

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee

Wednesday, May 14, 2025 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:

Kelly Szela, Chair

Jeanne Costello, Vice-Chair

Maureen Chickering

Jaime Dell'Ovo

Caitlynn Panczyk

A. Aube

Cathleen Carmignani

II. Pledge of Allegiance

III. Moment of Silence

IV. Introduction of New member – Anthony Aube

V. Consent Agenda Items

a. Approval of the Warrant

b. Approval of Minutes Regular Meeting – April 9, 2025

c. Approval of Out of State Field Trip (Policy IJOA) – #143, N. Granby, CT - DMS C.

Panczyk asked that item c. be removed from the consent agenda items for discussion.

A motion by C. Carmignani, seconded by J. Costello to approve a. and b. consent agenda items was approved unanimously.

K. Szela - Yes J. Costello - Yes

M. Chickering - Yes J. Dell'Ovo - Yes

C. Panczyk - Yes A. Aube - Yes

C. Carmignani - Yes

C. Panczyk stated there were many students that did not attend this field trip last year due to the price and noticed the price was the same this year. She reached out to ask about the cost and was told the PTO is helping with the bus funding. She asked that more fundraising be done throughout the year for 8th grade expenses and we are more cognisant of this.

Principal Desto stated there are multiple ways to come up with the money and if a child expresses interest in going but cannot afford to go, they will find a way for them to go.

A motion by C. Panczyk, seconded by A. Aube to approve c. consent agenda item was approved unanimously.

K. Szela - Yes

J. Costello - Yes

M. Chickering - Yes

J. Dell'Ovo - Yes

C. Panczyk - Yes

A. Aube - Yes

VI. Communications

- J. Dell'Ovo shared that the Dudley/Charlton Education Foundation grant application opened on May 1st and is accepting applications until September 30th. October 2025 grants are awarded and funds are to be spent by June 15, 2026. This is an opportunity for teachers and staff to gain access for more enrichment in the classroom.
- K. Szela stated the official groundbreaking for the Fire Sub-Station is June 18th.

VII. Student Representative Report – Anthony Avoglia

Anthony was not able to attend the meeting, his report was read by Principal Elwell. ● Athletics have been on a roll with baseball on a 9 game winning streak, they're currently 11-3 ● Softball is at a 12-2 record

- Junior/Senior Prom will be held this Saturday at the DCU Center from 6:00-10:00 pm ● The Penny War is currently going on at Shepherd Hill with each class competing for free cookies ● Graduation is June 1st @1:00 pm at the DCU Center.
- Anthony thanked the School Committee for giving him a great experience as the student representative

VIII. Superintendent's Report

- On Friday, May 2, 2025, the entire Dudley-Charlton Regional School District Art Department faculty came together for the 11th annual "Arts Through the Ages" exhibition. This event showcases student artwork from all schools and across all grade levels.

This event would not have been possible without the leadership and dedication of SHRHS Co-Advisors and art educators, Ms. Stephanie Lashua and Ms. Lisa Hines. We also extend our deepest gratitude to our district art educators, Ms. Dawn Gravel, Ms. Sharon Durando, Ms. Crystal Logan, Ms. Amy Paquette, Mr. Shane Schimke, and Ms. Kathleen Small whose passion and guidance help bring student creativity to life.

In addition, I would like to publicly recognize the culminating SHRHS artists featured this year: Allie Mahlert, Courtney Lolax, Jacob Reed, Anna Morse, Jaden Ingraham, Juliann Croteau, Mare Bustler, Emma Gasco, Olivia Cronauer, Rachel Ciani, Alanna Kelly, and Conner Fox.

- The Senate Ways and Means Committee is currently working through its final budget recommendations for the upcoming fiscal year. While we welcome the state's continued support and the positive changes reflected in recent aid proposals that will positively impact the Dudley-Charlton Regional School District, we are mindful of the broader state budget process that is expected to temper the more optimistic figures proposed by the MA House of Representatives.
- Several important dates as we celebrate the final weeks of the 2024-2025 school year.

Friday, May 16 Saturday, May 17

Last full day of classes for seniors Prom DCU Center 6:00-10:00 pm

Monday, May 19 Thursday, May 22

Senior BBQ 11:00 am Athletic Awards Ceremony 6:30 pm

Friday, May 23 Monday, May 26

Early Release Day - All students Memorial Day - No School

Thursday, May 29 Friday, May 30

Senior Banquet Nichols College 6:00-10:00 pm Senior Walk 11:00 am

Sunday, June 1 Monday, June 2

Commencement DCU Center 1:00 pm Step Up Day 9:15 am

Monday, June 16 Last Day of School

XI. Public Comment

There was no public comment

X. New Business

A. Dudley-Charlton Leadership Council – SHRHS DCLC Officers

Superintendent Lamarche introduced the Leadership Council Officers. The officers shared a presentation of the projects they were involved in throughout the year.

A. Aube congratulated the officers for their work then asked a couple of questions.

1. What did you find was your biggest challenge on these projects?
2. What is the biggest skill set you feel you've developed during this process?

Donovan answered the first question by saying, trying to fit meetings in between everyone's schedules was the biggest challenge on these projects. It was difficult at first but they learned how to fit them in as the year went on.

Tim answered the second question, he said the ability to adapt was the biggest skill set they developed. The projects used to be year long but now the focus has shifted to multi-year projects that extend past the senior's time at SHRHS. Students have to shift their focus and understand that the next year will have some of the same goals and ideas and know how to perpetuate that for the success of the school.

C. Carmignani asked a couple of questions.

1. Do students have access to create their own google meets?
2. Were you able to get Courtyard lunch access for seniors?

They answered yes for the first question, they do make their own meetings. Lily answered the second question but saying they had a forum that had groups fill out a summary of the project. Mr. Elwell stated permission was granted.

J. Dell'Ovo stated there's a school in Falmouth that does composting, they work with a company. She was willing to get more information so they may partner and expand their composting project. Tim stated they tried working with a company but couldn't get the funding so they would like to try the company from Falmouth.

J. Costello asked, when you are looking at multi year projects, have you looked at touch backs to see how the projects are going?

Donovan stated that is difficult since the officers most involved in the projects are all seniors and leaving.

Superintendent Lamarche stated the way DCLC works is the leadership changes every year so projects aren't always carried forward.

B. SHRHS Global Studies 2026 – Advisor Mary Pierangeli

A motion by A. Aube, seconded by J. Costello to approve the SHRHS Global Studies 2026 was approved unanimously.

K. Szela - Yes
M. Chickering - Yes
C. Panczyk - Yes
C. Carmignani - Yes

J. Costello - Yes
J. Dell'Ovo - Yes
A. Aube - Yes

C. CMS/DMS Washington D.C. 2026 – Principal Monette and Principal Desto

Mr. Dyson, a CMS teacher that has been on the Washington D.C. trips stated the trip is like a school day, it starts with the Pledge of Allegiance on the bus followed by announcements. Each chaperone has 10-12 students and each bus has their own tour guide. The days are structured from morning until night.

K. Szela stated cost can come into play for some students. She asked if there are fund raisers and when does it open up so parents can plan accordingly.

Mr. Dyson answered by stating there is a fundraiser 7th graders will run on June 3rd that will come off the cost for next year. He also stated that 7th graders will meet next week so deposits can be put down then there's a payment plan. It's \$100 deposit then \$269 for 5 months starting in September. January 16th is when the total amount is due. Mr. Dyson stated they are open to all suggestions to cut the cost of the trip without cutting the cost of the experience to get every kid to go that wants to.

C. Carmignani asked if there was a nurse that went on the trip.

Mr. Dyson said the first year he went there was a nurse on the trip because there was a student with diabetes that went. The list of students is looked at every year and if there's a student that needs a nurse, there will be one. The list of students going on the trip dictates whether a nurse is needed. If a nurse is not present, the lead chaperones keep all medications in a backpack that they carry.

A motion by C. Panczyk, seconded by A. Aube to approve the CMS/DMS Washington D.C. 2026 field trips was approved unanimously.

K. Szela - Yes
M. Chickering - Yes
C. Panczyk - Yes
C. Carmignani - Yes

J. Costello - Yes
J. Dell'Ovo - Yes
A. Aube - Yes

D. Director of Finance and Operations – Director DeSantis

1. FY2025 Budget Status update

Fiscal Year 2025 is within the established Operating Budget parameters, inclusive of encumbered costs. A detailed Operating Budget will be included in July, after the fourth quarter is complete on 6/30/2025. It is anticipated any final cost center transfers will be brought to the School Committee in June.

2. FY2026 Budget Creation update

The FY2026 Budget will be voted on by both Dudley and Charlton on May 19, 2025.

3. FY2024 Audit update

Final FY2024 Financial Statements are anticipated in May. A managing partner from Dudley-Charlton RSD's audit firm is expected to provide results to the School Committee during a June meeting.

4. Healthcare Rate update (FY2026):

In April, MSHG voted and approved FY2026 rate changes for member entities.

E. Department of Elementary & Secondary Education IDEA Determinations – Dir. Harriman

DESE provides an annual Special Education determination. Last year the determination was, needs intervention and this year the determination is needs assistance which is 1 step up from last year. We were at 66% on the DESE rubric and you need 75% to be at the level that meets requirements. We lost the most points in the area of performance, out of a possible 20 points we only earned 8. This was mostly due to the MCAS scores for students with disabilities. This data is from 2023, we've already recognized and are working on the MCAS score.

A Aube asked if the point lost from LRE was a global assessment across the K-12+ or if there was a specific age bracket that dinged us. Director Harriman answered, it's the whole district.

F. Draft District Improvement Plan – Superintendent and Assistant Superintendent

Superintendent Lamarche presented the draft of the DCRSD Improvement Plan. The Dudley Charlton Regional School District's 2025–2028 District Improvement Plan is a strategic roadmap aimed at promoting equity, academic excellence, and student well-being across all schools in the district. Guided by our mission and vision, this plan outlines targeted actions and measurable goals in three core focus areas:

- Academic Excellence
- Wellness and Belonging
- Operational Effectiveness

This plan reflects our commitment to preparing every student for success through thoughtful investment in teaching, support services, and infrastructure.

C. Carmignani feels the data is showing a 5 year plan but the Draft District Improvement Plan Shows a 3 year plan. K. True stated that it is designed for a 5 year plan.

A Aube asked, when there is a new hire coming in mid-year, do they have to play catch-up with PD. K. True stated that they do have to play catch-up. That is done through the mentoring program or partnering with other districts to attend their onboarding PD and share the cost.

A Aube asked, for the 4 year old Pre-K classroom, is that going to be at each site or piloted at just 1 site? K. True stated it would be for both sites.

G. Superintendent's Evaluation

Superintendent Lamarche presented a summary of the Superintendent's Evaluation 2024-2025.

There was discussion by School Committee members regarding the evaluation.

H. June 11, 2025 School Committee meeting – Steven Lamarche

Superintendent Lamarche stated he'd like to invite all 2025 Retirees and Quo Vadis Recipients so they can be recognized.

XI. Adjourn

A motion by J. Costello, seconded by A. Aube to adjourn the meeting at 9:46 pm was passed unanimously.

K. Szela - Yes

M. Chickering - Yes

C. Panczyk - Yes

C. Carmignani - Yes

J. Costello - Yes

J. Dell'Ovo - Yes

A. Aube - 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."

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, June 11, 2025 – SHRHS

Budget and Finance Subcommittee: Tuesday, May 13, 2025 12:00 PM - Video Conference

Policy Review Subcommittee: Wednesday May 14, 2025, 5:00 PM Charlton Middle

School Curriculum Subcommittee for Teaching and Learning: TBD - Video Conference

Capital Outlay/Safety Subcommittee: TBD - Video Conference

Future Agenda Items: School Committee Reorganization (June), Quo Vadis (June), Recognition of Retirees (June), School Improvement Plans (June), School Committee Review of Goals (June), School Committee Summer Schedule (June), Title I Update (June), FY2024 Audit (June), Student Handbooks Update (July), Staff Resource Handbook updates (July), School Committee Goals (July)

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

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Charlton Middle School

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Agenda

- I. Call Meeting to Order**
- II. Pledge of Allegiance**
- III. Moment of Silence**
- IV. Introduction of New member – Anthony Aube**
- V. Consent Agenda Items**
 - a. Approval of the Warrant
 - b. Approval of Minutes Regular Meeting – April 9, 2025
 - c. Approval of Out of State Field Trip (Policy IJOA) – #143, N. Granby, CT - DMS
- VI. Communications**
- VII. Student Representative Report – Anthony Avoglia**
- VIII. Superintendent’s Report**
- XI. Public Comment**
- X. New Business**
 - A. Dudley-Charlton Leadership Council – SHRHS DCLC Officers
 - B. SHRHS Global Studies 2026 – Advisor Mary Pierangeli
 - C. CMS/DMS Washington D.C. 2026 – Principal Monette and Principal Desto
 - D. Director of Finance and Operations – Director DeSantis
 - 1. FY2025 Budget Status update
 - 2. FY2026 Budget Creation update
 - 3. FY2024 Audit update
 - 4. Healthcare Rate update
 - E. Department of Elementary and Secondary Education IDEA Determinations – Director Harriman
 - F. Draft District Improvement Plan – Superintendent and Assistant Superintendent
 - G. Superintendent’s Evaluation
 - H. June 11, 2025 School Committee meeting – Steven Lamarche
- XI. Adjourn**

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From: Form Approvals districtoffice@dcrsd.org
Subject: Request #143 Complete
Date: April 15, 2025 at 3:15 PM
To: districtoffice@dcrsd.org

REQUEST #143 | APR 15, 2025

Field Trip/Event Form - Day Trips, In or Out of State and Overnight

The request is now **complete**.

Approval history

Complete

Copy Sent to dzieminski@dcrsd.org
Approved by gdesto@dcrsd.org
Approved by ktrue@dcrsd.org
Copy Sent to districtoffice@dcrsd.org
Copy Sent to gduval@dcrsd.org
Copy Sent to dzieminski@dcrsd.org

Principal/School:

gdesto@dcrsd.org

Email Address:

kbonner@dcrsd.org

Field Trip/Event Title:

High Meadow Day
Camp

Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:

Jun 12, 2025

Departure Time:

8:00 AM

Return Time:

4:30 PM

Address/Destination of Field Trip/Event Must include street address, city/town and state:

311 N Granby Rd,
North Granby, CT
06060

Grade/Group:

8

Location Contact/Telephone Number:	(860) 212-5142
Number of Students:	145
Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.:	9
List the Names of the Chaperones/Adults:	Kelly Bonner, Jaime Dumont, Anthony McDonald, Deb Para, Leah, Adamuska, Steve Ide, Kristen Lavitt, Stacy Lynch, and Mike Manske
Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:	Yes
Three 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 and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)
Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)
Total Cost of the Field Trip/event including transportation:	\$57 / student+ \$3466.47 for the buses
Per Student Cost:	\$75
Funding Source:	Students/Families
As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:	This is an end of middle school fun field trip
Additional Funding Source or N/A:	Dudley PTO
In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:	Promotion to high school
Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the	No

of this field trip/event. If so, please explain and identify the
Number of Substitutes Required as an Added Cost to the Request:

Administrative Assistant/School:

dzieminski@dcrsd.org

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

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee

05.14.2025



I have a number of items to share with the School Committee

On Friday, May 2, 2025, the entire Dudley-Charlton Regional School District Art Department faculty came together for the 11th annual *"Arts Through the Ages"* exhibition. This event showcases student artwork from all schools and across all grade levels. This exhibition celebrates not only our standout artists but also those just beginning their creative journeys. Every piece on display stood as a testament to the vibrant imagination and unique artistic voice of our students.

It is universally recognized that art education plays a vital role in the development of the whole child, encouraging self-expression, building confidence, and fostering critical thinking. As the large crowd explored this remarkable collection, it was a perfect moment for parents, family members and educators to reflect on the profound impact of art education and to reaffirm the importance of championing it in every school, for every student.

This event would not have been possible without the leadership and dedication of Shepherd Hill Regional High School Co-Advisors and art educators, Ms. Stephanie Lashua and Ms. Lisa Hines. We also extend our deepest gratitude to our district art educators, Ms. Dawn Gravel, Ms. Sharon Durando, Ms. Crystal Logan, Ms. Amy Paquette, Mr. Shane Schimke, and Ms. Kathleen Small, whose passion and guidance help bring student creativity to life.

In addition, I would like to publicly recognize the culminating SHRHS artists featured this year: Allie Mahlert, Courtney Lolax, Jacob Reed, Anna Morse, Jaden Ingraham, Juliann Croteau, Mare Bustler, Emma Gasco, Olivia Cronauer, Rachel Ciani, Alanna Kelly, and Conner Fox.

The Senate Ways and Means Committee is currently working through its final budget recommendations for the upcoming fiscal year. While we welcome the state's continued support and the positive changes reflected in recent aid proposals that will positively impact the Dudley-Charlton Regional School District, we are mindful of the broader state budget process that is expected to temper the more optimistic figures proposed by the Massachusetts House of Representatives.

We will continue to closely monitor the state budget process and remain hopeful that final allocations will exceed the Governor's initial January proposal. As a reminder, Dudley-Charlton is classified as a "hold harmless" district, meaning our Chapter 70 state aid is capped at a per-pupil amount, the same for 232/319 other districts across the Commonwealth. While we are optimistic that this per-pupil figure will see an increase over last year, the extent of that increase remains uncertain.

A key topic currently under debate is the establishment of a Chapter 70 Commission to study the Chapter 70 state aid formula for public schools. Given that 70% of Massachusetts school districts are considered hold harmless and receive only minimum Chapter 70 state aid, the formation of such a commission appears to be a logical and necessary step in addressing long-standing funding inequities.

Beyond Chapter 70 state aid, we also rely heavily on state reimbursements through programs such as Circuit Breaker and Regional Transportation, both of which continue their classification "as appropriated" which presents a sliding percentage from as low as 45% to 85%.

Below are several important dates as we navigate and celebrate the final weeks of the 2024–2025 school year. Please note that this is not a comprehensive list. For additional details on end-of-year events, we encourage you to review your child's school newsletters and visit the school's website.

Friday, May 16

- Last full day of classes for seniors

Saturday, May 17

- *Junior-Senior Prom*
6:00 - 10:00 PM DCU Center

Monday, May 19

- *Senior BBQ* 11:00 AM

Thursday, May 22

- Athletic Award Ceremony
6:30 PM

Friday, May 23

- *Early Release Day* - all students with professional development in the afternoon

Monday, May 26

- Memorial Day – *No school*

Thursday, May 29

- *Senior Banquet*
6:00 - 10:00 PM - Nichols College

Friday, May 30

- *Senior Walk* - Depart to middle & elementary schools at approximately 11:00 AM

Sunday, June 1

- *Commencement*
1:00 PM DCU Center

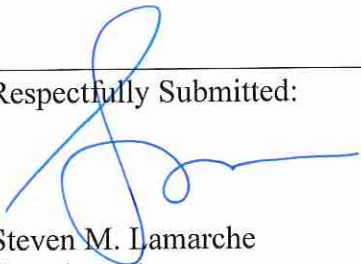
Monday, June 2

- *"Step Up Day"* – SHRHS welcomes the class of 2029. Grade 8 students from CMS and DMS will visit SHRHS beginning at 9:15 AM

Monday, June 16

- *Last day of school – Early Release Day*

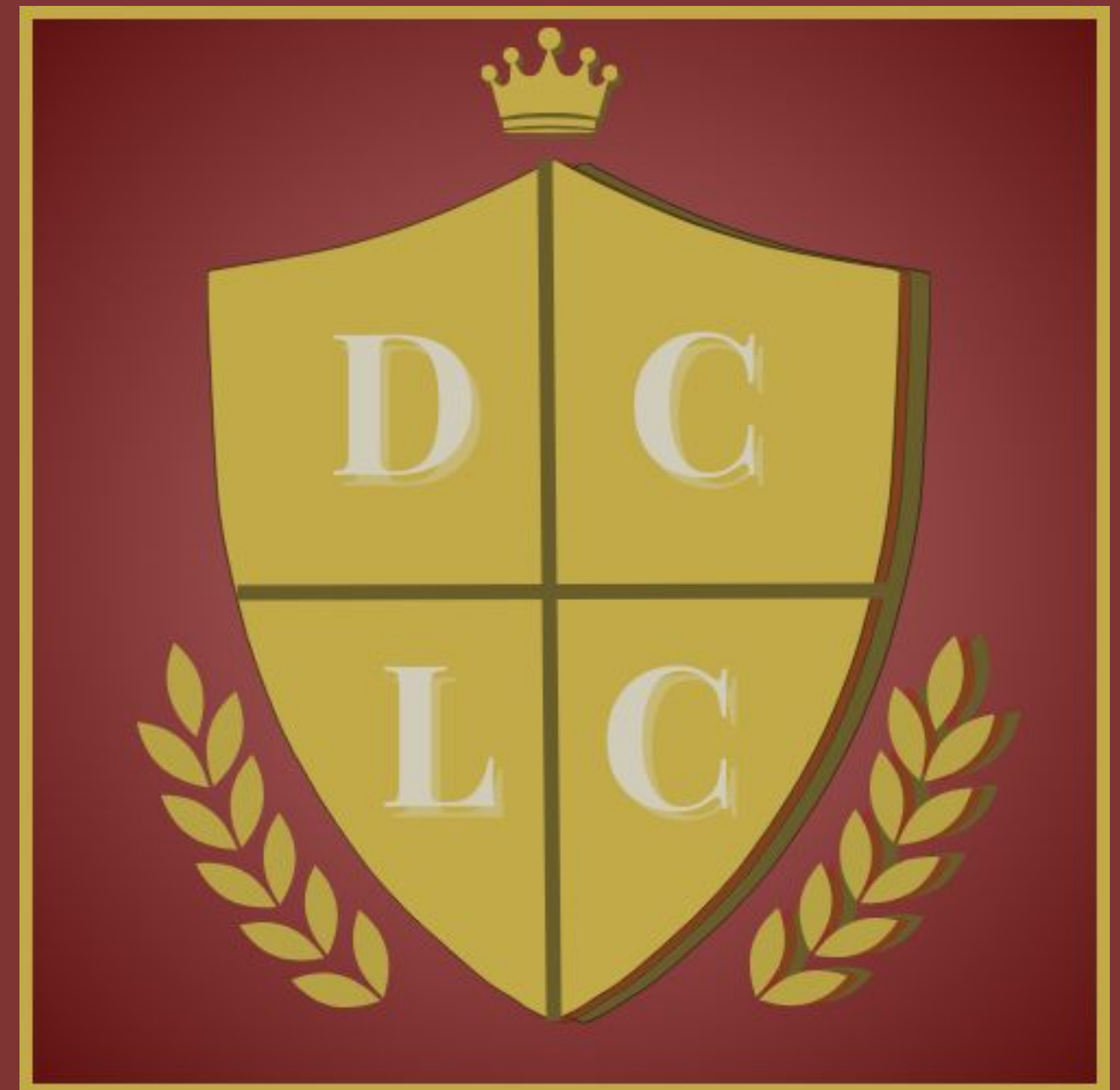
Respectfully Submitted:



Steven M. Lamarche
Superintendent

DCLC 2024-2025

Project Summary



Overview

1

Introduction & Methodology

2

Our Projects

3

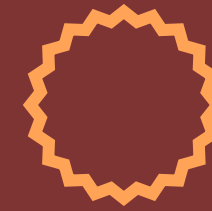
Final Summaries & Looking Forward





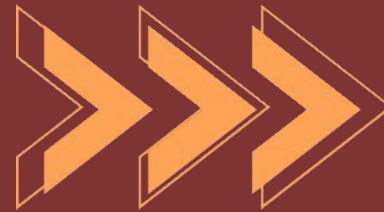
Introduction

**An overview of our
strategies and goals for
the year**





1

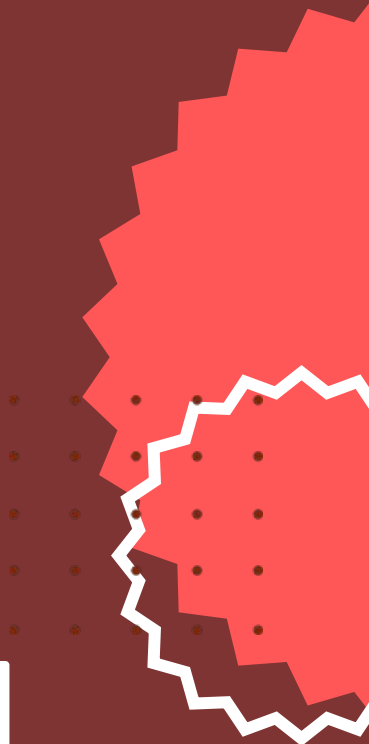


Our goals

Diversity of topics

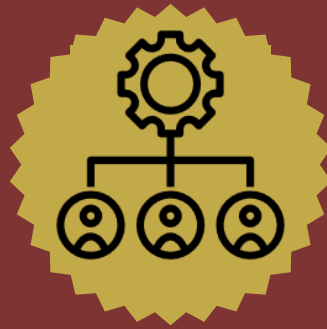
Initiation of multi-year projects

Sparking underclassman participation



Action Plan Process

Delegate



Separate into groups and
designate roles

Collaborate



Use group meetings to
provide feedback

Execute



Develop individual
action plans





Our Projects



Projects

1

Mental Health Symposium

2

SHRHS Podcast

3

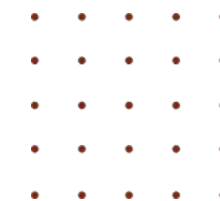
Composting Initiatives

4

Study Groups

5

SHRHS Alumni Network



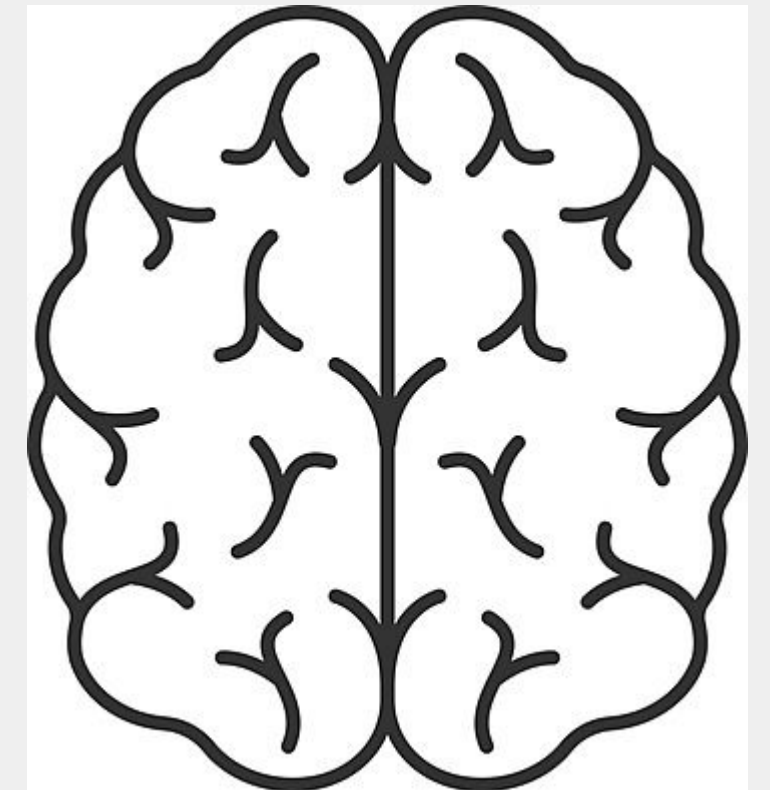
Mental Health Symposium

Goal:

- **Raise awareness about student mental health,**
- **Reduce stigma,**
- **Implement supportive changes within the school.**

Method:

- **Shifted from a faculty-led planning**
- **Met with the principal to propose actions such as:**
 - **courtyard lunch access for seniors**
 - **mental health advisory program based on Yale's course.**



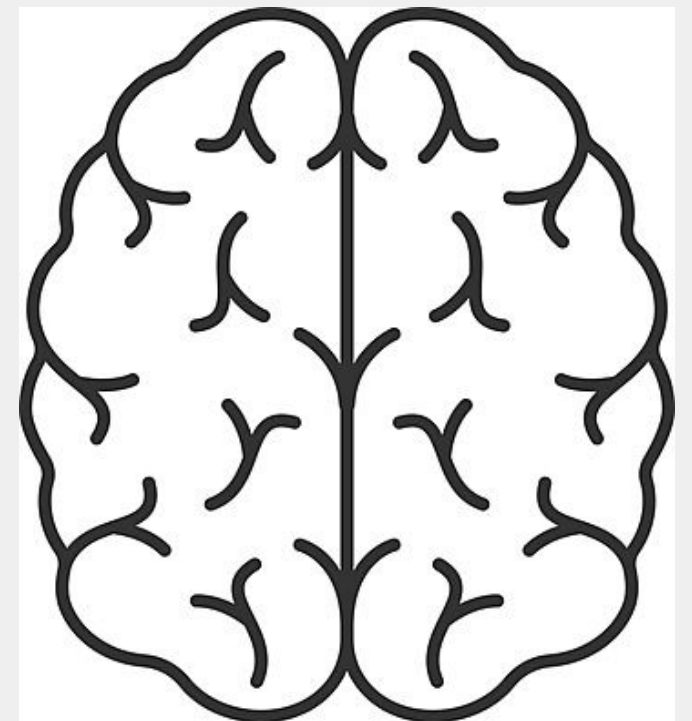
Mental Health Symposium

Results:

- Secured approval to run a mock mental health advisory
- opened discussions about a new NAMI club and parent outreach.

Future Strategy:

- Finalize partnerships
- Clarify parent communication plans, support of NAMI club
- Ensure monthly advisory periods beginning in the fall.



SHRHS Podcast

Goal: Share schools news and relevant student topics in a fun, accessible format that feels person and engaging.

Strategy: Brainstormed podcast topics (like college applications), created a podcast name, and launched an Instagram page to promote and host episodes.



SHRHS Podcast

Results: Built an Instagram following of 90+ students and generated interest in the podcast despite time constraints

Future Strategy: Launch first episode in the fall when the executive branch board has more availability to focus and deliver consistent content



Composting Initiatives



Goal: To reduce food waste in the Shepherd Hill cafeteria.

Strategy:

To persuade students to dispose of food in separate containers rather than in the trash.

Food waste contributes to 30-40 percent of total waste, much of which can be composted instead of ending up in a landfill.



Results:

After meeting with Mr. Elwell & the janitorial staff, our group worked on finding a local partner to accept the large amount of food that would be generated

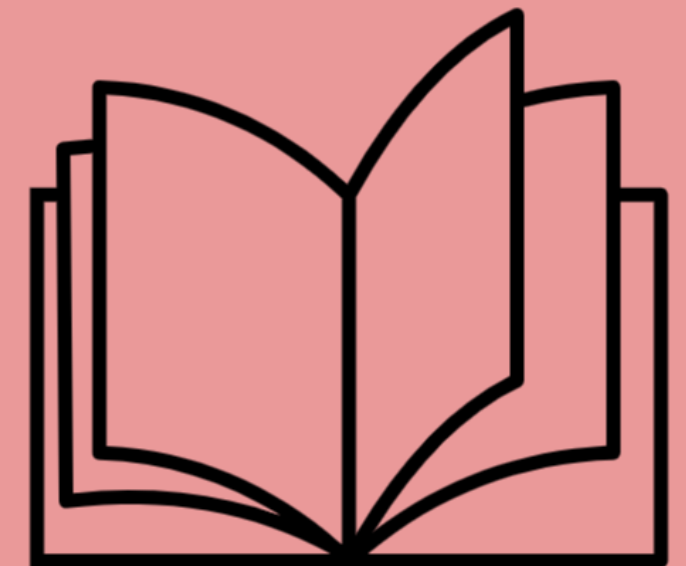
Strategies Going into Next Year:

Next year, the winter season is typically when farm animals consume the most of amount of food. Local farmers were more interested in receiving the food during the busiest feeding times.

SHRHS Study Groups

Goal: Improve academic performance & reduce procrastination by fostering collaborative, peer-led study sessions

Strategy: Held weekly study groups after school, later moving to the Dudley library and adjusting meeting times to accommodate participant's schedules



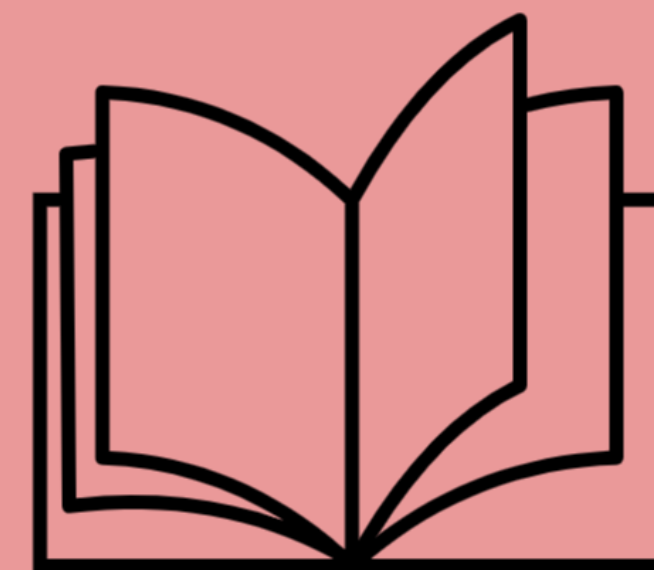
SHRHS Study Groups

Results:

- Participants reported study habits and better grades through shared accountability and group discussions

Future Strategy:

- Expand flexibility by continuing to offer evening and weekend sessions
- Promotion & advertisement earlier to increase participation before busy sports season



SHRHS Alumni Network

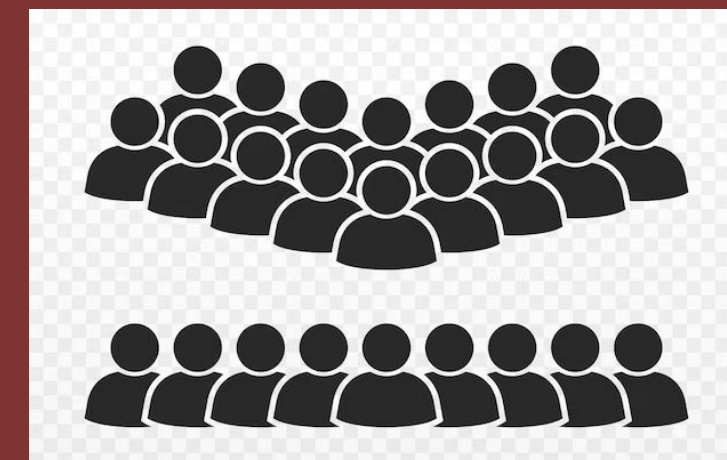
Goal:

- To develop a system, free of charge to the district, to securely store and catalog SHRHS Alumni Information
- To develop a working UI and custom-coded search engine for database

Method:

Creation of:

- SHRHS POSTGRESsql database
- API Key to transfer data
- Functioning website
- Filterable search engine (hard coded)



SHRHS Alumni Network

Results:

- Alpha version of Alumni Mentoring program set to go live 6/1/2025

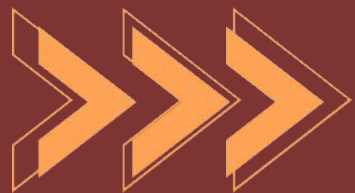
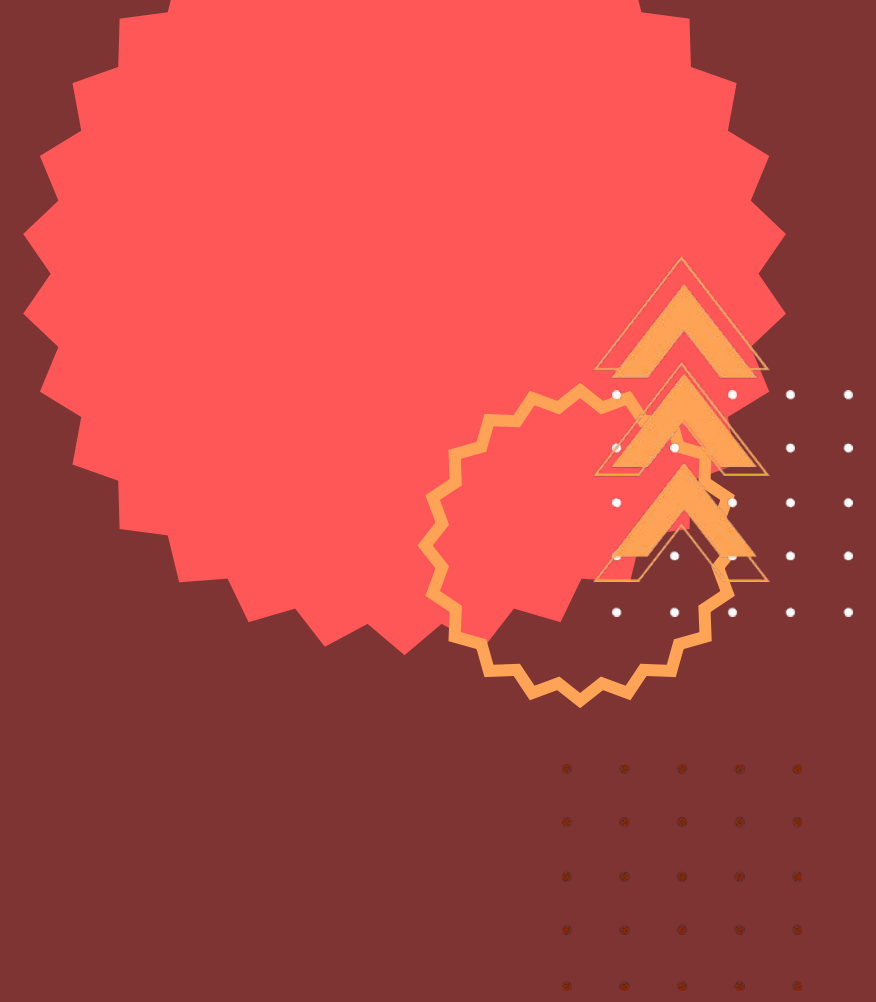
Future Plan:

- Continue testing and debugging of search engine
- Creating additional security measures for users and alumni





Summary & Looking Forward



Reflection On Goals



Diversity of topics



Initiation of multi-year projects



Sparking underclassman participation

Looking Forward: Continuity

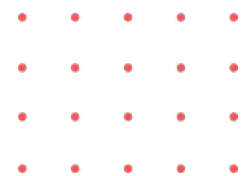
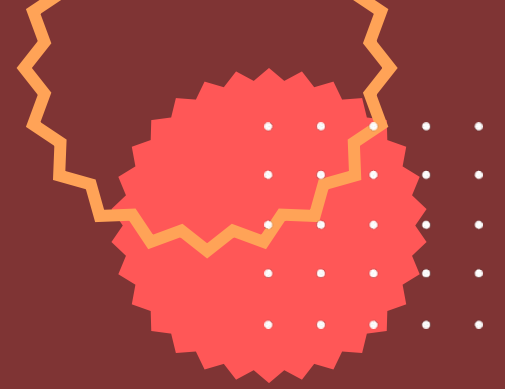


Underclassman
Onboarding



Asynchronous
Documentation for
Next Year

“To give real service you must add something which cannot be bought or measured with money, and that is sincerity and integrity.”



New Logo!

Designed by Donovan Ennis



Thank you for
listening!

DCLC 25'

SHEPHERD HILL REGIONAL HIGH SCHOOL

TO: Darren C. Elwell, Principal

FROM: Mary A. Pierangeli, Global Studies Program Director

DATE: May 5, 2025

RE: Overnight Travel Request, Policy IJOA

For the past thirty-eight years (with the exception of the two years where travel was not possible due to the COVID pandemic), Shepherd Hill Regional High School faculty and students, thanks to the support of the Dudley-Charlton Regional School Committee, have had yearly opportunities to extend learning into the world-wide classroom. Advances in transportation and communication have made our world smaller, creating a globalized economy with interdependent and multicultural expectations. We need to prepare our students to be global citizens by recognizing and appreciating different viewpoints; working effectively and collaboratively in diverse cultural situations; applying critical, comparative, and creative thinking and problem solving; and learning to be adaptable and comfortable in unfamiliar situations. Education has been strengthened by integrating global understanding into the curriculum and providing students and faculty with international experiences.

The proposed 2026 trip will provide an introduction to five historic cities in Eastern Europe which present an amazing combination of historical significance, classic landmarks and awe-inspiring natural beauty. Students will better understand the horrors and devastation of World War II and the effects of the Cold War through first hand contact with the locations where many historical events occurred. In Berlin, our students will have an opportunity to see where the Wall separating East and West Germany stood, touch remnants of the Wall, and envision this symbol of the Cold War. In Prague, they will encounter the legendary beauty of the former capital of the Holy Roman Empire. In Krakow, the only major Polish city that escaped devastation during World War II, they will encounter the classical features and beautiful architecture of its Old Town. They will also take a somber visit to the concentration camps at Auschwitz and Birkenau where they will pay respect to the six million victims of the Holocaust. They will marvel at towering castles in Budapest and in Vienna, the residence of the powerful Hapsburgs who once ruled half of Europe. During the twelve days on the trip, students will experience an immeasurable amount of history, art, architecture and culture that will provide real world learning opportunities to enhance their classroom studies. Please see attached itinerary for complete details.

Early planning and approval will allow our students to travel in 2026 at the lowest price possible, including a \$200 early enrollment discount. Additionally, payment will be extended over a longer period of time. The twelve-day trip will include 2 nights in Berlin, 2 nights in Prague, 2 nights in Krakow, 2 nights in Budapest and 2 nights in Vienna. The \$4,419 cost will also include round-trip airfare from the United States, transportation within Europe, breakfast and dinner daily, as well as sightseeing and entrance fees to select attractions as outlined in the itinerary. As in past years, there will be one chaperone for each group of six students and, in addition, a bilingual EF tour director in attendance throughout the tour.

The group requests a departure date of Thursday, April 16, 2026 and a return on Monday, April 27. The participating students and teachers will miss two days of school on Friday, April 17 and the return Monday. Please note that I have requested a late day departure on Thursday, April 16. However, it is possible that flights will necessitate leaving Shepherd Hill prior to the conclusion of the school day on the departure date.

I continue to travel with EF Educational Tours because safety is a priority. With 600 schools and offices in 50 countries worldwide, including regional offices dedicated to on tour support, EF's global presence is unmatched. This local presence provides the ability to react quickly and in person should there be an emergency situation. EF's Emergency Service and Support Team is available 24/7 both in the U.S, and in Europe to resolve any issue that should arise. They also facilitate communication between travelers and families in the event of any emergency.

Thank you for your consideration of this request. I look forward to the possibility of continuing to expand the cultural horizons of our students and promoting a greater global understanding.

BERLIN, PRAGUE, KRAKOW, BUDAPEST, AND VIENNA – 12 DAYS

April 16 – 27. 2026



Day 1: Fly overnight to Germany Day

2: Berlin – Meet your Tour Director at the airport in Berlin. Poised at the cutting edge of European culture, this German capital has been transformed since the Berlin Wall fell in 1989. During your stay you'll see Checkpoint Charlie, named after the checkpoint station that once guarded the border between East and West Germany. At the Topography of Terror Museum, on the site of the old SS and Gestapo headquarters, you'll touch the largest piece of the Berlin Wall still standing in its original spot. – Take a walking tour of Berlin.

Day 3: Berlin – Take an expertly guided tour of Berlin and see Brandenburg Gate. – Stop for a photo at Checkpoint Charlie. – Visit the Topography of Terror Museum. – Enjoy time to see more of Berlin or Visit Potsdam.

Day 4: Dresden | Prague – Travel to Dresden. – Take a tour of Dresden. – Continue on to Prague and encounter the legendary beauty of the Holy Roman Empire’s former capital. Located on the Vltava River, Prague gracefully balances the classical features of old Europe with a lively, Bohemian spirit. Walk the quaint, cobbled streets of the Malá Strana and visit the 13th-century Staré Mesto and Old Town Square. Here you’ll see the famous 15th-century astronomical clock. From St. Vitus Cathedral to the Baroque statues of the Charles Bridge, you’ll explore the celebrated art and architecture of the City of One Hundred Spires. – Take a walking tour of Prague.

Day 5: Prague – Take an expert-led tour of Prague and see the Prague Castle, St. Vitus Cathedral, Wallenstein Palace Gardens (April–October), Lennon Wall, Charles Bridge, and Old Town Square.

Day 6: Krakow – Travel to Krakow, the only major Polish city to escape devastation during World War II, leaving the beautiful architecture of its Old Town intact. As you explore the former capital you’ll see Wawel Cathedral, where Polish kings were crowned and Pope John Paul II once served as archbishop. Stroll through Główny Square, passing beautiful Sukiennice Cloth Hall and the Jagiellonian University. You’ll also take a somber visit to the concentration camps at Auschwitz and Birkenau. Before you leave, observe a moment of remembrance for the six million victims of the Holocaust. – Take an expert-led tour of Krakow and see Wawel Hill and Główny Square – Visit Wawel Cathedral. – Visit St. Mary’s Church.

Day 7: Kraków – Visit Auschwitz and Birkenau. – Enjoy free time in Krakow.

Day 8: Budapest – Travel via Slovakia and the Tatra Mountains to Budapest. – Take a walking tour of Budapest.

Day 9: Budapest – Take an expert-led tour of Budapest. – Visit Matthias Church. – Visit Fisherman’s Bastion. – Visit one of Budapest’s Thermal Baths. Then, explore Heroes’ Square and City Park’s Vajdahunyad Castle.

Day 10: Vienna – Travel to Vienna, residence of the imperial court for six centuries. Vienna is marked with the seal of the powerful Habsburgs, a family who once ruled over half of Europe. – Enjoy an authentic wiener schnitzel dinner.

Day 11: Vienna – Take an expert-led tour of Vienna and see Ringstrasse and Rathaus. – Visit Schönbrunn Palace.

Day 12: Depart for home

From: Form Approvals districtoffice@dcrsd.org
Subject: Request #150 Complete
Date: May 5, 2025 at 2:40 PM
To: districtoffice@dcrsd.org

REQUEST [#150](#) | MAY 02, 2025

Field Trip/Event Form - Day Trips, In or Out of State and Overnight

The request is now **complete**.

Approval history

Complete

Copy Sent to pkasierski@dcrsd.org
Approved by smonette@dcrsd.org
Approved by ktrue@dcrsd.org
Copy Sent to districtoffice@dcrsd.org
Copy Sent to gduval@dcrsd.org
Copy Sent to pkasierski@dcrsd.org

Principal/School:	smonette@dcrsd.org
Email Address:	jdyson@dcrsd.org
Field Trip/Event Title:	Charlton Washington D.C Trip 2025
Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:	Apr 13, 2026
Departure Time:	7:30 AM
Return Time:	9:30 PM
Address/Destination of Field Trip/Event Must include street	Washington D.C.

address, city/town and state:

Grade/Group: 8th Grade- Charlton

Location Contact/Telephone
Number: 866-273-2500

Number of Students: 150

Number of Chaperones/Adults 15

Proper supervision and
adult/student ratio is 10-12
students per adult chaperone.
Work with your building office
staff to ensure all chaperons have
an up-to-date CORI.:

List the Names of the
Chaperones/Adults: To be determined.

Do All Chaperones/Adults have an
up-to-date CORI through DCRSD.: Yes

Three 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 and identify
accommodations or supports that
may be needed to ensure each
student can access and
participate in the planned
activities. If this does not occur,
the trip/event may be canceled to
prevent civil rights violations.:

Understood (by checking this box you take full
responsibility and liability if this did not occur)

Three weeks prior to the
event/field-trip, your school nurse
must receive a list of attending
students. The school nurse will
review the needs of students and
identify accommodations or
supports that may be needed to
ensure each student can access
and participate in the planned
activities. If this does not occur,
the trip/event may be canceled to
prevent civil rights violations.:

Understood (by checking this box you take full
responsibility and liability if this did not occur)

Total Cost of the Field Trip/event
including transportation: \$179,700

Per Student Cost: \$1,198

Funding Source: Students/Families

As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, 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.

Additional Funding Source or N/A: No Funding Required

In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:

Students will complete a cross curriculum project when they return from the trip.

Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:

Two substitutes would be needed only if student did not want to attend the trip.

Administrative Assistant/School: pkasierski@dcrsd.org

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

From: Form Approvals districtoffice@dcrsd.org
Subject: Request #151 Complete
Date: May 9, 2025 at 4:00 PM
To: districtoffice@dcrsd.org

REQUEST #151 | MAY 09, 2025

Field Trip/Event Form - Day Trips, In or Out of State and Overnight

The request is now **complete**.

Approval history

Complete

Copy Sent to dzieminski@dcrsd.org
Approved by gdesto@dcrsd.org
Approved by ktrue@dcrsd.org
Copy Sent to districtoffice@dcrsd.org
Copy Sent to gduval@dcrsd.org
Copy Sent to dzieminski@dcrsd.org

Principal/School:	gdesto@dcrsd.org
Email Address:	mtucker@dcrsd.org
Field Trip/Event Title:	Washington DC Trip
Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:	Mar 23, 2026
Departure Time:	7:25 AM
Return Time:	9:30 PM
Address/Destination of Field Trip/Event Must include street address, city/town and state:	Washington DC, Maryland
Grade/Group:	8th grade
Location Contact/Telephone Number:	Michelle Gordon 732-

Location/Contact/Telephone Number:

Michelle Gordon / 02
410-5669

Number of Students:

100 plus hopefully

Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.:

Depending on students who attend. (in the past its been 5 chaperons including the nurse.

List the Names of the Chaperones/Adults:

8th grade teachers if they choose to go, open to other willing staff memebers.

Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:

Yes

Three 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 and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Total Cost of the Field Trip/event including transportation:

Depends on how many students go

Per Student Cost:

1238

Funding Source:

Students/Families

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

8th grade Civics curriculum. Previous school year curriculum.

Additional Funding Source or N/A:

Students/Families

In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:

Reinforces classroom discussion, sharing information learned during the trip.

Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:

Yes, for whichever staff member attends the trip. Sub for the nurse as well.

Administrative Assistant/School:

dzieminski@dcrsd.org

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

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

TO: School Committee

FROM: Joseph DeSantis - Director of Finance & Operations

DATE: May 14, 2025

SUBJECT: Finance Director Update

1. FY2025 Budget Status Update: Fiscal Year 2025 is within the established Operating Budget parameters, inclusive of encumbered costs. Any new purchase for which the funds are not already encumbered, or have a related purchase order, is approved at the Finance Director level. A detailed Operating Budget will be included in July, after the fourth quarter is complete on 6/30/2025. It is anticipated any final cost center transfers will be brought to School Committee in June.

2. FY2026 Budget Creation Update: The School Committee-approved FY2026 Budget will be voted by both Dudley and Charlton on May 19, 2025.

3. FY2024 Audit Update: Final FY2024 Financial Statements are anticipated in May. A managing partner from Dudley-Charlton RSD's audit firm is expected to provide results to the School Committee during a June meeting.

4. Healthcare Rate Update (FY2026): In April, MSHG voted and approved FY2026 rate changes for member entities. An increase of 20% was approved for DCRSD. This percentage increase is in line with what other school districts and municipalities are experiencing.



May 2, 2025

Heather Harriman
Director of Special Education
Dudley-Charlton Reg, 06580000
68 Dudley Oxford Road
Dudley, MA 01571

RE: Requirements for Special Education Annual Determinations Needs Assistance (NA) Districts

Dear Administrator Heather Harriman:

Earlier this week you received notification that the Department posted the Annual LEA Special Education Determinations under IDEA Part B. The Department and its vendor have prepared a short video explaining this year's Matrix, which was included in that communication. A more in-depth webinar to review the changes from a rubric to a matrix and next steps will be held in the coming weeks.

Dudley-Charlton Reg was determined to be **Needs Assistance** with a score of 66% earning 27 out of 41 possible points. Attached is the Matrix containing all the data used and scores for Dudley-Charlton Reg.

For additional information about the data, including how to access the LEA's source data, go to *Frequently Asked Questions about LEA Determinations of Need for Special Education Technical Assistance or Intervention* which can be found on our [MA Local Education Agencies' \(LEA\) Special Education Determinations](#) website.

As a result of your LEA's Needs Assistance determination, the LEA is:

71. prohibited from using the flexibility available under the Maintenance of Effort (MOE) provisions of IDEA and is required to expend for special education in 2025-2026 at least as much state and local funds in the aggregate or per pupil as it spent the last year the district met MOE.
72. required to participate in technical assistance to engage in root cause analysis and improvement planning in the identified rubric area(s) of need. More information regarding mandatory technical assistance will be forthcoming. LEAs should access the 2024-2025 technical assistance resources at our [Special Education Determination](#) website.

Additionally, the Department continues to prioritize improving the quality of technical assistance and intervention provided to schools and LEAs in special education by coordinating assistance and intervention available from multiple offices including, the Special Education Planning and Policy office (SEPP), Office of Public School Monitoring

(PSM), Problem Resolution Office, Statewide System of Support (SSOS), Office of Strategic Transformation (OST), and Office of Charter Schools & School Redesign (CSSRD). Please refer to the Special Education Policy Memo: 2024-2025 Determinations of Need for Special Education Technical Assistance or Intervention for more information about how the 2024-2025 LEA determinations were made and examples of the targeted assistance your LEA may receive.

If you have any questions about the LEA's determination or would like information about contacting the Department, please see the Frequently Asked Questions about LEA Determinations of Need for Special Education Technical Assistance or Intervention (linked above) or contact the Office of Special Education Planning and Policy at IDEAData@mass.gov.

Sincerely,

Jamie L. Camacho
Acting State Director of Special Education

C: Steven M Lamarche

Annual Special Education Determination Matrix

Dudley-Charlton Reg 06580000 2024-2025

Percentage (%)	Determination Rating
66%	Needs Assistance (NA)

Scoring

	Total Possible Points Available	Points Earned
Performance	20	8
Compliance	16	15
Other Considerations	5	4
Total	41	27

Performance Matrix			
	LEA Performance (%)	State Target	Score
Exiting Results			
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma (Indicator 1)	72.00%	79.33 %	1
Percentage of Children with Disabilities who Dropped Out (Indicator 2)	20.00%	12.47 %	1
Assessment Results Reading MCAS			
Proficiency Percentage of 4th Grade Children with Disabilities Against Grade Level Standards (Indicator 3B)	10.61%	23%	1
Proficiency Percentage of 8th Grade Children with Disabilities Against Grade Level Standards (Indicator 3B)	4.00%	14%	0
Proficiency Percentage of High School Children with Disabilities Against Grade Level Standards (Indicator 3B)	6.25%	29%	0
Assessment Results Math MCAS			
Proficiency Percentage of 4th Grade Children with Disabilities Against Grade Level Standards (Indicator 3B)	19.70%	14%	2
Proficiency Percentage of 8th Grade Children with Disabilities Against Grade Level Standards (Indicator 3B)	5.88%	10%	1
Proficiency Percentage of High School Children with Disabilities Against Grade Level Standards (Indicator 3B)	0.00%	18%	0
Educational Environments Results			
Percentage of Children with Disabilities ages 5 (in Kindergarten) through 21 who are in a regular classroom 80% or more of the day (Indicator 5A)	59.20%	65.49 %	1
Percentage of Pre-School Children with Disabilities attending and receiving the majority of their special education and related services in a regular preschool setting (Indicator 6A)	27.30%	52.31 %	1
Outcome Results			
Percentage of Children with Disabilities who entered preschool program below expectations and made gains by the time they turned 6 years of age or exited the program (Indicator 7A)	<i>These measurements will not be used in the 2024-2025 LEA Determinations but will be included in future years.</i>		
Percentage of youth no longer in secondary school and enrolled in higher education, in some other postsecondary education or training program, or competitively employed or in some other employment (Indicator 14C)			

Compliance Matrix				
	Data	Compliance Review	Score	
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of long-term suspension and expulsion, and have noncompliant policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	No Status	No Status	2	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	No Status	No Status	2	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	No Status	No Status	2	2
Indicator 11: Child Find (Timely Initial Evaluation)	-		-	
Indicator 12: Early Childhood Transition	-		-	
Indicator 13: Secondary Transition	-		-	
Number of Findings of Noncompliance (SY2023-2024) * - Public School Monitoring (PSM) - Problem Resolution Systems (PRS)	0		2	
Noncompliance not Corrected within 1 Year (Findings from 2022-2023 not corrected within 1 year)*	2		1	
Fiscal Monitoring/Audit Findings of Noncompliance	These criteria will not be used in the 2024-2025 LEA Determinations but will be included in future years.			
Fiscal/Audit Noncompliance not Corrected within 1 Year				

Other Considerations Matrix			
Fiscal Considerations			
• Was Maintenance of Effort met in FY23?	Yes		1
Timely and Accurate LEA Reported Data			
• Indicator 7 Useable Records	27.20%	23.70%	1
• Indicator 14 Response Rate	4.00%	25.47%	0
• Equitable Services Child Count (October 2023) