included administrators, teachers, and parents. The LRE Committee reviewed a variety of data and completed a root cause analysis. The LRE Committee then identified the actionable root causes and created an action plan to address the district's low rate of inclusion.

Root causes:

1. The curriculum materials and approach to tier 1, 2, and 3 instructions are inconsistent across the district, including academic and social/emotional learning
2. Much of the instruction across the district is provided in a whole group without differentiation
3. At the early childhood and elementary level, students have been placed in partial inclusion or substantially separate settings immediately following an initial evaluation in an effort to front load services and then slowly move students toward inclusion
4. At the high school level, students are placed in small group classes if they are not able to access the curriculum at the same level as general education students.
5. The majority (well over 90%) of related services (speech, OT, PT) are in a pullout setting. These practices are not consistent with LRE
6. English Learners (EL) students are sometimes misidentified as special education students. For example, all 3 EL students at the preschool level are on IEPs
7. EL IST (instructional support team) form/process is not used consistently across the district prior to a special education referral
8. Staff struggle to identify students with achievement gaps due to socioeconomic status, trauma, or EL status and a learning disability

Superintendent's Evaluation

April 24, 2024

Action Steps:

- The district was lacking tier 1 interventions in math at the middle school level. We also had gaps in tier 2 & 3 interventions for math. We now have appropriate tier 1 interventions in math for grades 6-8 with *Waggle*. We currently do not have adequate resources at the elementary level for tier 1 math. We have *Bridges* intervention for tier 2 at the elementary level for math, but we are lacking tier 3 intervention materials. For ELA, we have tier 1 intervention at the elementary level but not at the middle school level. We have evidence-based tier 2 programs for ELA at the middle school and elementary levels.
- We now have appropriate tier 1 interventions in math for grades 6-8 with *Waggle*. We have *Bridges* intervention for tier 2 at the elementary level for math. For ELA, we have tier 1 intervention at the elementary level. We have evidence-based tier 2 programs for ELA at the middle school and elementary levels.
- A full day LRE training was held on 10/6/2023 for special education service providers. A ½ day LRE training was held on 1/12/2024 for all general education teachers.
- The district purchased a subscription for *Read & Write* and *OrbitNote* and offered training in the afternoon on 1/12/2024 (pm portion of PD day). Approximately 25 teachers across the district participated in this training.
- Elementary schools have an intervention block (WIN - What I Need) for tier 2 instruction so students are not removed from core academics to receive these interventions.
- The Special Education Process and Procedures Manual was updated over the summer and was presented to all special education staff on 8/28/2023 via an in-person meeting. The document was shared district wide with all staff, including general education teachers. The document contains additional guidance to IEP teams when considering removing students from the general education setting for special education services.
- The Special Education Process and Procedures Manual provides a protocol when an IEP team considers adding additional staff to support a student.
- Preschool evaluations were previously conducted as a play-based assessment. Assessments are now being conducted using the Brigance Inventory of Early Development, Second Edition, Standardized. In addition, preschool staff have observed an integrated preschool program in a nearby district. Preschool teams are using data-based decision-making and are considering LRE at initial eligibility meetings. Some students have also been moved out of the preschool intensive learning center into our integrated program with success.
- Meetings were held with both elementary and secondary SLP's (Speech and Language Pathologists) in December 2023 to discuss LRE and service delivery models. Additional meetings are scheduled this month and in May.
- Special education coordinators continue to guide IEP teams to consider the LRE for all students.
- Special Education Coordinators discuss the benefits of inclusion to parents at IEP team meetings.

Superintendent's Evaluation

April 24, 2024

- The Director of Pupil Personnel Services visits schools as requested to observe students and to meet with special education service providers regarding the needs of individual students and to further reinforce the requirements of LRE.
- The Director of Pupil Personnel Services also reinforces decision-making based on individual student data.
- The Director of Pupil Personnel Services and Early Childhood Special Education Coordinator presented at a combined staff meeting in March for both early childhood schools. The topic was LRE and inclusion. District-wide and early childhood LRE data was presented as well as the goal of reaching 65% full inclusion.
- The Principal of Shepherd Hill Regional High School presented at his building-based staff meeting in March to discuss LRE and inclusion. He provided district-wide and high school LRE data as well as the goal of reaching 65% full inclusion.
- The Director of Pupil Personnel Services and Special Education Coordinators have begun working on a guide for evaluating EL students. It is expected that this guide will be completed by the end of the school year.
- District administrators, principals and special education coordinators have been meeting to calibrate leadership roles and responsibilities.

Below is a data chart to provide evidence in purpose and effort to address LRE in the Dudley-Charlton Regional School District. Since the beginning of the 2023-2024 school year, the district's full inclusion rate has increased from 56.9% to 58.3%. Marked improvement has been made at the preschool level, with a full inclusion rate increasing from 28.3% in August 2023 to 42.2% in April 2024. The DCRSD has also seen a 5.8% increase in full inclusion at the first-grade level, a 4.7% increase at the fourth-grade level, a 4.2% increase in ninth grade, and a 5% increase in tenth grade.

Students	Full Inclusion	Full Inclusion	Partial Inclusion	Partial Inclusion	Substantially Separate	Substantially Separate
State Rate	67.20%		13.20%			
	Data as of 8/2023	Data as of 4/2/2024	Data as of 8/2023	Data as of 4/2/2024	Data as of 8/2023	Data as of 4/2/2024
District Rate	56.90%	58.3%	22.90%	20.4%	13.40%	13.7%
Hispanic Students	54.50%	55.3%	28.40%	27.2%	13.60%	14.6%
PK	28.30%	42.2%	13.30%	6%	30%	19.3%
K	82.40%	82%	0%	4.5%	13.70%	11.9%

Superintendent's Evaluation

April 24, 2024

Students	Full Inclusion	Full Inclusion	Partial Inclusion	Partial Inclusion	Substantially Separate	Substantially Separate
State Rate	67.20%		13.20%			
	Data as of 8/2023	Data as of 4/2/2024	Data as of 8/2023	Data as of 4/2/2024	Data as of 8/2023	Data as of 4/2/2024
District Rate	56.90%	58.3%	22.90%	20.4%	13.40%	13.7%
Hispanic Students	54.50%	55.3%	28.40%	27.2%	13.60%	14.6%
1	48%	53.8%	37.90%	30.8%	14%	15.4%
2	55.60%	58.9%	30%	29.8%	13%	8.8%
3	55.70%	55%	37.70%	36.7%	4.90%	8.3%
4	48%	52.7%	44.80%	38.2%	3.4 %	3.6%
5	62.30%	59%	24.60%	25.4%	11.50%	13.6%
6	72.20%	71.4%	13%	14.3%	13%	14.3%
7	71.60%	63.2%	14.90%	19.1%	10.40%	14.7%
8	68.10%	72.3%	19.10%	17%	12.80%	10.6%
9	51.20%	52.3%	27.90%	20.5%	14%	20.5%
10	56.10%	61.1%	29%	22.2%	9.80%	11.1%
11	42.90%	31.8%	21.40%	22.7%	14.30%	27.3%
12	53%	50%	15%	13.6%	14.70%	18.2%

In conclusion: The adjusted shift is layered and intertwined with the original goal for *Standard II*. Our collective recognition of the interconnectedness of various factors within this standard, we will better understand and respond to the complexities of student learning and development for all students.

Standard II will continue to evolve effective education or support systems, (MTSS) with the understanding that each cannot be one-size-fits-all; rather, they must be adaptable and responsive to the unique needs and circumstances of each student.

Furthermore, this holistic perspective acknowledges that student success is influenced by a multitude of factors, including academic, social and emotional considerations. Therefore, *Standard II* through the lens of MTSS or LRE will continue to challenge and encourage educators to consider the whole student and to implement strategies that address various aspects of their academic well-being and intellectual growth.

The layered and intertwined nature of MTSS and LRE underscores the importance of maintaining a comprehensive view of student needs and ensuring that educational practices are inclusive and responsive to the diverse strengths and challenges present within the Dudley-Charlton Regional School District.

Superintendent's Evaluation

April 24, 2024

Standard III - Family and Community Engagement

Goal #3 – Throughout the 2023-2024 school year, I will collaborate with district and building leaders and the School Committee to reestablish a multi-year Capital Outlay/Safety plan for the communities of Dudley and Charlton in order to address the critical needs of the district's aging facilities. This goal will include increasing community awareness and support for upcoming capital initiatives.

Solidifying a review and reestablished multi-year capital plan for DCRSD

Narrative: This response is provided in partial fulfillment of this goal as an Architectural Review of our facilities is due to be presented next month, May 2024. The scope of the review was established this school year and RFQ's were solicited. After that process, Habeeb and Associates Architects were awarded the project in January 2024. In addition, the Dudley-Charlton School Committee voted to add Shepherd Hill Regional High School as a result of the Town of Dudley failed ballot vote to support a reimbursable Feasibility Study under the Massachusetts School Building Authority.

As a result, Habeeb & Associates Architects, Inc. (H&A) developed the following framework of their work to assess the District's seven (7) facilities. As we work with Habeeb & Associates Architects, Inc., our collective expectations are to be efficient in providing a comprehensive result while utilizing the most cost-effective process in obtaining expected results.

An agreed upon, appropriate sequence of performance for conducting fieldwork and gathering information related to construction projects and building systems.

Request for Documents and Discussion of Projects: Before beginning fieldwork, gather complete construction documents for recently completed projects.

Review of Existing Construction Documents: Prior to fieldwork, existing construction documents and reports will be reviewed to identify any omissions. If the documents are complete, fieldwork will focus on assessing the condition of existing systems without spending unnecessary time determining system types or quantities.

Field Reviews and Information Gathering: During field visits, Habeeb & Associates Architects, Inc. will cover various items, including those not evident in existing documents or visual inspections.

- Sanitary sewer handling
- Roof age or replacement history
- AHERA report for asbestos

Superintendent's Evaluation

April 24, 2024

- System replacement dates and warranty specifics

Review of Mechanical and Electrical Systems: H&A will review mechanical and electrical systems to gain knowledge about their various components and operation.

Data Collection in the Field: If drawings are incomplete or unavailable, the team will determine system capacities by recording data from nameplates of major equipment or taking close-up photos of nameplates.

In addition, the following list of building systems is intended to be comprehensive and will provide functional information for our school District.

- Roofing
- Roof Drainage
- Roof Hatches & Skylights
- Exterior Walls – Siding, Brick Veneer
- Windows & Sealants
- Exterior Entrances and Doors
- Accessible Egress and Ingress
- Moisture/Vapor Barriers (water infiltration)
- Floor Finishes
- Wall Finishes
- Ceiling Finishes
- Interior Doors, Exit ways and Hardware
- Code Compliance Issues
- Accessibility for the Disabled
- Elevators & Lifts
- Cold Water Services
- Back Flow Preventers
- Domestic Hot Water Generation
- Gas Services
- Piping for Plumbing Systems
- Plumbing Fixtures
- Floor Drains
- Heat Generation
- HVAC Distribution (radiation, unit ventilators, air handlers, RTU's)
- Cooling System
- Piping for HVAC Systems
- Temperature Controls
- Ventilation
- Accessible Plumbing Fixtures
- Fire Protection
- Sprinkler Heads
- Standpipes & Hoses
- Main Services and Switch Gear
- Electrical Distribution
- Emergency Generator Power and Emergency Lighting
- Fire Alarm Systems
- Lighting Systems
- Convenience Power
- Communications Systems
- Computer Network System
- Security System
- Site Lighting
- Electrical Features for the Disabled
- Storm Drainage
- Parking Lots
- Drives and Walks
- Curbing
- Landscaping
- Irrigation Systems
- Site improvements
- Play Areas & Fields
- Fencing
- Signage
- Sanitary System and Waste Treatment Plant
- Accessible Parking and Entrance Approach

Superintendent's Evaluation

April 24, 2024

As we prepare to review the assessment, it's important to note that Habeeb & Associates Architects, Inc. has devised and gained agreement on a systematic approach for prioritizing areas of focus. This structured system aims to streamline the assessment process by categorizing issues or components based on their level of urgency, significance, or potential impact on a comprehensive Dudley-Charlton Regional School District Capital Plan.

The agreed-upon rating system is as follows:

Priority 1 – Critical

- Conditions in this category require immediate action, cause a safety hazard, or require immediate correction to stop further deterioration.

Priority 2 – Necessary – Not Yet Critical

- Conditions in this category require attention to deter further deterioration or failure.
- Conditions in this category will make an improvement to the existing building systems and existing conditions.
- Conditions in this category are finishes that have deteriorated and require maintenance or repair to maintain aesthetic standards.

Priority 3 – Does Not Meet Current Codes for New Construction but “Grandfathered”

- Conditions in this category do not conform to existing codes but are “Grandfathered” in their current condition. No action required at this time, but should work be needed on them, required corrections will need to be made to comply with current code.
- Conditions in this category are recommended to improve the usefulness of the facility and optimize operations

Next steps include a review by the Dudley-Charlton School Committee subcommittee for Capital and Safety in May. A presentation of findings to the full School Committee and the development of a multi-year Capital Plan for approval by the School Committee.

From that point, community engagement will be necessary and in-large-part planned, communicated and conducted during the 2024-2025 school year.

Superintendent's Evaluation

April 24, 2024

Standard IV - Professional Culture

Goal #4 – *Throughout the 2023-2024 school year, I will work to strengthen the professional culture of the district leadership team, while building capacity in school and district leaders through administrator-specific professional development. Working collaboratively with the leadership team, we will establish management and oversight efficiencies in the areas previously under the purview of the Assistant Superintendent, including but not limited to, annual Civil Rights Data Collection, Vector, Frontline, Pearson Access Next, Mandatory Trainings, Field-Based Curriculum Experiences, Educator Evaluation System, Induction/Mentor Program, Homeschooling, Title IX, Title VI, Equal Education Opportunity, and State and federal Title I, IIA, IV, IDEA, and ESSER-III grants.*

Goal of survival

Narrative: What may be understated here is the ongoing effort and resources required to maintain and enhance the various systems listed in this goal. While it is true that the behind-the-scenes work required to maintain systems may not grab attention, it is undeniably crucial for the smooth functioning of the Dudley-Charlton Regional School District. In the case of the Assistant Superintendent position, while the day-to-day mechanics may not be flashy, they are foundational to the operation of the District office serving students, staff, and families.

The fact that the mechanical requirements of the Assistant Superintendent position are being met this year is a testament to the dedication and diligence of those involved, but it is recognizably unsustainable.

So, while it may not be garish to highlight the day-to-day mechanics, acknowledging the fulfillment of these essential requirements is a meaningful recognition. It demonstrates a commitment to excellence and sets the stage for continued success in the future, especially with the School Committee's commitment to restore the Assistant Superintendent position.

The Dudley-Charlton leadership group has calibrated throughout the school year. The addition of two new middle school principals, a subsequent interim middle school principal, an elementary school principal, a student services coordinator and the next Director of Pupil Personnel Services proved to be a year of significant growth and change for the Dudley-Charlton leadership group. Despite the challenges posed by these transitions, the group remained steadfast in their commitment to excellence and collaboration.

Superintendent's Evaluation

April 24, 2024

As a result, when the leadership team reflected on current Dudley-Charlton leadership transitions and practices with our new arrivals, the following came true.

The arrival of two new middle school principals brought fresh perspectives and renewed energy to their respective schools. With a focus on student-centered leadership and fostering a positive school culture, they quickly endeared themselves to students, staff, and parents alike.

However, the unexpected departure of one of the middle school principals necessitated the appointment of an interim leader. Despite the temporary nature of the role, the interim principal stepped up admirably, providing stability and guidance during a mid-year transition.

Meanwhile, at the elementary level, the introduction of a new principal brought innovative ideas and a dedication to student success. With a focus on personalized learning and the climate and culture of her school, the new principal quickly became a driving force for positive change within the school.

In addition to these changes in school leadership, the Dudley-Charlton leadership team welcomed a new Student Services Coordinator and the Director of Pupil Personnel Services. These key appointments bolstered the district's commitment to supporting the diverse needs of all students, ensuring that every child has the resources and opportunities they need to thrive academically, socially, and emotionally.

Throughout the year, the Dudley-Charlton leadership group embraced the challenges and opportunities presented by these changes, coming together as a cohesive team to navigate the complexities of public educational leadership. Their dedication to collaboration, innovation, and student-centered decision-making served as a guiding light as the leadership team collectively embraced a resonance for the future successes of students and staff and the Dudley-Charlton Regional School District.

The Dudley-Charlton leadership team looks back on the past months with pride and gratitude, celebrating the growth and accomplishments achieved together. They stand poised to continue their journey of excellence, confident in their ability to lead their schools and district forward understanding that additional leadership changes are coming.

Other areas of progress not specific to the aforementioned goal, but certainly a significant stride this year contributing to our belief that increased automation within our systems for our educational community will enhance our collective effort to prioritize learning and teaching.

As an example, this year marked a significant milestone as our payroll systems underwent a successful migration to a new software system effective January 1, 2024. The transition to the new platform was a complex undertaking, requiring meticulous planning, coordination, and testing to ensure a seamless transfer of data and functionality before launching.

Superintendent's Evaluation

April 24, 2024

The successful migration to the new payroll software not only represents a major accomplishment for Dudley-Charlton, but also positions us for greater efficiency, accuracy, and compliance in managing payroll processes moving forward. With enhanced features, functionality, and user experience, the new system equips us to better meet the needs of our employees and adapt to evolving payroll requirements.

Superintendent's Evaluation

April 24, 2024

2023-2024 Evaluation Conclusion

As I write this conclusion, it's imperative to emphasize several ongoing endeavors throughout the year. The convergence not only signifies a moment of significance but also lays the groundwork for the strategic direction of the Dudley-Charlton Regional School District in the foreseeable future. By recognizing and leveraging the interconnectedness of these initiatives, we can chart a course that maximizes our collective impact and ensures sustained progress toward our goal to be the best we can be for our communities and students.

By the conclusion of this school year, a comprehensive architectural review of our facilities, encompassing factors such as student capacity, will be completed. This thorough assessment will serve as a pivotal step in informing our capital planning and facilities resource allocation moving forward. With a clear understanding of our infrastructure's strengths and areas for improvement, we can better align our efforts to provide a conducive learning environment for all students while effectively managing our resources as expected by our communities.

Furthermore, by the end of this school year, a School Committee-sanctioned operational assessment with Education Resource Strategies (ERS) will be finalized. This assessment, conducted with meticulous attention to detail, will delve into facets of our operational framework, including human capital, school funding, school design, and school support. It will provide a diagnostic review of resources at the school level, including staffing, scheduling, infrastructure, and support services.

Moreover, in the fall of 2024, we anticipate receiving an analysis from the Massachusetts Department of Revenue (DOR) and the Department of Elementary and Secondary Education (DESE) focusing on our district's financial operations and capacity. While the context of this analysis has not been finalized, we believe it will examine various aspects, including budget management, revenue streams, expenditure patterns, and fiscal policies. Through the DOR/DESE lens analyzing our financial operations, we aim to gain a clearer understanding of our fiscal health, identify any inefficiencies or areas for improvement, and ensure the optimal allocation of resources. Additionally, the assessment will provide valuable insights into our capacity to meet the financial demands of our district, especially in light of external economic factors.

As a result of the aforementioned series of analysis, the School Committee and District leadership will seek informed decisions that strengthen our financial resilience, enhance community transparency, and maximize the impact of taxpayer investments in education. This commitment reinforces our dedication to providing the best possible educational experience for all students within the Dudley-Charlton Regional School District.

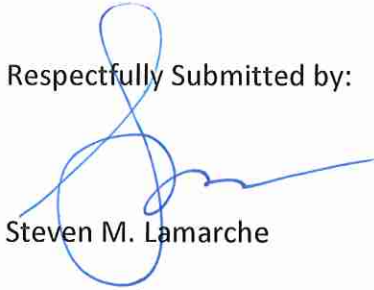
Superintendent's Evaluation

April 24, 2024

With the convergence of these critical outside assessments of our facilities, building operations, and district office fiscal management, the School Committee and District will embark upon updating the District Plan during the 2024-2025 school year. This collaborative effort will integrate the insights gleaned from the various assessments to inform the strategic direction of our district. By aligning our District Plan efforts with the findings of these assessments, we can ensure that our district remains responsive to the evolving needs of our students, staff, and communities.

Lastly, this conclusion was not intended to revisit the complexities and challenges that both the administration and the School Committee navigated throughout this past year, including the significant operational override and administration reductions or changes. Instead, it aims to shift our focus towards the future and the proactive steps taken during the 2023-2024 school year. By undertaking initiatives such as the comprehensive architectural review of our facilities and the School Committee-sanctioned operational assessment, we are laying the groundwork for a more resilient and sustainable educational environment for the Dudley-Charlton Regional School District. These efforts will enable us to better serve our students and community, ensuring that we continue to adapt and thrive in the face of future challenges.

Respectfully Submitted by:



Steven M. Lamarche

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Steven M. Lamarche
Superintendent of Schools

Catherine Lamica
Interim Business Services



68 Dudley-Oxford Road
Dudley, Massachusetts 01571
P - 508-943-6888
F - 508-943-1077
www.dcrsd.org

Heather Harriman
Director, Pupil Personnel Services

Kelly True
*Acting Assistant Superintendent for Teaching
and Learning*

April 22, 2024

TO: Members of the School Committee

FROM: Camie Lamica, District Treasurer

SUBJECT: P-CARD RESOLUTION

Attached you will find a Resolution to Authorize Issuance of an Individual Procurement Card (P-Card) with the Bank of Montreal. I am requesting the School Committee approve this resolution so that I may make purchase operations more efficient in the business office.

Bank of Montreal (BMO) has provided p-card services through the Massachusetts Association of Business Officials (Masbo) for many years as well as nationally through ASBO. Many municipalities and school districts in Massachusetts participate in this program. I have had this p-card service in previous districts when I worked as a Business Administrator.

The BMO card is similar to the district having a Home Depot credit card. There are a number of limited purchases that can be made and charged to the card rather than employees making the purchase on their own personal card and waiting for reimbursement. Some vendors do not accept a purchase order and allow the district to pay from an invoice at a later date such as hotels, airline tickets, online purchases for zoom subscriptions for instance, etc. The district would also earn a cash rebate for every purchase made.

I would recommend, at this time, only two cards be issued: one authorized to the Treasurer and the other card issued to the purchasing position in the Business Office. All purchases to be made would still require submission of a requisition by the requester and an approved purchase order prior to the purchase being made. The purchasing office would then be able to make the direct/online arrangement to utilize the card as payment. The card would not be provided to any other school staff members to make the purchases themselves. In this way, the district would reduce the number of reimbursements to be made to employees because certain purchases needed to be made by credit card only and personal cards were the only option. It is important that employees are not asked to make business purchases on their personal accounts and then wait for reimbursement.

I have enclosed the current school committee policy DJ regarding expenditure. This policy in part, states "school purchases will be made only using district purchase orders approved for issuance by the appropriate administrator...". I strongly agree purchase orders approved should continue to be our policy in the district to insure financial control. Approving the use of the p-card would not eliminate the purchase order requirement.

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

Lastly, I believe, in addition to a policy, it is important to have a procedure manual detailing the expectations of how the card must be implemented. I have enclosed a draft copy I would like to put into practice when the Committee approves the p-card resolution and I have incorporated the school committee policy in that manual.

RESOLUTION AUTHORIZING ISSUANCE
Of
INDIVIDUAL PROCUREMENT CARDS

WHEREAS, the School Committee of the Dudley Charlton Regional School District has the authority to enter into an agreement with the Bank of Montreal for purchasing cards;

NOW, THEREFORE, BE IT RESOLVED by the Dudley Charlton Regional School District School Committee that the District Treasurer is authorized to enter into an Agreement with the Bank of Montreal to secure Procurement Cards for each authorized employee of the regional school district under such terms and conditions as approved by the School Committee.

The School Committee further authorizes the District Treasurer to execute a p-Card program agreement on its behalf.

Approved this _____ day of _____ 2024.

Ayes_____

Nays_____

Chairperson_____

Date_____

Dudley Charlton Regional School District

Procurement Card Program

Procedure Manual

April, 2024

Overview of the District Procurement Card System

The Dudley Charlton Regional School District has contracted with BMO Bank of Montreal through the Massachusetts Association of School Business Officials (Masbo) for our District Procurement Card (P-Card) program. The program will assist in reducing invoicing and the number of checks written as well as reducing the need to use personal funds for business purposes. The program will permit the district to order online, get merchandise quicker, reduce paperwork and enhance overall purchasing efficiency.

The purpose of this manual is to acquaint the district with information about the P-card program's procedures. It describes many of the responsibilities as a cardholder and outlines the processes and procedures to facilitate timely and accurate purchasing transactions. It also includes helpful information and instructions for documentation, reconciliation and review.

All procedures must be adhered to as outlined in this manual. All School Committee and Business Department purchasing policies, regulations and procedures apply. Failure to comply can result in the suspension from the P-Card program and also include disciplinary action that may result in termination of employment. The P-Card issued to the cardholder is the property of the Dudley Charlton Regional School District and can be cancelled at any time. Please keep in mind that it is a privilege to be issued a District P-Card and the district is using taxpayer dollars when making a purchase.

As the district's needs change and usage continues to grow, it may become necessary to revise or supplement a portion of the manual from time to time as deemed appropriate. If questions arise in the meantime, please contact the P-Card administrator listed below:

Camie Lamica, District Treasurer

Code of Conduct

The Code of Conduct for Dudley Charlton Regional School District's Procurement Card Program is designed to provide the cardholder a general philosophy and set of guidelines to follow regarding the use of the P-Card

- Authorization – The P-Card received by the cardholder has his/her name embossed and shall only be used by the cardholder. **No other person is authorized to use the card or account number.** The cardholder may make transactions on behalf of others in the department, but the cardholder is responsible for all use of his/her P-Card.
- Purchases - P-card purchases should be made so that the district gains the maximum value and quality for each purchase.
- Limitations on Vendors – Cardholders must not make P-card purchases from friends, relatives or other employees.
- Vendor Gifts – Cardholders must not accept any gift from any source if offered, or appears to be offered, to influence decision making regarding p-card purchases.
- P-card agreement – The issuance and/or use of a P-card is strictly prohibited prior to receipt of a signed agreement from the cardholder. (Attachment A)

- Personal use of P-Card – only authorized district business purchases may be completed with the p-card. Any personal purchases are strictly prohibited. If a personal purchase is inadvertently made, contact the District p-card administrator immediately. The cardholder will be required to submit personal payment along with all other itemized receipts for the purchase made. Charges and payment must be received within the billing cycle when the charges appear.
- P-card security – The p-card is the property of the Dudley Charlton Regional School District and as such must be kept in a secure location at all times.
- Vendor Disagreements/Disputes – If a disagreement occurs with a vendor, the cardholder should make every effort to reach a reasonable and equitable settlement to the dispute. If it is not possible to settle the disagreement under reasonable circumstances, contact the P-Card administrator.
- Documentation – All purchases using the p-card must be properly documented for business purposes by submitting itemized receipts. Any altered or forged documentation is prohibited.
- Purchase Limits- All dollar value purchase limits will be adhered to under the program and any splitting of transactions to void this procedure is prohibited.
- Returning P-cards – The P-card is the property of the Dudley Charlton Regional School District. Upon separation of employment, the P-Card must be surrendered to the P-card administrator.

Purchasing Guidelines

Sales Tax

Dudley Charlton Regional School District is tax exempt. The cardholder must make the vendor aware of the district's tax exempt status. Tax exempt documents are available from the district business office. The district will not reimburse sales tax on purchases made and a reimbursement request submitted.

How Can I use the P-card?

The P-Card may be used for the following types of transactions:

- Telephone orders
- Online purchases
- Over the counter

To Place a Telephone order

- Have the p-card ready before placing the call
- Inform the vendor of tax exempt status
- Confirm shipping costs
- Specify the shipping address

To Purchase Online

- Print out completed registration forms, confirmations, and itemized invoices to be used as supporting documentation.
- Ensure that no sales tax is charged. If tax is charged, it is the cardholder's responsibility to contact the vendor to have it removed and credited on the next statement.

To Purchase Over the Counter

- Remind clerk that the district is tax exempt
- Obtain itemized receipt at time of purchase

Recordingkeeping and Reconciliation

The cardholder is responsible for maintaining receipts for all purchases made with the P-Card. The documentation retained should include itemized sales receipts, packing lists (if applicable) and credit card transaction receipts.

Each statement will require itemization of the monthly purchase. Accounts Payable will provide the P-card Expense Form Summary (Attachment **6**) which will include the invoice date, invoice number, description and unit price. Upon receipt, you must add:

ALL original itemized receipts must be attached in the order listed on the P-Card Expense Form Summary. Submit to Accounts Payable for review and payment. Return to Accounts Payables by the required date.

Examples of Receipt Documentation

- Cash register ORIGINAL itemized receipt
- Airline itinerary and sales receipt (if e-ticket, attach the email documentation)
- Itemized hotel bill

Billing and Payment Schedule

The P-card billing cycle ends on the 20th of each month. **P-card Expense Form Summary and supporting documentation must be submitted to Accounts Payable by the 22th of each month.**

A P-card Expense Form Summary missing the property approvals and/or documentation will be returned to the employee to be resubmitted appropriately. If an employee is delinquent in submitting their summary and documentation to Accounts Payable, it will be considered a violation. Missing receipts are the responsibility of the employee who must contact the vendor to request a duplicate receipt.

Travel

All estimated expenses for out of town travel must be submitted to the Business Office on a Travel and Personal Expense Claims request form along with a requisition entered into Infinite Visions and approved by the employee's supervisor at last ten (10) business days prior to the travel.

Upon completion of the travel, all original P-card, personal credit card and cash receipts for qualified items must be reported in the Actual Expense column on the signed and dated Travel and Personal Expense Claims request form along with the employee's supervisor approval and submitted to the Accounts Payable office. The original P-card receipts must be submitted within the same billing period. All travel must be for business purposes only and any personal use is prohibited. No alcoholic beverages may be purchased with the use of the P-card.

Travel Tips and Reminders

- The P-card may be used to pay for qualified purchases on itemized hotel bills. Itemized meal receipts are required, even when charged on a hotel room account. No alcoholic beverages, in room services or room snack bars are allowed to be purchased with the P-card.
- Travel arrangements must be made that are refundable if cancelled.

- The district does not provide ATM privileges with the P-card program.

Audits

All cardholder accounts are subject to periodic audits, as well as annual independent district audit to ensure compliance with district policies (Attachment C). If there is a policy violation, the cardholder and their supervisor will be contacted by the P-card administrator.

Lost or Stolen Cards

If the P-card is lost or stolen, the cardholder must immediately contact BMO and the P-Card administrator. Upon notification, the P-Card will be suspended immediately and any charges posted to the account after the "missing date" will be denied. A replacement P-card will be issued.

Card Security Tips

- P-card should be retained in a secure location at all times.
 - Sign the back of the card and also write "see ID" next to the signature to remind the vendor to look at your personal identification to authenticate the transaction.
 - A cancelled or expired P-card should be returned as soon as possible to the P-Card administrator for disposal.
 - Do not provide the card account number to any unsolicited marketing calls.
-

Attachment A

Dudley Charlton Regional School District
Individual Procurement Card Use Agreement and Statement of Authority

Agreement made this _____ day of _____ 20____, between the Dudley Regional School District, herein after the "District", and _____, hereinafter the "Employee".

WITNESSETH

Whereas, by this Agreement the Employee has been entrusted with a procurement credit card (P-card) for use in the purchase of goods and/or services and exclusively for the authorized business purposes of the District; and

Whereas, the Employee agrees to abide by the terms and conditions of the P-Card as set forth herein.

Now, Therefore, in consideration of the mutual covenants and conditions set forth herein, it is agreed by the District and the Employee as follows:

1. The Employee has read and understands the requirements of the Procurement Card Program Manual.
2. The Employee agrees to immediately return the P-Card to the District upon request.
3. The Employee shall not use the P-Card for the purchase of any goods and/or services not authorized by the terms of this Agreement.
4. Employee will be responsible for any charges that are not school district related. Charges not reimbursed immediately will be deducted from the Employee's next payroll check.
5. Employee must submit original itemized receipts and P-card Expense Form Summary by the 22nd of each month to Accounts Payable and such other reasonable documentation of goods and/or services purchased as required by the P-Card administrator.
6. Employee shall immediately notify the Bank of Montreal (BMO) in the event of a possible loss, theft or unauthorized use of the card, by phone at (800)361-3361. Employee shall also immediately notify the P-Card administrator of possible loss, theft, or unauthorized use of the card.
7. Utilization of the P-Card must be consistent with the School Committee policies and administrative policies and procedures.
8. The P-card may not be utilized to circumvent State and District competitive bid laws and policies.
9. This Agreement may not be modified in any way without the approval of the District.
10. The P-card resembles and operates like a credit card, but may not be used as an ATM or debit card.
11. Note that District purchases are exempt from sales tax.
12. P-Cards shall only be used by the employee named on the card.

In Witness Whereof, the parties hereto have made and executed this Agreement the day and year first above written.

Dudley Regional School District

Employee

P-Card Administrator

Printed Name

Employee Signature

Attachment B

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

POLICY Expenditures

DJ

It is the policy of the school committee that the administration strictly observe the letter and spirit of all laws and regulations relating to purchases by the school district and to the control of its finances and property.

Within the frameworks of applicable laws and regulations, purchases and use of materials and manpower shall be accomplished in accordance with good business practices and the primary purpose of servicing the program of instruction.

School purchases will be made only using district purchase orders approved for issuance by the appropriate administrator, with such exceptions as may be made for emergency purchases.

Adopted October 19, 1972
Reviewed October 10, 2001
Amended February 27, 2013

Sample Form

P-Card Expense Form Summary

January 21 – February 20, 2024

Invoice Date/Invoice #	Vendor	Description	Total Amount