

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee

Wednesday, May 8, 2024, at **6:30 PM**

Charlton Middle School

2 Oxford Road

Charlton, MA 01507

MINUTES

I. Call Meeting to Order

The meeting was called to order at 6:30 PM.

In attendance:

Cathleen Carmignani, Chair

Jaime Dell'Ovo

Caitlynn Panczyk - *arrived at 6:40 PM*

Kelly Szela - Absent

Jeanne Costello, Vice-Chair

Maureen Chickering

Nicole Enberg - Absent

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, April 24, 2024
- c. Approval of Out of State Field Trip (Policy IJOA) - #438 Grandy, CT

A motion by J. Dell'Ovo, second by M. Chickering to approve the consent agenda items were approved unanimously.

C. Carmignani – Yes

J. Costello – Yes

M. Chickering – Yes

J. Dell' Ovo – 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 Shepherd Hill Drama Club put on their production of Clue Friday, April 26th and Saturday, April 27th
- SHRHS just had their first induction of their Spanish Honor Society
- The District Wide Art Show was Friday, May 3rd from 5-7pm at SHRHS
- The softball team had their Senior Night on Monday, May 6th and they won 16 to 0
- Prom tickets went on sale this week
- It is Teacher Appreciation Week and Sofia thanked all the teachers and educators on behalf of the DCRSD student body
- Mama Mia tickets were on sale this week for a May 10th and 11th performance
- The NHS is holding a cornhole tournament on May 21st at 6pm

VII. Superintendent's Report

Superintendent Lamarche wanted to publicly congratulate Ms. Jeanne Costello and Ms. Nicole Enberg in their successful Charlton reelection and return to the Dudley-Charlton RSD School Committee. He also wanted to thank the entire School Committee and town leaders on their tireless efforts as we approach the May 20, 2024 Charlton and Dudley Town meeting.

Superintendent Lamarche spoke to two positions that have currently have been posted:

- Dudley Middle School Principal – this position has been officially posted with Interim Principal Mr. Michael Tucker spearheading the search efforts
- Athletic Director for Shepherd Hill Regional High School and the middle schools - the DCSRSD search committee anticipates announcing the appointment of the new Athletic Director in the coming weeks

He also announced the Dudley-Charlton Regional School District's Quo Vadis recipients for the year 2024:

- Ms. Amanda Couture from Heritage Elementary School
- Ms. Dawn Davey from Dudley Elementary School

He recognized the SHRHS 12th grade Advanced Art Students who have a showcase table of their work. Alyssa Palermo, Ava Sousa, Ariana Hanna, Jethro Mensah, Savannah Sullivan Tufts, Olivia Lonchiadis, Carlie Rode Tarr, Eli Gruposso, Madelyn O'Hearn, Devin Lugo, Emily Routhier, Sevin LaVoie, Morgan Izbicki, Aggy White, Rachel Reynolds, Meghan D'Acri, Madison Barnett and Amelia Anuszkiewicz.

C. Carmignani wanted to publicly note that Kelly Szela was not in attendance during this evening's School Committee meeting as she was participating in the interviews for the new Athletic Director.

VIII. Public Comment

Anthony Aube from Charlton wanted to congratulate all the students and teachers who participated in the District Art Show.

He also wanted to make the public aware of the role of school council by the MGL:

...School Council shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan...and are required to assemble their first meeting within the first 45 days of the school calendar year.

Mr. Aube questioned why the School Committee has not yet met with the School Councils and feels there is strong need for all members of School Committee and School Councils to come together for collaboration of goals. He would like to see a combined workshop to drive unity across the 7 schools within the district.

C. Carmignani asked for topics for discussion and Mr. Aube would like to start with strategic planning.

IX. New Business

A. Dudley-Charlton Leadership Council – President Vanessa Baclawski

Every year the DCLC participate in a project that can help drive support for any potential problems that

may face students within the district. The Dudley Charlton Leadership Council is comprised of 23 students across all grades and work closely with Superintendent Lamarche and the SHRHS administration. Some past projects included an implementation of EPI pens across the schools, creating internships for high school students that are on the path of education or engineering majors and creating a website for 8th graders transitioning to high school.

This year, the main project was to partner with the CEO of ByDesign, Arthur Emma. ByDesign is a platform for announcements, planning, chats, extracurriculars, and more. This would tie in both school and personal services into one location for students. The DCLC piloted the program and provided feedback to see if this would be a viable solution for the district. The decision was not to move forward as the implementation would be too challenging for a district that has leveraged google classroom heavily since COVID.

During the pilot, the students were able to learn about programming, entrepreneurship and starting your own business. Other projects this year included a mental health project, bathroom reform, lunch reform and DCLC website. They will continue to work on each of these projects next year.

J.Dell'Ovo wanted to learn more about the [DCLC website](#) and it was noted that you can access it from the [DCRSD website](#).

B. Appointment of Ms. Kelly True as the Assistant Superintendent for Teaching and Learning

Superintendent Lamarche recommended Kelly True to assume the permanent position of Assistant Superintendent for Teaching and Learning within the Dudley Charlton Regional School District pending final fiscal year 2025 budget approval as well as final contract negotiations.

A motion by J. Costello second by J. Dell'Ovo to appoint Kelly True as the permanent position of Assistant Superintendent for Teaching and Learning within the Dudley Charlton Regional School District was approved unanimously.

C. Carmignani – Yes
J. Costello – Yes
M. Chickering – Yes
J. Dell' Ovo – Yes
C. Panczyk – Yes

C. Southern Worcester County Education Collaborative - Capital - Executive Director Ludwell

Executive Director Arnold Ludwell presented their plan to establish the capital surplus funding for Southern Worcester County Educational Collaborative (SWCEC). SWCEC has been around for 49 years and has a campus in both Dudley and Southbridge, serving students with varying degrees of special needs within 15 school districts. The campuses are currently leased and the goal is to consolidate to one campus that serves the 130 students that are enrolled. They are looking for a capital funding to grow collaborative, set aside a parachute fund and allow them to be ready for whatever they want to or need to do for the future, including bringing green space and a gymnasium to the campus. This is not a request of money from the school district, rather a surplus fund that will allow them to set surplus money aside for future projects.

J. Costello stated that she has toured the campuses and noted that the program is a value to our students, however, the locations and space for the students are small.

A motion by J. Costello, second by M. Chickering for the Southern Worcester County Educational Collaborative to create a capital reserve fund to support costs associated with the acquisition,

maintenance, and improvement of fixed assets, including real property, pursuant to a capital plan, capped at \$2 million, was approved unanimously.

C. Carmignani – Yes
J. Costello – Yes
M. Chickering – Yes
J. Dell’Ovo – Yes
C. Panczyk – Yes

D. Approval of Out of State/Overnight Field Trip (Policy IJOA) - #434/2 Washington, DC – CMS

Principal Monette received feedback from the School Committee meeting in April regarding the 8th Grade field trip to Washington DC for the 2024-2025 school year. A revised field trip request was presented to School Committee, moving the original date of October 2024 to April 2025, the week prior to April vacation.

C. Panczyk questioned the decision to go the week of April 14th and if there was concern about having this trip right before MCAS testing. Principal Monette wanted to avoid the timing of the cherry blossoms as that was a very busy time in the city. She also noted that from the CMS standpoint, almost all the 8th grade teachers went as chaperones which did not deter any additional learnings that the students who did not attend may have received while in school. The dates were also approved by the teachers as an effective time to travel with minimal impact to testing schedules. Dudley Middle School has not yet submitted their request for next year and it was decided to not combine both schools on one trip going forward, but rather separate them for better time management of students.

A motion by J. Costello, second by J. Dell’Ovo to approve a Washington DC trip for the 8th grade class of Charlton Middle School for the 2024-2025 School year the week of April 14, 2025 was approved unanimously.

C. Carmignani – Yes
J. Costello – Yes
M. Chickering – Yes
J. Dell’Ovo – Yes
C. Panczyk – Yes

E. Superintendent’s Evaluation

No questions were asked from the School Committee members on the evaluation. Superintendent Lamarche thanked the School Committee members for their full participation in the evaluation and will continue to focus on areas of improvements noted in the evaluation.

C. Carmignani wanted to publicly state the ratings per goal and noted that the challenges that was faced this year with the removal of the Assistant Superintendent role and the transition of the Director of Finance and Operations role.

J. Costello wanted to note the challenges faced including COVID and 1/12th budget and appreciates the work that has been done with the challenges in place.

F. DCRSD School Committee Subcommittee Updates

a. Budget and Finance

There were no updates presented from the Budget and Finance Subcommittee.

b. Capital Outlay and Safety

There were no updates presented from the Capital Outlay and Safety Subcommittee.

c. Policy Review

1. ADDA – Background Checks – (Amend) – Action
2. FCB – Retire Facilities – (New) – Action
3. FF – Naming of Facilities – (New) – Action
4. LBC – Relations with Non-Public Schools – (New) - Action
5. LDA – Student Teachers – (Amend) – Action

The 5 policies listed above were distributed to the Full School Committee on April 10th for distribution and sent out to the community for feedback on April 26, 2024. There was no additional feedback from the public.

A motion by J. Costello, second by M. Chickering to accept Policy **ADDA**, Background Checks, as written was approved unanimously.

C. Carmignani – Yes
J. Costello – Yes
M. Chickering – Yes
J. Dell’ Ovo – Yes
C. Pancyzk – Yes

A motion by M. Chickering, second by J. Costello to accept Policy **FCB**, Retire Facilities, as written was approved unanimously.

C. Carmignani – Yes
J. Costello – Yes
M. Chickering – Yes
J. Dell’ Ovo – Yes
C. Pancyzk – Yes

A motion by M. Chickering, second by J. Costello to accept Policy **FF**, Naming of Facilities, as written was approved unanimously.

C. Carmignani – Yes
J. Costello – Yes
M. Chickering – Yes
J. Dell’ Ovo – Yes
C. Pancyzk – Yes

J. Dell’Ovo questioned how this has been handled in the past and Superintendent Lamarche stated that all requests have been put on hold until a policy is put in place.

A motion by M. Chickering, second by J. Costello to accept Policy **LBC**, Relations with Non-Public Schools, as written was approved unanimously.

C. Carmignani – Yes
J. Costello – Yes
M. Chickering – Yes
J. Dell’ Ovo – Yes
C. Pancyzk – Yes

A motion by M. Chickering, second by J. Costello to accept Policy **LDA**, Student Teachers and Internships, as written was approved unanimously.

C. Carmignani – Yes
J. Costello – Yes
M. Chickering – Yes
J. Dell’ Ovo – Yes
C. Pancyzk – Yes

C. Carmignani asked the School Committee to save Wednesday, May 22, 2024 for a potential School Committee Meeting and Executive session to handle contracts. The School Committee meeting will be dependent on the May 20th town budget meeting.

It was noted that the Architectural Review will be in June, not in May, as a future agenda item. C. Carmignani will work with Superintendent Lamarche to address future agenda items and potential dates for each.

X. Adjourn

A motion by M. Chickering, second by J. Dell’Ovo to adjourn the meeting at 7:26 PM was passed unanimously.

C. Carmignani – Yes J. Costello – Yes
M. Chickering – Yes C. Pancyzk – Yes
J. Dell’ Ovo – 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.*
- *We 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 22, 2024, 6:30 PM Shepherd Hill RHS

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: May 15, 2024 – 3:00 PM – Video Conference

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

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Charlton Middle School

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V. Communications

VI. Student Representative Report – Sofia Poplawski

VII. Superintendent’s Report

VIII. Public Comment

IX. New Business

- A. Dudley-Charlton Leadership Council – President Vanessa Baclawski
- B. Appointment of Ms. Kelly True as the Assistant Superintendent for Teaching and Learning
- C. Southern Worcester County Education Collaborative - Capital - Executive Director Ludwell
- D. Approval of Out of State/Overnight Field Trip (Policy IJOA) - #434/2 Washington, DC - CMS
- E. Superintendent’s Evaluation
- F. DCRSD School Committee Subcommittee Updates
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Request #438 Complete

1 message

Form Approvals <districtoffice@dcrsd.org>Fri, Apr 26, 2024 at 1:21 PM

Reply-To: kbonner@dcrsd.org

To: slamarche@dcrsd.org

REQUEST #438 | APR 26, 2024

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

The request is now **complete**.

Approval history

Complete

Approved by mtucker@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 dzieminski@dcrsd.org

Requestor:	kbonner@dcrsd.org
School:	DMS
Lead teacher requesting:	Kelly Bonner
Grade/group:	8th Grade
Field trip/event title:	8th Grade End of Year at High Meadow
Address/destination of field trip/event:	High Meadow Day Camp 311 North Granby Road North Granby, CT

Location contact/telephone number:	JoAnn Clark 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?:	This is purely celebratory for the end of Middle School
What are your student followup activities or lessons?:	Promotion to high school
Field trip/event date:	Jun 11, 2024
Departure time:	8:00 AM
Return time:	4:30 PM
Number of students:	145
Number of chaperones/adults:	9
List the names of all chaperones/adults attending:	Kelly Bonner Jaime Dumont Deb Para Steve Ide Katie Kobel Kristen Lavitt Stacy Lynch Mike Manske Julie St. Francis
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?:	No
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:	12430
Per student cost:	\$75.00

Additional information:

The total dollar amount may
change based on the number
of students attending.

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

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee

Superintendent's Report

05.08.2024



I want to publicly congratulate Ms. Jeanne Costello and Ms. Nicole Enberg in their successful Charlton reelection and return to the Dudley-Charlton RSD School Committee. Your commitment to the Committee and the District is acknowledged and appreciated.

As the upcoming town meetings in Charlton and Dudley draw near on May 20, 2024, it's crucial to continue acknowledging and appreciating the tireless efforts of our town leaders. Their dedication to balancing budgets and supporting the diverse needs of our communities, particularly our invaluable resource of school-aged children, deserves our gratitude.

Town leaders work diligently behind the scenes, navigating complex financial landscapes and advocating for the well-being of all residents, including our youth who represent the future of our towns. Their commitment to ensuring equitable access to resources, educational opportunities, and community services is truly commendable.

As we approach the town meetings, let's take the opportunity to express our appreciation openly and sincerely. Whether through heartfelt words of thanks, gestures of support, or active participation in community initiatives, let's show our leaders and school committee members that their efforts do not go unnoticed. Please attend the Town Meetings and support your collective commitment to the establishment of thriving communities where residents and our students can flourish and reach their full potential.

I'm pleased to inform you that the position of Dudley Middle School Principal has been officially posted. As previously communicated, Interim Principal Mr. Michael Tucker is spearheading the search efforts and establishing a qualified search group. We are confident in Mr. Tucker's leadership and look forward to the appointment of the next Dudley Middle School Principal prior to the start of summer vacation.

Furthermore, I am excited to announce that our search for the next Athletic Director for Shepherd Hill Regional High School and the middle schools is well underway. We've received a robust applicant pool for the position, and a dedicated search group has commenced the interview process. We anticipate announcing the appointment of the new Athletic Director in the coming weeks.

As a reminder, the last day of school for the 2023-2024 school year is Thursday, June 13, 2024. On this day, all students will be dismissed early.

It is my distinct privilege to announce the Dudley-Charlton Regional School District's Quo Vadis recipients for the year 2024.

Since its inception in 1961, the Quo Vadis Club of Webster and Dudley has been instrumental in enriching our communities through its steadfast support for excellence in education.

The Quo Vadis Educator Award is a testament to the dedication and commitment of educators who consistently demonstrate excellence in their field. These individuals serve as shining examples, inspiring both their colleagues and students alike. This year, it is with great pleasure that we recognize two outstanding educators who have truly exemplified this spirit: Ms. Amanda Couture from Heritage Elementary School and Ms. Dawn Davey from Dudley Elementary School.

Both Ms. Couture and Ms. Davey have been recognized by their peers as "benchmarks and beacons" within our educational community. Their unwavering passion and tireless dedication to teaching have left an indelible mark on the lives of their students and colleagues alike.

In accordance with tradition, the Quo Vadis recipients will be formally recognized and honored during the Class of 2024 Graduation Ceremony. It is a fitting tribute to their exemplary contributions to our district and an opportunity for us to express our sincere appreciation for their outstanding achievements.

Last Friday, May 3rd, was our annual "Art through the Ages" at Shepherd Hill RHS. The parking lot was full and the artwork was on full display from one end of the cafeteria through the gymnasium. This is always an incredible display of artwork from our students and is facilitated by our District Art teachers. I recognize our DCRSD Art Teachers Dawn Gravel, Deborah Griffin, Crystal Logan, Amy Pauquette, Shane Shimke, Kathleen Small and our Art Show Co-advisors, Lisa Hines and Stephanie Lashua for their support of exhibiting student work.

Additionally, I recognize SHRHS 12th grade Advanced Art Students who have a showcase table of their work. Alyssa Palermo, Ava Sousa, Ariana Hanna, Jethro Mensah, Savannah Sullivan Tufts, Olivia Lonchiadis, Carlie Rode Tarr, Eli Grupposo, Madelyn O'Hearn, Devin Lugo, Emily Rouser, Sevin LaVoie, Morgan Izbicki, Aggy White, Rachel Reynolds, Meghan D'Acri, Madison Barnett and Amelia Anuszkiewicz.

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 | ○ Retain kindergarten aides |
| ○ Restore 0.5 FTE librarian at each middle school | ○ Add accounting/data specialist |
| ○ Maintain average class size of 22 for Grades K-8 | ○ Explore full day pre-k programs |
| ○ Maintain co-curricular 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

Dudley-Charlton Leadership Council

2023-2024

About Us & Past Recap

Improving the
DCRSD School
Community with
Mr. Lamarche

- Freshman transitional website
- EpiPens
- Internship Programs

ByDesign



CEO - Arthur Emma

“ByDesign is one platform for announcements, homework planning, chats, extracurriculars, and more.”

Our Role

- Piloting the program
- Providing feedback
- Analyzing the pros and cons
- Implementation?

- Ultimate decision: not for us
- Invaluable opportunity to connect with an entrepreneur

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Steven M. Lamarche
Superintendent of Schools



Kelly True
*Acting Assistant Superintendent
Dudley Elementary School Principal*

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

Heather Harriman
Director, Pupil Personnel Services

Joseph J. DeSantis
Director of Finance and Operations

MaryEllen Cerbone
Director of Human Resources

TO: DCRSD School Committee
FROM: Steven M. Lamarche, Superintendent
DATE: May 8, 2024
SUBJECT: Recommendation to Appoint Ms. Kelly True as the next Assistant Superintendent for Teaching and Learning

It is with great enthusiasm that I submit my recommendation for Ms. Kelly True to assume the permanent position of Assistant Superintendent for Teaching and Learning within the Dudley-Charlton Regional School District, pending final fiscal year 2025 budget approval and contract negotiations.

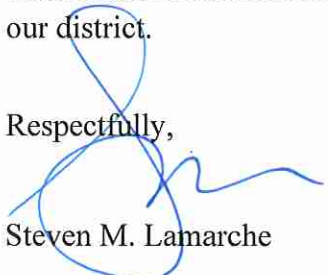
Ms. Kelly True has exemplified exceptional leadership and dedication throughout her tenure within our district. Since assuming the role of Principal at Dudley Elementary School in July 2020, she has consistently demonstrated a profound commitment to excellence in education. Additionally, Ms. True has admirably shouldered additional responsibilities this year, serving as the Acting Assistant Superintendent for continuous improvement in teaching and learning.

Ms. True's extensive experience in public education spans over two decades, beginning in 2000 as a classroom teacher and subsequently progressing through various leadership roles including classroom teacher, Reading Specialist, curriculum leader, Curriculum Coordinator and a District Supervisor for English Language Arts. Her expertise has not only been recognized locally but also nationally, where she has served as a sought-after Educational Consultant.

References provided for Ms. True unanimously attest to her exceptional leadership qualities and her innate ability to navigate the intricacies of education with finesse. As a steadfast advocate for continuous improvement, Ms. True approaches her work with a keen understanding of the day-to-day challenges faced by educators. Her positive influence, unwavering dedication, and ability to foster a culture of collaboration and growth are truly commendable.

Therefore, it is my strong recommendation that the School Committee moves forward with a favorable vote to appoint Ms. Kelly True as the next Assistant Superintendent for the Dudley-Charlton Regional School District. Her visionary leadership, extensive experience, and unwavering commitment to educational excellence in Dudley-Charlton make her the ideal candidate to lead teaching and learning in our district.

Respectfully,


Steven M. Lamarche

KT

Kelly True

Professional Summary

Motivated Administrator who excels in team building, culture-improving and performance-increasing initiatives. Demonstrating versatility in leadership approaches to acquire stakeholder buy-in and to move districts forward in improving equity of learning for all students.

Work History

Dudley Charlton Regional School District - Elementary School Principal Dudley, MA

07/2020 - Current

- Cultivated positive relationships between community members, school students and teachers.
- Monitored student behavior and enforced discipline policies.
- Mentored newly hired educators and provided encouragement and feedback.
- Oversaw schedule management and protocols for orientation, registration and related activities.
- Led meetings to convey policy changes, gather information and assess employee thoughts.
- Communicated policies and procedures to students and parents regarding student behavior.
- Facilitated continued education for teaching staff through implementation of quality curriculum training and appropriation of necessary resources.
- Built productive relationships with parents of students facing difficult situations at school or at home.
- Researched and incorporated new educational trends and instructional strategies to optimize education effectiveness.
- Performed classroom evaluations to assess teacher strategies and effectiveness.
- Trained teachers on effective teaching techniques, classroom management strategies and behavior modification.
- Monitored and evaluated educational programs to maintain high-quality performance objectives and standards.
- Established instructional practices driven by statistical performance data.

✉ kellytrueschool@gmail.com

☎ 508-446-2404

📍 Uxbridge, MA 01569

Skills

- Staff Development
- Process Improvement
- Policy and Procedure Modification
- Student Achievement
- Standardized Test Results Review
- Clear Communication Skills
- Community Engagement
- Complex Problem-Solving
- Organizational Leadership
- Curriculum Development
- Data-Driven Instruction
- Teacher Performance Improvement

Education

Expected in 12/2023

Harvard Graduate School of Education
Boston, MA

Certificate in School Leadership: School Leadership

05/2005

Framingham State University
Framingham, MA

Master of Education: Literacy And Language

05/1997

Fitchburg State University
Fitchburg, MA

Master of Arts: Elementary Education

- Coordinated yearly operations and staff budget, tracked expenses and documented actions.
- Developed subject and grade leaders to advance oversight and improve instruction.
- Researched and wrote proposals for educational grants.
- Verified adherence to state, federal and private funding source requirements across programs and outcomes.

Novak Educational Consulting - Educational Consultant

United States

10/2012 - Current

- Work with districts to provide professional development in literacy, Universal Design for Learning, and high yield instructional strategies
- In conjunction with MA Department of Education, collaborate with districts to develop a working Multi-Tiered System of Support that incorporates UDL, PBIS, and SEL
- Work with districts to provide professional development in literacy and UDL Coaching
- Provide graduate level courses in literacy and UDL Coaching with partnering districts
- Develop comprehensive plans for literacy including three main systems drivers: Leadership, Competency, and Implementation

Groton Dunstable Regional School District - English Language Arts Supervisor, K-8

Groton, MA

08/2016 - 07/2020

- Provided leadership in high yield strategies and ELA content to teachers and building principals in grades K-8
- Aligned and facilitated professional development opportunities for new curriculum resources and ongoing training for current resources
- Worked collaboratively with the department of special education to improve achievement and opportunities for students with disabilities in English Language Arts
- Worked collaboratively with principals to ensure that curriculum resource needs are met and remain readily available to support the school
- Oversaw and directed the pacing of the ELA curriculum to ensure rigor and consistency from grade to grade and, most importantly, from building to building across grades K-8
- Served as primary evaluator for select ELA and Reading Specialist teachers at the elementary and middle school level
- Used stakeholder feedback to maintain a high level of staff satisfaction
- Lead data analysis/disaggregation efforts in ELA in grades K-8 in an effort to increase student outcomes and make adjustments to current programming
- Further developed relationship with the 9-12 ELA academic advisors to create and implement a shared vision for ELA education K-12

- In collaboration with building administration and teaching staff, developed and implemented a multi-tiered system of support for students requiring academic or social emotional interventions
- Engaged parents and the community in curriculum initiatives through information sessions, newsletters, forums and evening school events
- Attended all School and District Leadership team meetings to ensure clear and ongoing communication with all district administrators
- Kept current in recommended instructional strategies through on-going study and participating in workshops and conferences
- Developed, implemented, and monitored the budget for ELA instruction, K-8

Milford Public Schools - Reading Specialist

Milford, MA

08/2006 - 07/2016

- Wrote and delivered customized instruction to individual students and groups.
- Performed assessments and analyzed results to spot students in need of further help.
- Developed goals and realistic plans for achieving each target.
- Built positive and productive relationships with teachers to drive improvements to reading programs.
- Delivered instruction through differentiation to support student learning styles and ability levels
- Served as a resource and leader in the field of literacy for the school

Milford Public Schools - Curriculum Coordinator: All Subjects, Grades 3-5

Milford, MA

08/2014 - 06/2015

- Coordinated curriculum mapping using UBD framework in all subject areas
- Coordinated and oversaw implementation of a new writing program and updated math program, including fidelity of use
- Collaborated with Administration and Curriculum Team Leaders to plan professional development in all subject areas
- Collaborated with Primary Curriculum Coordinator and Assistant Superintendent of Curriculum, Instruction and Assessment to ensure consistency in programming and implementation of district initiatives
- Coordinated budgeting for all subject areas with Curriculum Team Leaders and defend needs/decision making with administration
- Planned agendas for full day curriculum work with Curriculum Team Leaders
- Supported Curriculum Team Leaders in their efforts to provide structure and support to staff in each subject area
- Worked closely with leadership team at the building and district level to facilitate staff ownership of curriculum and instruction decisions in their respective grade levels

Milford Public Schools - Curriculum Team Leader: English Language Arts/SS

Milford, MA

08/2006 - 06/2014

- Planned agendas and facilitated contractual staff meetings as well as in-service days
- Mentored new staff, offering guidance and advice in best practices and curriculum implementation
- Served as a resource person for teachers and administrators, modeling lessons and coaching
- Provided professional development in various aspects of literacy and assessment
- Worked closely with the Assistant Superintendent of Curriculum and Instruction to provide guidance and leadership to staff
- Worked closely with the Assistant Superintendent of Curriculum and Instruction to develop new curriculum and district protocols with regards to ELA
- Collaborated with Curriculum Team Leaders, Directors, and Principals to ensure vertical alignment of curriculum and protocols

Milford Public Schools - Grade 3 Classroom Teacher (Inclusion)

Milford, MA

08/2000 - 07/2006

- Built positive relationships with parents to involve families in educational process.
- Planned lessons according to district standards to cover requirements and prepare for standardized tests.
- Helped students develop self-esteem and life skills by fostering healthy conflict-resolution, critical thinking and communication.
- Implemented classroom management improvements to enhance class morale and engagement.
- Taught students subject-specific material, learning strategies and social skills.
- Assessed student learning progress and comprehension with routine tests and standardized examinations.
- Established and enforced rules of behavior to drive social development and maintain positive interactions.



March 2023

Dear Superintendents,

Enclosed you will find both some talking points and a sign-off sheet related to the establishment of a Capital Surplus Fund for Southern Worcester County Educational Collaborative (SWCEC). This documentation will be needed to demonstrate the achievement of approval by two-thirds of SWCEC Member District School Committees.

Thank you for your assistance,

Arnold D. Lundwall, MS, Ed.

Arnold Lundwall



Establishing a Capital Surplus Fund for SWCEC

Why do we need a Capital Fund?

- SWCEC, in its 49 years of operation, has not developed a Capital Fund and currently does not own any real property.
- Collaboratives cannot appeal to the MSBA for funding or support around buildings or capital projects.
- Without any collateral such as real property, SWCEC is at a definite disadvantage in the eyes of banks or other forms of loan procurement.
- Without an established Capital Fund, the law limits the amount of surplus revenue that we are allowed to retain each year (25% of yearly expenditures). The establishment of a Capital Fund will provide SWCEC the option to retain a portion of any annual surplus to use for future capital needs.
- Maintenance of a Capital Fund will mitigate the need to raise tuition or to rely on Member Districts for financial assistance should an emergency capital need arise.

What are the regulations for the establishment and oversight of a Capital Fund?

- SWCEC must present a Capital Plan for the Board to approve. An initial plan was presented to the Board on February 16, 2024, and on March 22, 2024.
- Two-thirds of our Member School District Committees must approve the Capital Plan and establishment of the Capital Fund.
- On an annual basis, the Board of Directors (i.e., SWCEC Member District Superintendents) will vote on the amount of surplus, if any, to be put into the Capital Fund as a part of the yearly budgeting process.
- The Board of Directors will approve all withdrawals from the Capital Fund.
- Withdrawals can only be made for capital expenditures.

How much money will be in the Capital Fund?

- The Capital Fund will not be filled immediately. Funds will only be added by Board approval as available and will not be a burden for the Member Districts. Funding comes from surplus revenue, if generated, each year.
- The amount of the Fund will be capped at two million dollars (\$2,000,000).
- Expenditures from the Fund will not require immediate offsetting deposits into the Fund.

Capital Reserve Fund & Capital Plan Presentation to School Committees 2024



Introductions

- **Arnold Lundwall**, Executive Director of Southern Worcester County Educational Collaborative since July 2020
- **Lena Travinski**, Director of Finance and Operations at SWCEC since July 2021
- Thank you to the School Committee Chair, members of the School Committee, the Superintendent, and the Community for the opportunity to present this information.



SWCEC Information

- History
- Populations Served
- Location
- Member Districts
- Mission, Vision, Values

Intent of Today's Presentation

Establish rationale and limit for SWCEC Capital Reserve Fund



School Committee votes:

1) Reasons for Capital Reserve

2) Limit on the balance of the Reserve

Reasons for the Reserve Fund



As approved by the SWCEC Board of Directors:



1. Maintenance and improvement of SWCEC properties



2. Prepare for down payment of new lease or owned real property



3. Limit on the fund balance: \$2,000,000



- Lease options
- Lack of capital
- Lack of green space
- Lack of gymnasium
- Long term stability
- Long term goal (one roof)
- Accessibility for multiple disabilities

Rationale

Regulatory Guidance

603 CMR 50.07 (10): "An educational collaborative may create a capital reserve fund to support costs associated with the acquisition, maintenance, and improvement of fixed assets, including real property, pursuant to a capital plan."



(b): "...subject to the approval of 2/3 of the member districts."

Capital Improvement Plan Details

10-year plan

Establish fund base

Parachute plan and
long term goals (one
roof)

Current lease and
right of first refusal

Renovations

- Green space
- Gymnasium
- Equality, inclusion, accessibility

Request for Approval



SWCEC is seeking approval of the reason and the limit for the SWCEC Capital Reserve Fund through Member Districts' School Committees.



SWCEC requests that each Member School Committee vote to approve (1) reasons for the Reserve and (2) limit on the balance.



Upon a ratifying vote, signature of the School Committee Chairperson is requested.

Thank you

- The 15 Member Districts of SWCEC have provided consistent support and vision over the past 49 years. The Board of Directors have ensured that intervention and education of students with disabilities is provided by highly qualified staff at SWCEC both at our two program locations and within your Districts.
- Thank you for taking this important initiative to secure equitable and safe learning environments for your students.

Questions? Contact Information



Executive Director
Arnold Lundwall

alundwall@swcec.org

508-764-8500 extension 1126



Finance Director
Lena Travinski

ltravinski@swcec.org

508-764-8500 extension 1120



SWCEC Capital Improvement Plan Details

Capital Improvement / Maintenance Fund

FY25

- Building 3 (Dudley) rear access ramp \$80,000
- Purchase / replace wheelchair van \$100,000
- Dudley: develop formal recreation spaces, including ADA accessible green spaces, walking trails, ball field \$100,000

FY26

- Replace / repair current mini-vans (2) \$100,000
- Strengthen / harden both Southbridge and Dudley campus buildings (including unified keys/locks for exterior and interior doors) \$100,000

FY27

- Replace / repair current mini-vans (2) \$100,000

FY28

- Addition of gymnasium space (Dudley) \$250,000

FY29

- Addition of gymnasium space (Southbridge) \$250,000
- Interior renovations (Southbridge and Dudley) \$200,000



**Southern Worcester County Educational Collaborative
Capital Plan Approval**

CMR 603.50.07(10) Capital: The educational collaborative may create a capital reserve fund to support costs associated with the acquisition, maintenance, and improvement of fixed assets, including real property, pursuant to a capital plan.

- (a) Funds in a capital reserve account may be used only for the project or purpose for which the account was established.*
- (b) The establishment of a capital reserve shall be subject to the approval of 2/3 of the member districts. The request for approval must state the reason for the reserve and a limit on the balance that may be held in the reserve.*
- (c) Deposits into and withdrawals from the capital reserve shall be proposed and approved through the budget process.*
- (d) In the event that the purpose for which the capital reserve was created requires modification, the collaborative board of directors shall revise its capital plan and provide notice to all member districts. If the member district does not vote to disapprove the revised capital plan within a 45-day period, that member shall be deemed to have approved the revised capital plan. Two-thirds (2/3) approval of the member districts is required to revise the capital plan.*

SWCEC's Board of Directors approved the SWCEC Capital Plan and fund limit on March 22, 2024, and requests that Member School Committees approve the reason for the reserve and the limit on the balance that may be held in the reserve:

Reason for the Reserve:

- 1) Maintenance and improvement of SWCEC properties.
- 2) Prepare for down payment of new lease and/or owned real property.

Capital Reserve Fund Limit:

Two million (\$2,000,000) dollars.

Date Approved: _____ **District:** _____

Signature of School Committee Chair: _____

Printed Name of School Committee Chair: _____



District Office, DCRSD <districtoffice@dcrsd.org>

Request #434 (2) for your review

1 message

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

Thu, Apr 25, 2024 at 1:39 PM

REQUEST #434/2 | RECIPIENTS: 1 of 6 | APR 25, 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 / Matthew Fournier
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.
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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:	Apr 14, 2025
Departure time:	7:30:00 AM
Return time:	9:30:00 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:	172350
Per student cost:	\$1,149
Additional information:	Tentative trip dates are 04/14/25 - 04/17/25
	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.

Approve

Decline

Comment

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

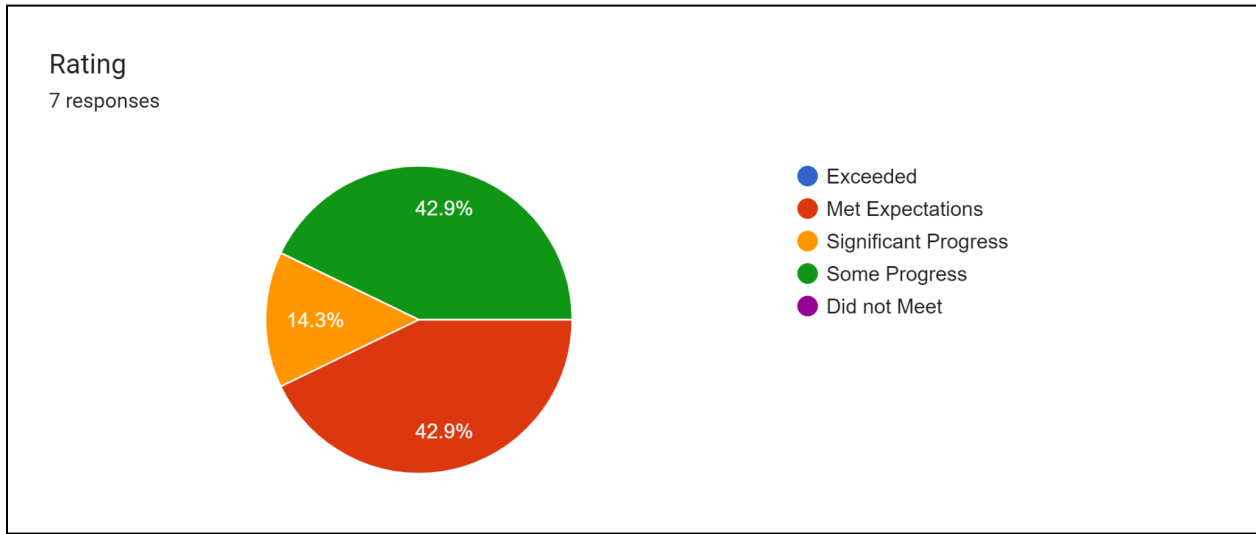
To: Stephen Lamarche, Superintendent, Dudley-Charlton Regional School District
From: Cathleen Carmignani, Chair, Dudley-Charlton Regional School Committee
Date: May 6, 2024

Summary of Superintendent Evaluation 2023-2024

Response Rate: 100% (7 out of 7 members)

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.



Optional Input - Goal #1

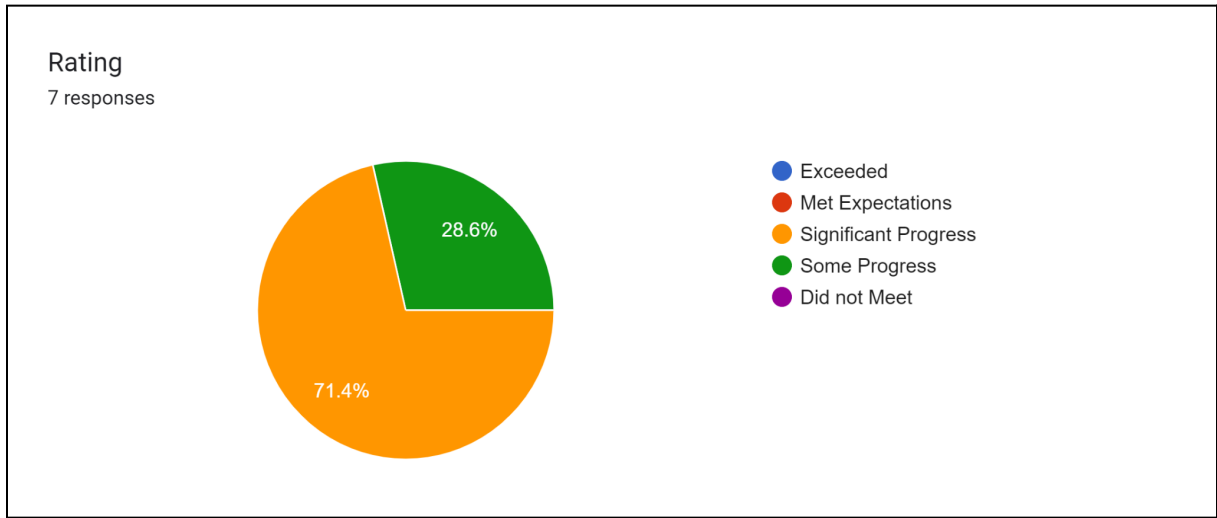
5 responses

- Great growth, looking forward to continuing this goal next school year working thru the vertical and horizontal alignment to meet the needs of all students in the district.

- In my opinion this goal was well on its way to being achieved prior to the goal being made.
- There were obvious challenges with this goal, simply due to the lack of an Asst Superintendent who is typically heavily involved with a goal like this. I do have to acknowledge the amount of work that others had to add to their plate without the role being within the budget for FY 24. However, while offering the strengths of each curriculum that was presented and implemented, I would like any and all issues and limitations that each curriculum also presents. Having this data presented regularly along with the positive data will keep the evaluations honest and transparent to the committee, staff and community.
- This is a very important goal and one that needs to keep evolving to stay current. Maintaining curriculum that will bring our students the best educational opportunities is key to bringing our district back to where it was years ago. The substantial amount of work that Mrs. True has put into this effort is paramount. Having thoughtful professional development will continue to support our amazing staff. Giving them the tools and support to do their job is key. We are going in the right direction.
- Superintendent LaMarche's report of 4/24/2024 certainly describes details regarding the progress that's being made at each of the stated areas. However, it appears the progress 'has just begun' in most of the areas and as each school year unfolds, staff will progress toward a sought after 'mastery' level. Suggest this goal to again be included in the next assessment with the potential of looking at the progress at the end of each term (quarterly if you will).

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. **Note: Goal was adjusted to address Least Restrictive Environment mandates from DESE.**



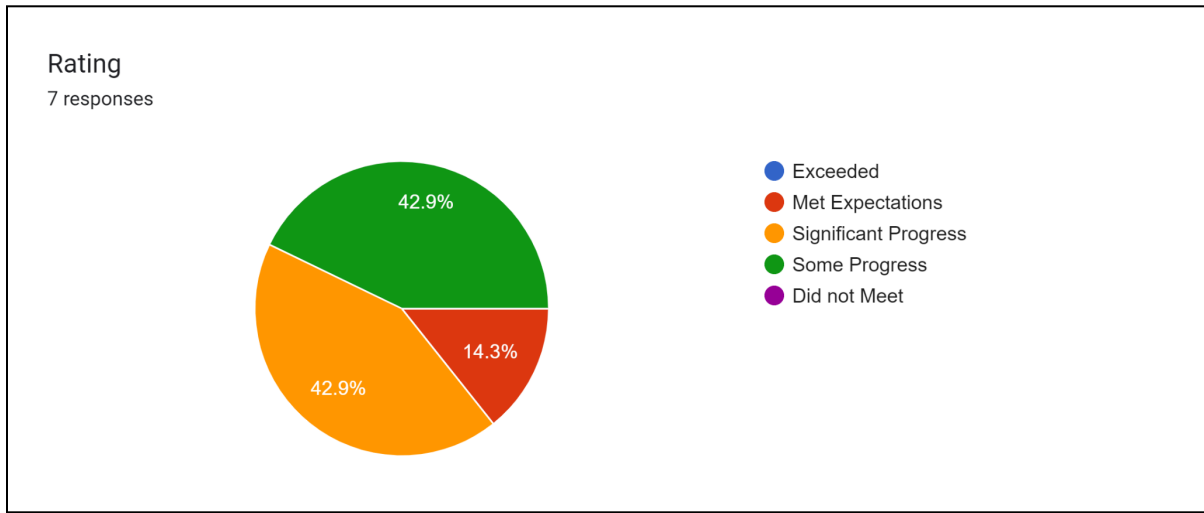
Optional Input - Goal #2

4 responses

- Long overdue to ensure targeting marginalized students for growth and equity to reach their potential. I look forward to seeing more work progress through this in all levels of the student experience and education and for this goal to be accomplished.
- I can understand the shift in the goal to focus on LRE after the district was placed on a CIMP.
- Similar to Goal #1, it appears some progress has been made. However, given the shortfalls DESE identified for our district; to include being put on a CIMP due to partial implementation of their criteria for LRE, I believe this goal should remain a goal for the next school year and also evaluate a little more often (again per term). Assessing more frequently can also allow those involved to 'pivot' if needed based on review & collaboration of what's working/what's not working.
- The District has worked extensively to address least restrictive environments for our special education students. While we did not meet the benchmarks set by the state, the team has made strides in this area. After seeing the academic achievement data, improvement in this area is crucial to the success of our students. I would recommend that this goal be extended into next year.

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.*



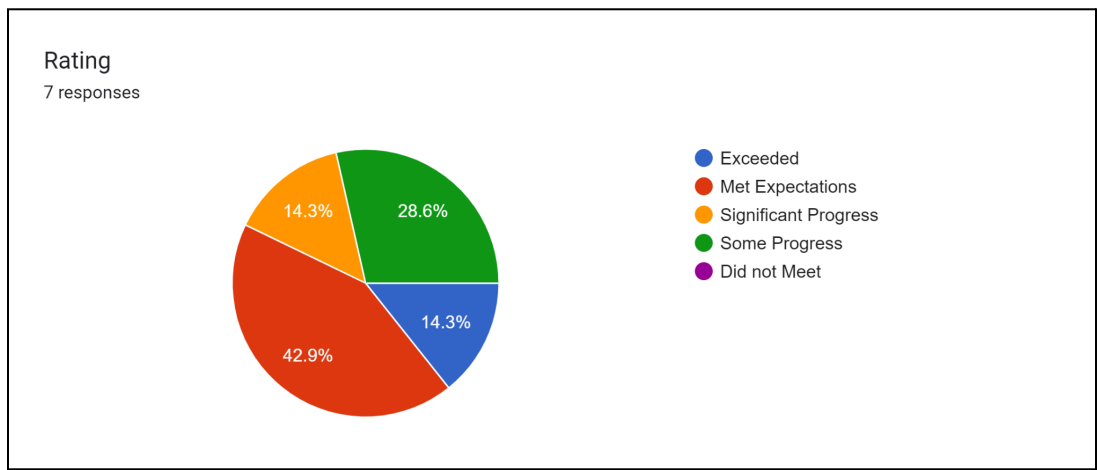
Optional Input - Goal #3

4 responses

- Progress towards this goal is on track to completion within timeframes.
- Waiting on the architectural review to be completed in order to move forward. As a sub committee we have had very few minutes and little progression in this area while waiting for completion of that review.
- Once the review has been shared, it will be pertinent to see those items in priority 1 & 2 as that will set the tone for a 'multi-year Capital/Safety plan.' While I don't think it should be included as a goal next year, the findings will certainly determine our District's path going forward for several years to come & will most likely include towns' input, etc.
- This goal will be on-going as we receive data from our Architectural Review. The use of the agreed upon rating system to provide a systematic approach for prioritizing areas of focus will be important as the work continues.

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.*



Optional Input - Goal #4

4 responses

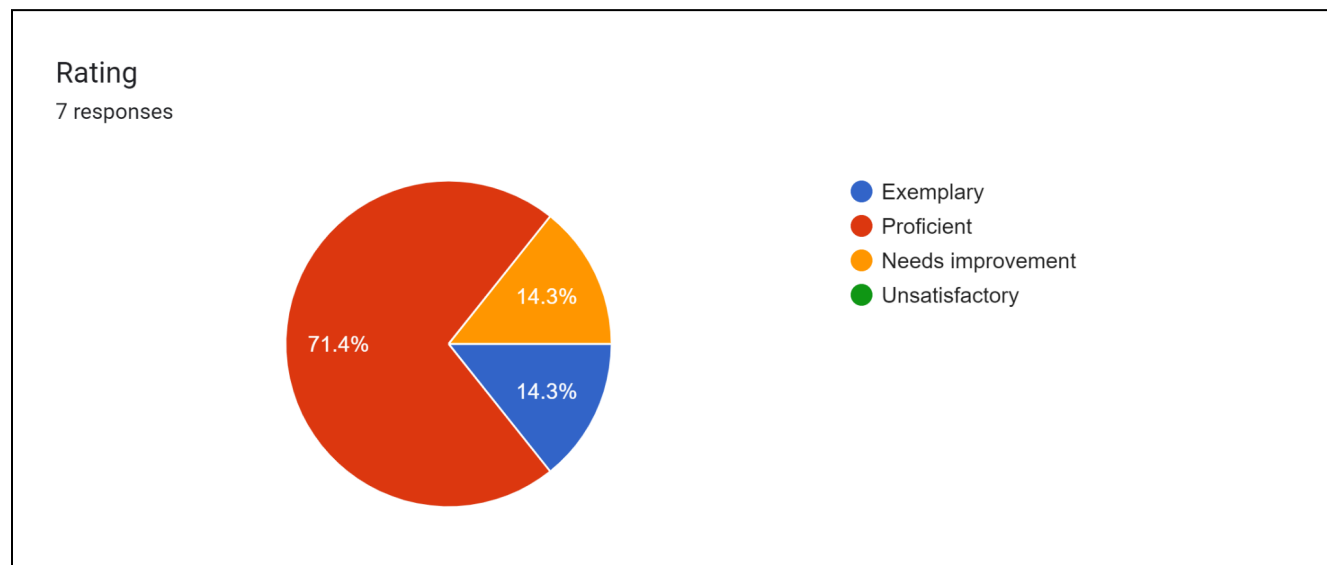
- Great work bringing us further into the 21st century of HR practices and expectations.
- There have been many transitions within the leadership roles this year and progress has continued. This is a testament to the dedication by the many that have continue to push initiatives forward amongst the change.
- Maintaining a professional culture that allows administration and staff an environment where they feel comfortable to share ideas without feeling belittled or met with a condescending tone is of utmost importance.
- It is commendable that all of these expectations were met given the minimal resources in the central office. It is my hope that as we onboard a full-time Assistant Superintendent, your work can focus on continuing to build the capacity of your team and vision for the district.

