

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee

Wednesday, April 9, 2025 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 6:34pm

In attendance:

Kelly Szela, Chair

Jeanne Costello, Vice-Chair

Maureen Chickering

Jaime Dell'Ovo

Nicole Enberg

Caitlynn Panczyk

Cathleen Carmignani - arrived at 6:55pm

II. Pledge of Allegiance

III. Moment of Silence

IV. Consent Agenda Items

1. Approval of the Warrant
2. Approval of Minutes Regular Meeting – March 26, 2025

A motion by J. Costello, seconded by M. Chickering to approve all consent agenda items was approved unanimously.

K. Szela - Yes

J. Costello - Yes

M. Chickering - Yes

J. Dell'Ovo - Yes

N. Enberg - Yes

C. Panczyk - Yes

V. Communications

There was no Communications

VI. Student Representative Report – Anthony Avoglia

- Show Choir finished their competition season this past weekend at the Eastern Show Choir Festival in Waltham.
- Spring sports are roaring right now, baseball, softball, girls lacrosse and tennis all have wins.
- The Best Buddies Program fundraiser is going on at SHRHS. They're holding their annual UNO Tournament Thursday 4/17 from 5:30-7:30pm with a \$5.00 entry fee.

VII. Assistant Superintendent's Report

- We've been able to secure \$35,000 in grant funding to support our new Clean Energy Pathway at the High School. Science Department Head, Mr. Courtemanche and Principal Elwell helped to write and secure this grant.
- We have also applied for an \$85,000 revitalization grant from MA Life Sciences to improve our Science lab spaces and potentially create an outdoor classroom for the High School.

- We have been offering grant funded high dosage tutoring in Math for recommended students in both grades 4 and 8 across the district. We are in our second session of tutoring for the school year and are seeing great progress to date.
- Our Open Sci Ed grant for implementation of the Open Sci Ed curriculum is in its third and final year. We have seen great professional growth in our Science teachers after attending OSE professional development and working with our grant Liaison, Alison Riordan.
- This year we were able to bring enrichment experiences to both Dudley Elementary and Mason Road School with Artist Bren Bataclan through our Title IV grant. Together, planning with students, he was able to create original pieces of artwork to form a mural that will be hung in the hallways of each school.

VIII. Public Comment

There was no Public Comment

IX. New Business

A. SEPAC – Special Education Parents Advisory Committee – Chair Laferriere

- Meetings are the 3rd Wednesday of the month and alternate between the 2 Middle Schools. The Board meeting is at 6:30pm and the SEPAC meeting is at 7:00pm open to all. There's also a hybrid option to the meeting.
- The Coffee Group meets the 1st Friday of the month at 9:00am alternating between the Sturbridge Coffee Roasters 2 locations, in Charlton and Dudley.
- SEPAC is an extension of the School Committee to provide perspective and support to keep everyone informed on students that receive special education services.
- SEPAC would like to thank the School Committee for their engagement with Vanpool to address the transportation challenges. Things are better but we know Director Harriman and the administration continues to monitor parent concerns and issues and keep the lines of communication open.
- SEPAC has had 3 workshops this year virtually through the federation.
- The next SEPAC meeting is April 16th at Charlton Middle School and will be a question and answer meeting. We're asking that questions be submitted ahead of time so answers can be prepared. Questions will also be addressed at the meeting.
- There was a survey sent out to all IEP and 504 families hoping to get feedback and increased participation. The survey will close on April 18th.

B. Director of Finance and Operations – Director DeSantis

a. Fiscal Year 2025 3rd Quarter Update

- DCRSD is in a good financial position at the end of quarter 3 of FY 2025.
- Federal Grant funding and Circuit Breaker funds have been applied to help offset operating budgets.
- The budget freeze implemented in January has netted positive results.
- Aging infrastructure and subsequent unpredictable facility and operational needs drive the majority of unanticipated expenditures.

b. Fiscal Year 2025 Cost Center Transfers

It is recommended by the Director of Budget & Finance that cost center transfers be made to cover the projected shortfall at Mason Road School. The request is \$150,000 from SHRHS and \$61,500 from Heritage School.

A motion by J. Costello, seconded by C. Carmignani to transfer \$150,000 from SHRHS and \$61,500 from Heritage Elementary School to the cost center to cover the projected shortfall at Mason Road School as recommended by the Director of Finance & Operations was approved unanimously.

K. Szela - Yes
M. Chickering - Yes
N. Enberg - Yes
C. Carmignani - Yes

J. Costello - Yes
J. Dell'Ovo - Yes
C. Panczyk - Yes

c. Disposal of materials, equipment or other property (MGL c.30B § 15)

A motion by N. Enberg, seconded by C. Panczyk to dispose of textbooks and instructional materials from SHRHS, Charlton Middle School and Dudley Middle School that are outdated and in poor condition was approved unanimously.

K. Szela - Yes
M. Chickering - Yes
N. Enberg - Yes
C. Carmignani - Yes

J. Costello - Yes
J. Dell'Ovo - Yes
C. Panczyk - Yes

J. Dell'Ovo asked if there are any services that could pay us to dispose of these textbooks and instructional materials or if there's a cost to us to dispose of them. Director DeSantis stated it depends if there is a salvageable value. These textbooks and instructional materials have a zero salvageable value because of their poor condition and how outdated they are.

d. Fiscal Year 2026 Adjustment

Tonight, we're voting on a change to the FY2026 Budget and Municipal Assessments. The change reflects an increase of \$2,219 to the Charlton capital assessment and a decrease of \$11,758 to the Dudley capital assessment. This equates a net change of a decrease in the overall assessment and FY26 budget by \$9,539. The Dudley Total Assessment decreases from \$12,557,273 to \$12,545,515. The Charlton Total Assessment increases from \$20,256,949 to \$20,259,168. The adjusted final FY26 budget goes from \$62,219,434 to \$62,209,895.

A motion by J. Costello, seconded by C. Carmignani to accept the changes to the FY2026 Budget and Municipal Assessments was approved unanimously.

K. Szela - Yes
M. Chickering - Yes
N. Enberg - Yes
C. Carmignani - Yes

J. Costello - Yes
J. Dell'Ovo - Yes
C. Panczyk - Yes

C. Action – School Choice 2025-2026 School Year – Steven Lamarche

Superintendent Lamarche recommended that School Committee take action on the total number of slots and participation in School Choice for grades 5-12.

K. Szela entertained a motion to approve the School Choice program for grades 5-12, not to exceed 230 slots.

A motion by J. Costello, seconded by M. Chickering to approve the School Choice program for grades 5-12, not to exceed 230 slots was approved unanimously.

K. Szela - Yes

M. Chickering - Yes

N. Enberg - Yes

C. Carmignani - Yes

J. Costello - Yes

J. Dell'Ovo - Yes

C. Panczyk - Yes

D. Action – 2025-2026 Enrollment of DCRSD Staff students per agreements – Steven Lamarche

Superintendent Lamarche explained on an annual basis we have contractual agreements across the district that entitles our staff to enroll their children if they do not live in the Towns of Dudley or Charlton but live within the state of Massachusetts. Last year there were 13 students enrolled and for this upcoming year there are 9 students for approval. Superintendent Lamarche recommended that the School Committee approve enrollment requests of DCRSD staff in accordance with applicable agreements for the 2025-2026 school year.

K. Szela entertained a motion to approve enrollment requests of DCRSD staff in accordance with applicable agreements for the 2025-2026 school year.

A motion by Maureen Chickering, seconded by N. Enberg to approve enrollment requests of DCRSD staff in accordance with applicable agreements for the 2025-2026 school year was approved unanimously.

K. Szela - Yes

M. Chickering - Yes

N. Enberg - Yes

C. Carmignani - Yes

J. Costello - Yes

J. Dell'Ovo - Yes

C. Panczyk - Yes

E. Superintendent's Evaluation – Steven Lamarche

Superintendent Lamarche provided a handout for review in preparation of the final evaluation document. He highlighted a few items:

- We are currently engaged in several strategic planning endeavors designed to strengthen our instructional practices, enhance facilities, and improve district-wide operations. As these planning efforts take shape, we will continue to keep the Committee and our community informed, ensuring transparency and engagement throughout the process.
- In line with guidance from the DESE Evidence Collection Toolkit, this document is not intended to encompass the full range of work from the 24-25 school year. Instead, it offers a representative snapshot of district practice. I respectfully encourage the Committee to also consider other documents, updates, and presentations shared over the course of the year when evaluating performance.

- In regards to Goal #1 – With renewed vision and strategic momentum, the restoration of the Assistant Superintendent for Teaching and Learning has proven to be one of the most impactful leadership decisions made by the School Committee. The reinstatement of this critical role has reestablished a vital anchor for instructional leadership across the district, bringing coherence, clarity, and coordination to our educational work. This renewed leadership has elevated the quality of professional collaboration across schools and ensured that decisions around curriculum are aligned with evidence-based practices and district priorities.
Our collective work to elevate teaching and learning in DCRSD is now firmly rooted in a comprehensive curriculum adoption, review, and implementation plan. Moving forward, this plan will serve as a foundation for ongoing progress, ensuring that every curriculum decision is both student-centered and fiscally responsible, and that all learners across DCRSD benefit from consistent, high-impact teaching and learning.
- In regards to Goal #2 – Administrators are currently three-quarters of the way through a yearlong professional development course focused on the development of a Multi-Tiered System of Supports (MTSS). This work has laid critical groundwork across all schools and is helping to establish the foundational guidelines for implementing an effective, systemic Multi-Tiered System of Support for all learners.
To strengthen English language (EL) instruction, the district adopted a new supplemental EL program titled English 3D from Houghton Mifflin. This program is being implemented at all grade levels and includes a strong newcomer component to ensure that recently arrived multilingual learners receive the foundational language and literacy support they need to succeed across content areas.
Data supporting the shift in foundational MTSS practices reflect the DCRSD's continued commitment to educating students with disabilities in the least restrictive environment (LRE). While we recognize there is more work to do, these gains demonstrate measurable progress toward more equitable access to high-quality instructional materials, inclusive practices, and positive learning experiences.
- In regards to Goal #3 – While the district is only beginning to draw on the framework provided by the ERS (Education Resource Strategies) planning model, we have made meaningful progress in building the foundational structures that support long-term strategic alignment. The objective of the ERS report was to identify a targeted set of resource allocation insights and high-potential resource shifts to better support the alignment of resource use with district strategy. Together, this integrated system of strategic plans create a strong, sustainable framework for continuous improvement.
- In regards to Goal #4 – Fostering leadership does not come from a title, it grows from the willingness to create space for collaboration, to invite authentic voices into the conversation, and to approach challenges with openness and humility. True leadership is grounded in the belief that complex issues are best addressed through shared responsibility, honest dialogue, and a commitment to solutions that serve the greater good. By modeling open-door communication, encouraging inclusive participation, and keeping our focus on what is best for the students, staff, and community we serve and cultivate lasting solutions with a shared vision for the future.
Leadership in Dudley-Charlton is not confined to titles or roles; it is cultivated through trust, inclusion, and a shared promise to do what is best for our students, staff, and community.

F. Action – Town of Charlton Fire Substation Closing Documents - Steven Lamarche

Superintendent Lamarche explained that a documented record of School Committee voting to approve the Superintendent to sign any closing documents that come forward from the Town. This is needed for records for historical and legal purposes, Superintendent Lamarche respectfully asked that the School Committee pass a motion that authorizes the Superintendent, Steven Lamarche to sign any closing documents that are coming forward.

K. Szela entertained a motion to authorize Superintendent, Steven Lamarche to sign for the Town of Charlton Fire Substation closing documents

A motion by C. Carmignani, seconded by N. Enberg to authorize Superintendent, Steven Lamarche to sign for the Town of Charlton Fire Substation closing documents was approved unanimously.

K. Szela - Yes
M. Chickering - Yes
N. Enberg - Yes
C. Carmignani - Yes

J. Costello - Yes
J. Dell'Ovo - Yes
C. Panczyk - Yes

- I. **Executive Session:** To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining **[DCTA]** or litigating position of the public body and the chair so declares, only to reconvene into regular session, to take votes if necessary, and adjourn.

A motion by J. Costello, seconded by C. Carmignani to adjourn the meeting at 7:39pm was passed unanimously by roll call.

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

A motion by J. Dell'Ovo, seconded by M. Chickering to adjourn the Executive Session at 8:23pm was passed unanimously by roll call.

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

The School Committee returned to Open Session from Executive Session at 8:24pm
Motion to ratify the September 1, 2025 through August 31, 2028 successor Collective Bargaining Agreement between the Dudley Teachers Association and the Dudley-Charlton Regional School Committee as presented.

A motion by J. Costello, seconded by N. Enberg to ratify the September 1, 2025 through August 31, 2028 successor Collective Bargaining Agreement between the Dudley Teachers Association and the Dudley-Charlton Regional School Committee as presented was passed unanimously.

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

X. Adjourn

A motion by N. Enberg, seconded by J. Dell'Ovo to adjourn the meeting at 8:27pm was passed unanimously.

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

2024-2025 School Committee Goals

Fiscal Responsibility

- 1. The DCRSD School Committee will vote to improve a revised 10- year Capital Plan to reflect the needs identified in the 2024 architectural review of all seven schools.*
- 2. The DCRSD School Committee will incorporate completed and forthcoming reports, reviews, and evaluations (e.g., Education Resource Strategies, Facilities Conditions Report) into long-range planning. This planning will guide the development of a Fiscal Year 2026 budget, structured to preserve the integrity of existing programs and prioritizing expenditures to provide a comprehensive educational experience for all students.*

Enhance Educational Excellence

1. *The DCRSD School Committee will support hiring, developing and utilizing staff that drive positive school culture and help create a unified district.*
2. *The DCRSD School Committee will support professional development opportunities that align with the District mission for exceptional teaching and learning for all students.*
3. *The DCRSD School Committee will ensure that all students have access to innovative platforms and technologies.*
4. *The DCRSD School Committee will continue their oversight of the implementation of policy IGA Curriculum Evaluation, Development and Adoption to review, revise or adapt high quality instructional materials for all students.*

Enhance Community Outreach and Stakeholder Engagement

1. *The DCRSD School Committee will continue to evolve their roles as community liaisons to strengthen relationships with local boards and organizations.*

Next Meeting Dates

School Committee Meeting: Wednesday, May 14, 2025 – CMS

Budget and Finance Subcommittee: Monday, April 15, 2025 10:00 AM - Video Conference

Policy Review Subcommittee: Wednesday, April 30, 2025, 5:00 PM District Office

Curriculum Subcommittee for Teaching and Learning: Monday, April 15, 2025 2:30 PM - Video Conference

Capital Outlay/Safety Subcommittee: Wednesday, April 30, 2025 8:00 AM - Video Conference

Future Agenda Items: FY26 Budget (ongoing), District Improvement Plan Draft (May), Prekindergarten Update (May), DCLC (May), Superintendent's Evaluation (May), Student Services Update (May), Quo Vadis (June), Recognition of Retirees (June), School Improvement Plans (June), School Committee Review of Goals (June)

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee

Wednesday, April 9, 2025 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**
 - 1. Approval of the Warrant
 - 2. Approval of Minutes Regular Meeting – March 26, 2025
- V. Communications**
- VI. Student Representative Report – Anthony Avoglia**
- VII. Assistant Superintendent’s Report**
- VIII. Public Comment**
- IX. New Business**
 - A. SEPAC – Special Education Parents Advisory Committee – Chair Laferriere
 - B. Director of Finance and Operations – Director DeSantis
 - a. Fiscal Year 2025 3rd Quarter Update
 - b. Fiscal Year 2025 Cost Center Transfers
 - c. Disposal of materials, equipment or other property (MGL c.30B § 15)
 - C. Action – School Choice 2025-2026 School Year – Steven Lamarche
 - D. Action – 2025-2026 Enrollment of DCRSD Staff students per agreements – Steven Lamarche
 - E. Superintendent’s Evaluation – Steven Lamarche
 - F. Action – Town of Charlton Fire Substation Closing Documents - Steven Lamarche
- I. Executive Session:** To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining **[DCTA]** or litigating position of the public body and the chair so declares, only to reconvene into regular session, to take votes if necessary, and adjourn.
- X. Adjourn**

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DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Kelly True

Assistant Superintendent

68 Dudley Oxford Road

Dudley, MA. 01571

Members of the DCRSD School Committee,

I write to share with you several updates from our latest grant cycles. I am particularly pleased to share with you tonight that we have been able to secure \$35,000 in grant funding to support our new Clean Energy Pathway at the High School. I would like to thank our Science Department Head, Mr. Thomas Courtemanche and Principal Elwell for helping to write and secure this grant. We have also applied for an \$85,000 revitalization grant from MA Life Sciences to improve our Science lab spaces and potentially create an outdoor classroom for the High School.

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I am happy to report that our Open Sci Ed grant for implementation of the Open Sci Ed curriculum is in its third and final year. We have seen great professional growth in our Science teachers after attending OSE professional development and working with our grant Liaison, Alison Riordan. All Science teachers have been trained in OSE implementation with the exception of some of our new Science teachers who have only had PD in the beginning units at this point. We will use operating funds next year to continue training for any teachers who were not fully trained through the grant process.

This year, we were able to bring enrichment experiences to both Dudley Elementary and Mason Road School with Artist Bren Bataclan through our Title IV grant. Mr. Bataclan was an artist in residence for one week at each school. Together, planning with students, he was able to create original pieces of artwork to form a mural that will be hung in the hallways of each school.

Exciting things are happening in DCRSD with our grants!

Respectfully,

Kelly True

Kelly True, Assistant Superintendent

<i>DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT</i>

TO: School Committee

FROM: Joseph DeSantis - Director of Finance & Operations

DATE: April 9, 2025

SUBJECT: Finance Director Update

A. Fiscal Year 2025 3rd Quarter Update: DCRSD is in a good financial position as it completes the 3rd quarter of fiscal year 2025 and heads into the final quarter. Federal Grant funding and Circuit Breaker funds have been applied to qualifying expenditures, helping to offset operating budgets. Additionally, the budget freeze implemented in January has netted positive results with regards to keeping control over spending. Aging infrastructure and the subsequent unpredictable facility and operational needs continue to drive the majority of unanticipated expenditures incurred.

B. Fiscal Year 2025 Cost Center Transfers: Based on the remaining budget balances detailed within the Fiscal Year 2025 3rd Quarter Update, it is the recommendation of the Director of Finance & Operations that cost center transfers be made to cover the projected shortfall at Mason Road School. The request is as follows, \$150,000 from Shepherd Hill School, and \$61,500 from Heritage Elementary School. There remains a sufficient budget balance in each cost center to absorb the transfers.

C. Disposal of Materials, Equipment or Other Property: Shepherd Hill Regional High School, Charlton Middle School and Dudley Middle School are requesting the approval to dispose of textbooks and related materials that are either in poor condition or outdated. A list of the items being presented for disposal is maintained at the District Office and is available upon request.

FY2025 3rd Quarter Budget Update					
April 4th, 2025					
	FY2025 Budget	YTD Spent, plus Encumbrances	Budget Balance	Percentage Remaining	Notes
District Office					
Salaries,Wages & Benefits	\$ 12,275,211	\$ 12,196,998	\$ 78,213	0.64%	
Administrative Expenses	\$ 8,827,611	\$ 8,171,877	\$ 655,734	7.43%	
Facilities & Utilities	\$ 4,800	\$ 5,289	\$ (489)	-10.19%	Increased Costs: Phone System
Technology	\$ 19,000	\$ 22,646	\$ (3,646)	-19.19%	
Educational Materials	\$ -	\$ -	\$ -		
Student Activities	\$ -	\$ -	\$ -		
Totals	\$ 21,126,622	\$ 20,396,810	\$ 729,812	3.45%	
Mason Road					
Salaries,Wages & Benefits	\$ 2,467,125	\$ 2,678,350	\$ (211,225)	-8.56%	Increase to Staff
Administrative Expenses	\$ 43,068	\$ 32,530	\$ 10,538	24.47%	
Facilities & Utilities	\$ 169,053	\$ 169,391	\$ (338)	-0.20%	
Technology	\$ 46,307	\$ 50,393	\$ (4,086)	-8.82%	To be offset by I/T Lease
Educational Materials	\$ 28,241	\$ 25,347	\$ 2,894	10.25%	
Student Activities	\$ 500	\$ -	\$ 500	100.00%	
Totals	\$ 2,754,294	\$ 2,956,011	\$ (201,717)	-7.32%	
Dudley Elementary					
Salaries,Wages & Benefits	\$ 3,323,478	\$ 3,286,588	\$ 36,890	1.11%	
Administrative Expenses	\$ 61,450	\$ 53,328	\$ 8,122	13.22%	
Facilities & Utilities	\$ 209,995	\$ 220,548	\$ (10,553)	-5.03%	
Technology	\$ 61,228	\$ 59,330	\$ 1,898	3.10%	
Educational Materials	\$ 52,127	\$ 42,029	\$ 10,098	19.37%	
Student Activities	\$ 1,500	\$ 188	\$ 1,312	87.47%	
Totals	\$ 3,709,778	\$ 3,662,011	\$ 47,767	1.29%	
Dudley Middle School					
Salaries,Wages & Benefits	\$ 5,550,558	\$ 5,411,472	\$ 139,086	2.51%	
Administrative Expenses	\$ 95,400	\$ 71,924	\$ 23,476	24.61%	
Facilities & Utilities	\$ 380,915	\$ 407,584	\$ (26,669)	-7.00%	
Technology	\$ 106,431	\$ 82,441	\$ 23,990	22.54%	
Educational Materials	\$ 28,426	\$ 19,580	\$ 8,846	31.12%	
Student Activities	\$ 21,452	\$ 2,728	\$ 18,724	87.28%	
Totals	\$ 6,183,182	\$ 5,995,729	\$ 187,453	3.03%	
Charlton Elementary					
Salaries,Wages & Benefits	\$ 3,736,054	\$ 3,612,037	\$ 124,017	3.32%	
Administrative Expenses	\$ 54,115	\$ 38,254	\$ 15,861	29.31%	
Facilities & Utilities	\$ 223,254	\$ 209,757	\$ 13,497	6.05%	
Technology	\$ 106,865	\$ 53,219	\$ 53,646	50.20%	
Educational Materials	\$ 26,611	\$ 27,671	\$ (1,060)	-3.98%	
Student Activities	\$ 800	\$ -	\$ 800	100.00%	
Totals	\$ 4,147,699	\$ 3,940,938	\$ 206,761	4.98%	
Heritage School					
Salaries,Wages & Benefits	\$ 4,528,908	\$ 4,165,501	\$ 363,407	8.02%	
Administrative Expenses	\$ 49,620	\$ 38,347	\$ 11,273	22.72%	
Facilities & Utilities	\$ 311,834	\$ 379,372	\$ (67,538)	-21.66%	Increased Costs: Oil Tank & Utilities
Technology	\$ 104,846	\$ 59,892	\$ 44,954	42.88%	
Educational Materials	\$ 53,947	\$ 41,828	\$ 12,119	22.46%	
Student Activities	\$ 1,500	\$ -	\$ 1,500	100.00%	
Totals	\$ 5,050,655	\$ 4,684,940	\$ 365,715	7.24%	
Charlton Middle School					
Salaries,Wages & Benefits	\$ 6,320,007	\$ 6,111,194	\$ 208,813	3.30%	
Administrative Expenses	\$ 87,155	\$ 61,531	\$ 25,624	29.40%	
Facilities & Utilities	\$ 388,875	\$ 423,254	\$ (34,379)	-8.84%	Increased Costs: Maintenance & Utilities
Technology	\$ 61,473	\$ 134,388	\$ (72,915)	-118.61%	
Educational Materials	\$ 30,544	\$ 25,026	\$ 5,518	18.07%	To be offset by I/T Lease
Student Activities	\$ 29,720	\$ 8,115	\$ 21,605	72.70%	
Totals	\$ 6,917,774	\$ 6,763,508	\$ 154,266	2.23%	
Shepherd Hill					
Salaries,Wages & Benefits	\$ 8,564,132	\$ 8,087,765	\$ 476,367	5.56%	
Administrative Expenses	\$ 449,950	\$ 456,482	\$ (6,532)	-1.45%	
Facilities & Utilities	\$ 546,452	\$ 602,765	\$ (56,313)	-10.31%	Increase Costs: Maintenance & Utilities
Technology	\$ 127,781	\$ 173,814	\$ (46,033)	-36.02%	
Educational Materials	\$ 244,120	\$ 199,672	\$ 44,448	18.21%	
Student Activities	\$ 63,200	\$ 36,723	\$ 26,477	41.89%	
Totals	\$ 9,995,635	\$ 9,557,221	\$ 438,414	4.39%	
RSD Overall Total	\$ 59,885,639	\$ 57,957,168	\$ 1,928,471	3.22%	



Steven M. Lamarche
Superintendent of Schools

Kelly A. True
Assistant Superintendent
for Teaching and Learning

Heather M. Harriman
Director of 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
CC: Joseph DeSantis, Director of Finance and Operations
DATE: April 09, 2025
SUBJECT: Annual Approval of Participation in the School Choice Program

Annually the Dudley-Charlton Regional School Committee votes to participate in the Massachusetts School Choice Program. We recommend the continued participation in the School Choice Program for students grades 5-12. This requires a vote of the School Committee and I respectfully ask for a favorable vote for participation in the School Choice Program grades 5-12 not to exceed 220 slots.

Below is information to help support a favorable vote, but I kindly request a vote for the overall numbers as the school Principals manage the School Choice Program in their respective schools.

School Choice Working Chart 2025-2026										
SY2024-2025								SY2025-2026 total est.		
	CMS	Current	DMS	Current	SHRHS	Current	Total per grade	CMS	DMS	SHRHS
Grade 5	4	153	7	122			11	48	42	
Grade 6	8	164	6	137			14			
Grade 7	8	164	6	150			14			
Grade 8	13	154	13	140			26			
Grade 9					23	236	23			140
Grade 10					28	248	28			
Grade 11					27	245	27			
Grade 12+					34	196	34			
Current	33	635	32	549	112	925	177	48	42	140
								230		
Estimated Middle School Open Slots for 2025-2026										
	CMS		DMS							
Grade 5	5		7							
Grade 6	4		1							
Grade 7	3		1							
Grade 8	3		1							
Total	15		10							

Respectfully,

Steven M. Lamarche



Dudley-Charlton Regional School District
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Steven M. Lamarche
Superintendent of Schools

Kelly A. True
Assistant Superintendent
for Teaching and Learning

Heather M. Harriman
Director of 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
CC: Joseph DeSantis, Director of Finance and Operations
DATE: April 09, 2025
SUBJECT: Annual Approval of DCRSD Staff Student Enrollment per Agreements

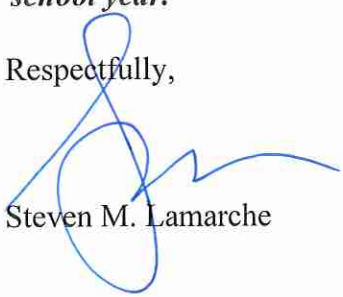
Annually the Dudley-Charlton Regional School Committee votes to approve the enrollment of students of DCRSD staff members per their agreements. We have reviewed all requests for enrollment in the 2025-2026 school year and support a positive vote this evening.

We have 9 enrolled for the 2025-2026 school year.

CES Grade 1 - 1
HES Grade 2 - 1
HES Grade 4 - 2
DES Grade 3 - 1
CMS Grade 7 - 2
CMS Grade 8 - 1
SHRHS Grade 12 - 1

I recommend the following motion by the School Committee: ***To approve enrollment requests of DCRSD staff in accordance with applicable employment agreements for the 2025-2026 school year.***

Respectfully,



Steven M. Lamarche

Superintendent's Evaluation

April 9, 2025

As presented by Steven M. Lamarche

Introduction

As Superintendent of the Dudley-Charlton Regional School District, I want to begin by sharing my sincere gratitude for the continued dedication, resilience, and collaboration of our entire school community. Each year brings new opportunities and challenges, and I remain deeply proud of what we have achieved together. Our teachers, staff, students, families, and School Committee members have once again demonstrated their steadfast commitment to fostering a safe, inclusive, and high-quality educational experience for all learners.

The 2024–2025 school year has brought with it a unique set of circumstances, and yet, the strength and determination of this district continue to inspire. From the opening days of school to the present, we have faced complex operational and educational challenges. Still, our collective focus has remained clear: to move forward with optimism, resolve, and purpose. It is this spirit that allows us not only to overcome obstacles but to grow stronger and more unified as a district.

We are currently engaged in several strategic planning endeavors designed to strengthen our instructional practices, enhance facilities, and improve district-wide operations. While some of these projects are still in development and may not yet be fully visible to the School Committee, they represent intentional, forward-thinking investments in our district's future. These efforts align with our long-term vision and our sustained commitment to continuous improvement. As these planning efforts take shape, we will continue to keep the Committee and our community informed, ensuring transparency and engagement throughout the process.

As the Committee prepares to complete the Superintendent's Evaluation in accordance with DESE Part VI: *Implementation Guide for Superintendent Evaluation* and the evaluation systems adopted by the Dudley-Charlton Regional School Committee, I acknowledge that important work remains. Meeting the goals and expectations of both the Committee and the broader district community is an ongoing endeavor, and one I approach with a strong sense of purpose and accountability.

In alignment with the Formative Assessment/Evaluation process, I will present an update on progress toward the goals approved by the Committee on September 11, 2024. While this evening's presentation is substantial in scope, it is not intended to serve as a final or comprehensive end-of-year review of this year's goals. Several key areas of work remain for the months ahead, including the continued development of strategic planning documents, refinement of districtwide operational procedures, progress on curriculum alignment, and preparation for staffing and budgeting for the 2025–2026 school year. These efforts are critical to ensuring that we meet both the goals set forth earlier this year and the broader expectations of the School Committee.

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It is essential to underscore that the progress reported here reflects a collective effort across the district. Our administrative team and building principals play a critical role in advancing this work, and their leadership is reflected throughout this report. The outcomes described herein should be viewed as part of a broader, layered picture of performance and growth. No single data point or initiative can fully capture the depth and breadth of our district's efforts.