PERFORMANCE STANDARDS

STANDARD I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

STANDARD I Overall Rating: Proficient



School Committee input Standard I - Optional

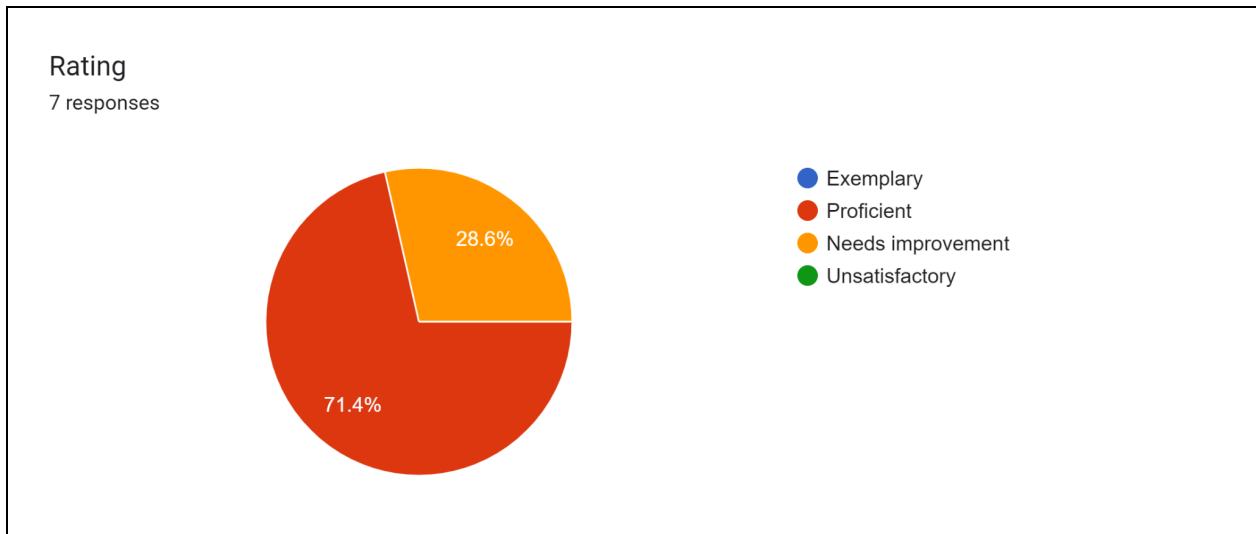
5 responses

- I am very impressed with his leadership and support for teachers and staff.
- Leadership is not just shown through words it is shown through actions. This is an area the Superintendent must continue to work on to ensure all staff feel supported as well as informed while creating and executing the vision and focus of the district. Leadership training would be my recommendation to see increased success in this area.
- UDL has been a common theme among the district for the last couple years. While time is necessary for change, the consistent message and purposeful PD offered has offered the staff the necessary tools to implement this within the classroom.
- This ties into Goal 1 & 2. Progress is being made, but as noted in the goal area, additional improvements are a must (as noted by DESE specifically) as well as the mastery of the new curriculum (multiple). Erred on the side of proficient as trending in the right direction.
- As mentioned previously, your ability to hold the district stable during this time was impressive. Even with the budget being level-serviced for areas other than the Assistant Superintendent, you were able to grow our staff in pertinent professional development opportunities.

STANDARD II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

STANDARD II Overall Rating: Proficient



School Committee input Standard II - Optional

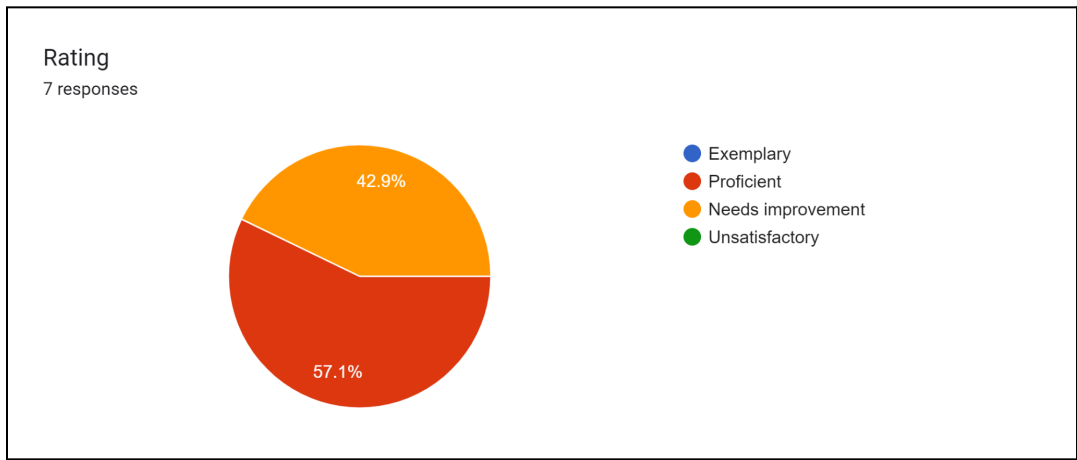
4 responses

- Many staffing issues this year which created uncertainty with some programs and positions throughout the year.
- The limited staff, especially at the central office level, have continued to work hard behind the scenes to make the day to day operations run as smoothly as possible. So many other districts are afforded many other helping hands to accomplish tasks we take on each school year. DCRSD should be proud of the dedication and hard work that is necessary to make this happen.
- Similar to 1, this ties into goals 1 & 2 & is multi-layered. While erred on side of proficient above, will keep as needs improvement here - although certainly trending in right direction with data results for DESE etc.
- You have continuously worked with your leadership team to provide alternate funding methods to ensure our students access up to date curriculum materials and professional development. While there is still much work to be done to ensure an equitable experience for all learners, you have brought your team to the beginning of that path.

Standard III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

STANDARD III Overall Rating: Proficient



School Committee input Standard III - Optional

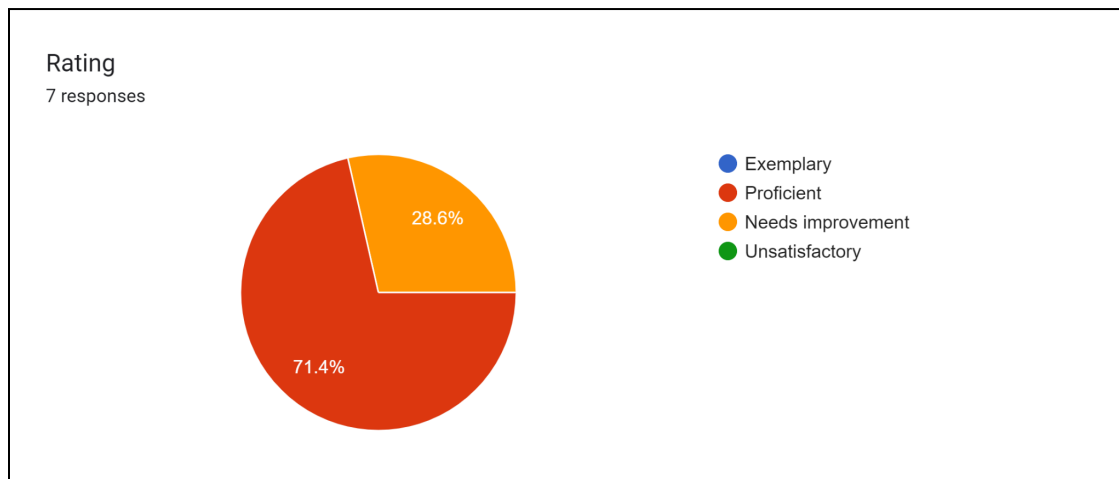
5 responses

- He is always very informative and always willing to answer any questions or concerns.
- Listening and including the community, families and staff concerns, input and recommendations has seen improvement this year. Going forward I am hopeful that the change to our policy will allow all meetings to be posted in time so public can be properly notified and given the opportunity to be informed and participate.
- DCRSD is made of two small communities that are very intertwined with each other. There are often so many wonderful events that are happening at each and every campus almost weekly. While it would be impossible to be present at every function, I would like to see more presence at the events, especially those that involve the community. Staff take note of this as do parents. While this might mean some time away from the many hours of work, left behind in the office, I assure you these events will become the highlight of your week.
- Similar to the first 2, progress is being made and clearly our schools are heading in the right direction. I will err on the side of proficient on this one, but additional progress/improvement is a must. With the addition of the Asst Superintendent (assumed) I believe many of these items will make leaps & bounds, however that then begs the questions, are these measurements appropriately addressed for the Superintendent?
- You have worked tirelessly to continue relationships with our local officials and navigate the financial constraints of our communities.