This report is organized to align with each standard and its corresponding approved goals, supported by both established and developing forms of evidence. While the inclusion of evidence helps demonstrate progress, it should not be interpreted as either exhaustive or conclusive. The presence of evidence supports the intent and methodology of meeting each goal, rather than serving as a final measure of completion.

Finally, and in line with guidance from the DESE Evidence Collection Toolkit, this document is not intended to encompass the full range of work from the 2024–2025 school year. Instead, it offers a representative snapshot of district practice. I respectfully encourage the Committee to also consider other documents, updates, and presentations shared over the course of the year when evaluating performance.

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Standard I - Curriculum, Planning, and Assessment

Goal #1 – *By the end of the 2024-2025 school year, I will work with the Assistant Superintendent to develop a multi-year plan that aligns with the requirements of School Committee Policy IGA: Curriculum Evaluation, Development, and Adoption. This plan will take a systems approach, covering pre-kindergarten through grade twelve and our post-graduate program.*

A systemic plan to implement, review and adopt High-Quality Instructional Materials

Narrative: With renewed vision and strategic momentum, the restoration of the Assistant Superintendent for Teaching and Learning has proven to be one of the most impactful leadership decisions made by the School Committee. For several years, a patchwork of thoughtful and dedicated efforts by district leaders, principals, and teacher teams laid the foundation for progress in teaching and learning. These individual contributions, while valuable, often lacked the centralized leadership needed to align and amplify their impact. The reinstatement of this critical role has reestablished a vital anchor for instructional leadership across the district, bringing coherence, clarity, and coordination to our educational work. Under this leadership, the district has made significant strides in establishing a robust, multi-year curriculum review, adoption, and implementation plan, visionary work that is now central to guiding Dudley-Charlton toward continuous improvement in instruction, student engagement, and learning outcomes. What was once a collection of parallel efforts has now been woven into a connected superhighway for teaching and learning, one that will accelerate progress, supports alignment, and positions the district for sustainable, long-term success. This renewed leadership has elevated the quality of professional collaboration across schools and ensured that decisions around curriculum are aligned with evidence-based practices and district priorities.

Significant progress has been made toward the development of a multi-year curriculum review plan aligned with School Committee Policy IGA: Curriculum Evaluation, Development, and Adoption. Over the past decade, Dudley-Charlton has steadily invested in and implemented high-quality instructional materials (HQIM), beginning with Elementary Mathematics and expanding to English Language Arts, Mathematics, and Science across various grade levels. Most recently, in 2024, HQIM for English Language Arts was introduced for middle school instruction.

While the aforementioned efforts have strengthened our curriculum, there is still important work to be done in replacing outdated materials and acquiring additional high-quality resources. The newly established, formalized curriculum review plan is essential, not only for tracking and monitoring substantial fiscal investments, but also for ensuring a sustainable, long-term budgeting strategy. By taking a systems-based approach that encompasses pre-kindergarten through grade twelve and our post-graduate program, a review plan provides a structured framework for ongoing curriculum evaluation and development.

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Moving forward, collaboration with the Assistant Superintendent will focus on finalizing the plan's structure, defining review cycles, and integrating fiscal planning to support future curriculum investments. Central to this work is the active engagement of teacher leaders, whose expertise and classroom perspective are vital in shaping curriculum decisions. These efforts are being thoughtfully facilitated by the Assistant Superintendent in partnership with school principals, creating a shared leadership model that values educator voice, fosters professional collaboration, and ensures alignment with building, and district-level goals. Together, this team approach will ensure a strategic, data-driven process for curriculum adoption that meets the needs of all students and reflects the district's commitment to instructional excellence.

In Conclusion: Our collective work to elevate teaching and learning in the Dudley-Charlton Regional School District is now firmly rooted in a comprehensive curriculum adoption, review, and implementation plan. This plan provides the structure and clarity needed to ensure all instructional decisions are coordinated, intentional, and aligned with both district priorities and state or local expectations. What once existed as a series of well-meaning but isolated efforts has been unified into a system-wide approach that empowers teacher leaders, leverages principal and district-level guidance, and reflects our shared commitment to excellence. By incorporating high-quality instructional materials, research-informed practices, and continuous feedback, we are creating a sustainable pathway for long-term instructional improvement. Moving forward, this plan will serve as a foundation for ongoing progress, ensuring that every curriculum decision is both student-centered and fiscally responsible, and that all learners across Dudley-Charlton benefit from consistent, high-impact teaching and learning.

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Standard II - Teaching All Students

Goal #2 - Throughout the 2024-2025 school year, I will work with the Director of Pupil Personnel Services and the Assistant Superintendent to incrementally improve least restrictive environment opportunities for all learners, with a focus on English learners and students with disabilities. Additionally, we will establish foundational practices to build a cohesive Multi-Tiered System of Supports (MTSS), facilitating more effective interventions for students PreK-12+.

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

Narrative: Administrators are currently three-quarters of the way through a yearlong professional development course led by Novak Educational Consulting, focused on the development of a Multi-Tiered System of Supports (MTSS). As part of this course, administrators have been actively examining and evaluating the district's current practices for delivering tiered supports in the areas of academics, social-emotional learning (SEL), and Positive Behavioral Interventions and Supports (PBIS). This work has laid critical groundwork across all schools and is helping to establish the foundational guidelines for implementing an effective, systemic Multi-Tiered System of Support for all learners.

In support of meeting this year's Standard II instructional goal, districtwide professional development focused on increasing the accessibility of curriculum content for all learners and advancing purposeful, personalized learning practices. Guided by national expert Eric Sheninger, this work helped educators better meet students where they are, academically, developmentally, and socially through the integration of meaningful instructional strategies and effective use of technology. While many of the strategies explored and deliberated upon were not new to the field of education, staff engaged in thoughtful reflection on the renewed emphasis placed on instructional outcomes resulting from these approaches. This work served as an important reminder of the high-impact practices that must be continually revisited, refined, and reinforced through our collective efforts to meet the needs of all learners.

In addition to the districtwide professional development, teacher leaders at every level have engaged in more targeted, in-depth professional development sessions with Eric Sheninger. These sessions are designed to build internal capacity and empower teacher leaders to serve as catalysts for change within their schools, promoting instructional innovation and the use of personalized, student-centered learning practices.

To strengthen English language (EL) instruction, the district adopted a new supplemental EL program titled *English 3D* from Houghton Mifflin. This program is being implemented at all grade levels and includes a strong newcomer component to ensure that recently arrived multilingual learners receive the foundational language and literacy support they need to succeed across content areas.

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Data supporting the shift in foundational MTSS practices reflect the DCRSD's continued commitment to educating students with disabilities in the least restrictive environment (LRE). In August 2023, 57% of our students with disabilities were in full inclusion settings (defined as spending at least 80% of the school day in the general education setting). As of now, that number has increased to 62.5%, a meaningful rise of 5.5%. Similarly, only 54.5% of our Hispanic students with disabilities were in full inclusion settings in August 2023; today, that figure stands at 58%, an increase of 2.5%. While we recognize there is more work to do, these gains demonstrate measurable progress toward more equitable access to high-quality instructional materials, inclusive practices, and positive learning experiences.

Finally, all staff across the district received professional development focused on managing challenging behaviors in the classroom. This training was supplemented with job-embedded support provided by behavioral consultants in five out of seven schools. The goal of this work is to equip educators with practical tools and strategies for responding to student behaviors in a supportive, consistent, and effective manner, thereby fostering a more positive and productive learning environment for all.

In conclusion: The collective aforementioned professional development efforts undertaken this year reflect a deliberate and coordinated shift toward more inclusive, responsive, and effective instructional practices aligned with *Standard II*. From building leadership capacity through MTSS training, to deepening instructional impact through personalized learning and behavioral support, the district has embraced a systemic approach that recognizes the complexity of student needs. This work not only reinforces the foundational purpose of MTSS, to provide equitable, tiered supports across academic, behavioral, and social-emotional domains, but also strengthens our commitment to instructional excellence for all learners. By embedding these practices into everyday instruction and school culture, we are constructing a sustainable framework that values teacher leadership, data-driven decision-making, and a whole-child perspective. As we move forward, Dudley-Charlton is well-positioned to continue evolving and refining its systems of support, ensuring that each student receives what they need to thrive and succeed in an ever-changing educational landscape.

While we are proud of the significant progress made this year, we also recognize that there is more important work to be done. The continued development of a cohesive MTSS framework, the refinement of instructional practices, and the implementation of inclusive supports will require sustained effort, collaboration, and reflection. Fortunately, Dudley-Charlton is home to an incredible team of reflective administrators, dedicated teachers, and committed support staff who consistently demonstrate a willingness to learn, adapt, and lead. Their professionalism, perseverance, and shared commitment to student success serve as the foundation for the meaningful growth still ahead. With this team in place, we are well-equipped to meet the challenges before us and to build on the momentum we have established together.

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Standard III - Family and Community Engagement

Goal #3 – Throughout the 2024-2025 school year, I will incorporate completed and forthcoming reports, reviews, and evaluations (e.g., Education Resource Strategies, Facilities Conditions Report) into long-range planning. This planning will guide the development of multi-year plans by the conclusion of the 2024-2025 school year, including a Capital Improvement Plan, Technology Plan, High-Quality Instructional Materials (HQIM) Implementation and Review Plan, and a District Improvement Plan.

The Long-View

Narrative: The Capital Improvement Plan and Technology Plan were both completed and approved by the School Committee at its March 26, 2025, meeting, marking a significant step forward in our commitment to providing students with modern, efficient, and future-ready learning environments. These plans outline a clear path for sustaining and upgrading district facilities and infrastructure, ensuring that students and staff have access to safe, supportive, and technologically equipped spaces. With this foundation in place, the district is well-positioned to make thoughtful, long-term investments that align with our educational mission and evolving instructional needs.

The Curriculum Review Plan also received School Committee approval at the March 26, 2025 meeting, following the incorporation of additional information requested by the Committee. This plan represents a major milestone in our efforts to systematize curriculum adoption and ensure consistency and quality across all grade levels. By embedding a clear, cyclical process for curriculum review, selection, and implementation, the plan promotes data-informed instructional decision-making and positions the district to be responsive to student needs while upholding high expectations for academic excellence.

The District Improvement Plan (DIP) is currently in development and will serve as a strategic, action-oriented document that unifies district priorities and goals. Grounded in data and aligned with both state and local expectations, the DIP will provide clear direction for our collective efforts, offering a transparent and measurable framework for continuous improvement. As we finalize this plan in collaboration with representative stakeholder groups, our focus remains on driving outcomes that reflect the values and aspirations of the Dudley-Charlton community, with continued emphasis on collaboration, innovation, and equity for all learners.

In conclusion: While the district is only beginning to draw on the framework provided by the ERS (Education Resource Strategies) planning model, we have made meaningful progress in building the foundational structures that support long-term strategic alignment. The objective of the ERS report was to identify a targeted set of resource allocation insights and high-potential resource shifts to better support the alignment of resource use with district strategy. These early

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findings are beginning to inform our planning efforts and reflect a growing emphasis on thoughtful resource allocation, instructional coherence, and data-informed decision-making. The development and approval of key plans, including the Capital and Technology Plans, the HQIM/Curriculum Review Plan, and the ongoing work toward finalizing the District Improvement Plan demonstrate a deliberate and unified vision. These interwoven efforts will culminate in a finalized District Improvement Plan that not only drives districtwide strategy, but also informs School Improvement Plans and annual educator goals. Together, this integrated system of strategic plans creates a strong, sustainable framework for continuous improvement, ensuring that all parts of the system are working toward shared outcomes that reflect the needs of our students and the expectations of the Dudley-Charlton community.

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Standard IV - Professional Culture

Goal #4 – *I will foster a collaborative and inclusive professional culture across the district by promoting leadership at all levels. I will prioritize open communication, shared decision-making, and continuous professional development to empower staff and school leaders. By creating opportunities for teachers, administrators, and support staff to take on leadership roles, I aim to cultivate a culture of accountability, innovation, and excellence that aligns with our district's mission of providing high- quality education for all students.*

Distributive Leadership

Narrative: Fostering leadership does not come from a title, it grows from the willingness to create space for collaboration, to invite authentic voices into the conversation, and to approach challenges with openness and humility. True leadership is grounded in the belief that complex issues are best addressed through shared responsibility, honest dialogue, and a commitment to solutions that serve the greater good. Whether navigating conflict, managing change, or designing sustainable systems, the work requires many hands and perspectives working in harmony toward a common goal. By modeling open-door communication, encouraging inclusive participation, and keeping our focus on what is best for the students, staff, and community we serve and cultivate lasting solutions with a shared vision for the future. Below are examples of how leadership has been nurtured, empowered, and facilitated throughout the Dudley-Charlton Regional School District during the 2024-2025 school year.

As an example of strategic instructional leadership, the district supported focused collaboration between the Leadership Team and national expert Eric Sheninger to design a new administrative walkthrough tool to be implemented across all seven schools. This tool is intended to provide consistent, formative feedback aligned with district instructional goals, and will serve as a key lever for improving oversight of teaching and learning through reflective practice and shared expectations.

Building on this work, the Leadership Team also collaborated to define clear instructional goals and establish protocols for collecting evidence through walkthrough data. This focused, data-informed approach enables school leaders to identify trends, align professional development, and foster a culture of continuous instructional improvement.

To further support leadership at the classroom level, the Curriculum Facilitator role at the elementary level was thoughtfully and collaboratively revised to clarify and align implicit responsibilities with the district's evolving instructional priorities. These updates better reflect the expectations already embedded in the role and ensure that facilitators are positioned to support curriculum implementation, teacher collaboration, and building-level instructional leadership in a more intentional and structured manner.

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Recognizing the importance of appropriately valuing this expanded leadership role, the district through collaborative negotiations with the Dudley-Charlton Teachers Association (DCTA) successfully increased the stipend for elementary Curriculum Facilitators. This adjustment reinforces the district's commitment to recognizing the contributions of instructional leaders and ensuring influence across leadership responsibilities.

At the secondary level, the district partnered with high school department heads to deepen their instructional leadership capacity. Through a series of collaborative sessions and targeted coaching, department heads engaged in reflective leadership development, aimed at increasing their role on instructional quality and curricular alignment within their departments.

As a powerful example of distributive leadership, the facilitation of a successor contract between the DCTA and the School Committee was rooted in respectful dialogue, mutual understanding, and a shared commitment to supporting staff and student success. The resulting agreement reflects a balanced approach to competitive compensation, professional growth, and sustained excellence, further reinforcing a district culture built on trust, collaboration, and shared purpose.

In parallel with these efforts, complex work continues in the area of employee health insurance. As a board member of the Massachusetts Strategic Health Group (MSHG), I've had the privilege of collaborating with district leaders and employee representatives, including our Insurance Advisory Committee (IAC), to make thoughtful, data-informed decisions around plan design, cost containment, and quality of care. The IAC, working alongside Associations (DCTA, DCPA, MNA) and employee representatives, has played a central leadership role in guiding these decisions, demonstrating the power of shared governance in navigating issues that impact the well-being of our staff. Representing Dudley-Charlton's employees in these efforts has been a facilitative, collaborative and transitional process, ensuring that we remain proactive, equitable, and fiscally responsible.

This same approach shaped the negotiation of a successor agreement between the Southern Worcester County Education Collaborative Educators Association and the Collaborative's Board of Directors. Guided by transparency, active listening, and mutual respect, the process resulted in a successful agreement that supports operational stability while honoring the needs of collaborative staff and the student populations they serve.

Lastly, in an example of cross-sector collaboration, we worked closely with the Town of Charlton to secure a commitment reflecting the town's intent to construct a fire substation on district-owned property. This initiative represents a shared investment in civic leadership, public safety, and community infrastructure. Not only will the town benefit from enhanced emergency response capabilities, but the school district will also benefit from the increased safety presence and deepened partnership with municipal services. This project exemplifies the positive outcomes that emerge when schools and towns work together with mutual respect and a common vision.

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In conclusion: The examples highlighted reflect a district-wide commitment to leadership that is shared, intentional, and rooted in collaboration. Whether through strategic partnerships, instructional innovation, labor relations, or cross-sector projects, Dudley-Charlton continues to demonstrate that meaningful progress happens when individuals at all levels are empowered to lead. By creating the conditions for authentic voice, open dialogue, and collective decision-making, we are not only addressing today's challenges, we are building a resilient foundation for the future. Leadership in Dudley-Charlton is not confined to titles or roles; it is cultivated through trust, inclusion, and a shared promise to do what is best for our students, staff, and community.

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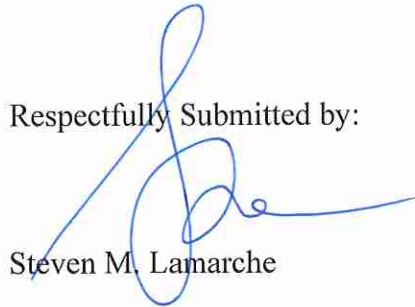
April 9, 2025

2024-2025 Evaluation Conclusion

As we close the 2024–2025 Superintendent's evaluation cycle, it is evident that our district has embraced a thoughtful, deliberate path toward coherence, sustainability, and collective leadership. The convergence of strategic planning efforts, including the approval of key instructional, operational, and capital frameworks, has positioned Dudley-Charlton to move forward with clarity and resilience. These systemic efforts, while substantial on their own, are more powerful together, forming the connective tissue of a district that values collaboration, reflection, and aligned action. Whether through the restoration and endorsement of instructional leadership, the advancement of a comprehensive MTSS model, or the implementation of high-impact professional development, we have laid the foundation for a district-wide culture of continuous improvement.

With the upcoming finalization of the District Improvement Plan, aligned to School Improvement Plans and educator goals, we are poised to deepen our impact across every level of the organization. This work is not finished, nor should it be. The challenges ahead will demand ongoing collaboration, honest reflection, and adaptive thinking. With an empowered team of educators, committed School Committee members, engaged municipal partners, and a supportive community, we are well-equipped to continue building a future that reflects the very best of what public education can offer. As Superintendent, it is my privilege to help lead this work, and my continued commitment is to champion our shared vision with integrity, transparency, and an unwavering belief in the potential of every student in the Dudley-Charlton Regional School District.

Respectfully Submitted by:



Steven M. Lamarche