Standard IV: Professional Culture

Promote success for all students by nurturing and sustaining a school culture of reflective practice, high expectation, and continuous learning for staff.

STANDARD IV Overall Rating: Proficient



School Committee input Standard IV - Optional

4 responses

- We have had a huge loss of staff and low retainment of employees. This continues to be an area of concern. Implementation of exit interviews is crucial in determining reasons and has been suggested for years but still not implemented. Superintendent must lead by example at all times and maintain professionalism in each and every meeting. Questions and concerns do not equal criticisms and should not be treated as such.
- Specific to IV-C Communication. This is an area that could use improvement in tone and delivery of certain information. When staff are met with this, they are less likely to bring forward concerns or new ideas.
- I will err on the side of proficient on this one as it appears the overall 'feel' of our district is positive. However, I cannot offer any input on each of the principals (what they think of the Superintendent) & their culture as I didn't meet with them individually (in hindsight). Being in attendance at school committee meetings & executive sessions, I have felt uncomfortable, more than once, as Superintendent LaMarche's 'tone' is not always 'welcome'. Whether it's during public opinion or another school committee member speaking, Superintendent LaMarche's demeanor goes on the 'defense' instead of whole heartedly listening & engaging.
- While he seeks/asks/urges for other peoples' opinions, once given, if not in agreement, his answer is appropriate ('will look into', 'I have no idea', etc.) but is 'condescending'.
- As a district, we have a long way to go in this area. I appreciate your efforts to bring the academic data to the committee and look forward to hearing how we will address this in the future.

Dudley-Charlton Regional School District

POLICY

(Substantial Overhaul)

~~Background Checks~~ C.O.R.I., S.O.R.I. REQUIREMENTS

ADDA

It shall be the policy of the Dudley-Charlton Public Schools to obtain all available Criminal Offender Record Information (C.O.R.I.) and Sex Offender Registry Information (S.O.R.I.) from the Criminal History Systems Board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I. data for employees of transportation vendors, e.g., yellow bus or specialized transportation, that have contracted with the schools to provide transportation to pupils. In addition, Dudley-Charlton Public Schools will also require S.O.R.I. data.

The Superintendent or her/his certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the Criminal History Systems Board and Sex Offender Records Information from the Sex Offender Registry Board (SORB) on all employees. This includes individuals who regularly provide school related transportation to children, including transportation vendors, employees and volunteers who may have direct and unmonitored contact with children during their term of employment or volunteer service.

The Superintendent or his/her certified designees may also have access to Criminal Offender Record Information and Sex Offender Records Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education C.O.R.I. Law Advisory dated February 17, 2003, "Direct and unmonitored contact with children means contact with a child when no other C.O.R.I. or S.O.R.I. cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available C.O.R.I. and S.O.R.I. data from the Criminal History Systems Board. In the event that a current employee has questions concerning the signing of the request form, he/she may meet with the Superintendent. However, failure to sign the C.O.R.I. or S.O.R.I. request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent or her/his designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

C.O.R.I. / S.O.R.I. is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. C.O.R.I. / S.O.R.I. may be shared with the individual to whom it pertains, upon his or her request, and in the event of an inaccurate report the individual should contact the Criminal History Systems Board or the Sex Offender Registry Board.

Access to C.O.R.I. / S.O.R.I. material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, C.O.R.I. / S.O.R.I. material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law, reserves the exclusive right concerning any employment decision made pursuant to Chapter 385 of the Acts of 2002. The employer may consider the following factors when reviewing C.O.R.I.: the type and nature of the offense, the date of the offense, and whether the individual has been subsequently arrested, as well as any other factors the employer deems relevant.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on C.O.R.I. checks will be made consistent with this policy and any applicable law or regulations.

If a criminal record is received from the Criminal History Systems Board (CHSB), the Superintendent will closely compare the record provided by CHSB with the information on the C.O.R.I. request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

If the district is inclined to make an adverse decision based on the results of the C.O.R.I. check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the district's C.O.R.I. policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the C.O.R.I. record.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information or Sex Offender Registry Information for any employee, individual who regularly provides school related transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information or Sex Offender Registry Information.

The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission Against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests, criminal court appearances, or convictions. An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances, and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment, or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all the legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REF: M.G.L. [71:38R](#), [151B](#), [276](#), [§.100A](#), St. 2002, c.385

MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003) 803 CMR 3.05 (Chapter 149 of the Acts of 2004)

Adopted: June 25, 2014

Dudley-Charlton Regional School District

POLICY

(NEW)

RETIREMENT OF FACILITIES

FCB

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committee, which facilities appear to justify further analysis.

The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
3. Reassignment of children, including alternative plans according to Committee policy
4. Transportation factors, including numbers of children bused, time, distance, and safety
5. Alternative uses of the building
6. Cost/Savings
 - a. Personnel
 - b. Plant Operation
 - c. Transportation
 - d. Capital Investment
 - e. Alternative Use
7. Continuity of instructional and community programs

LEGAL REF.: M.G.L. [71:16](#)

Dudley-Charlton Regional School District

(NEW)

POLICY

NAMING OF FACILITIES

FF

Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming school facilities.

The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums.

Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the School Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTA/PTO in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

Dudley-Charlton Regional School District

POLICY

(NEW)

RELATIONS WITH NONPUBLIC SCHOOLS

LBC

In accordance with state law, the School Committee will approve a private school when it is satisfied that the school equals that of the municipality's public schools in thoroughness, efficiency, and progress made.

All of the following steps are required for approval of a private school:

1. The school submits a letter of application to the Superintendent of Schools
2. The school completes all items on the "Checklist for Approval of a Private School" and submits required documentation
3. The Superintendent or designee reviews the submitted materials
4. The Superintendent or designee visits the school
5. The school makes a presentation to the School Committee
6. The Superintendent makes a recommendation to the School Committee
7. The School Committee takes formal action on the recommendation
8. The school is notified of the School Committee's decision

The School Committee will act reasonably and in good faith to carry out its statutory approval function.

If substantial changes are made in the private school's program, the school must seek renewed approval.

The School Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.

LEGAL REFS.: M.G.L. [40:4E](#); [71:48](#) and [71D](#); [71B:4](#); [74:4-7A](#); [76:1](#)

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

POLICY

Student Teachers and Internships

LDA- Amended

The Committee encourages the administration to cooperate with teacher-training institutions in the placement of student teachers in the school district. All initial arrangements with the colleges and universities will be subject to building Principal approval. A student teacher is defined as a teacher trainee. The placement of such student teachers in our schools is to be encouraged.

The Committee authorizes the administration to honor the reasonable rules and training guidelines of the sending institution.

In all arrangements made with colleges and universities, the school district will be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration will ensure there are procedures for evaluating the performance of student teachers that meet requirements of the sending institution and fit with the Committee's policies.

~~The superintendent and principals shall determine the number of trainees that shall be placed in a school at any one time. Care shall be taken to see that no school or teacher is overburdened.~~

All Student Teachers will abide by the rules and regulations contained in the faculty handbook.

~~Student teachers shall not be compensated by the district for professional services in the role as a student teacher.~~

Adopted June 29, 1972
Amended November 14, 2012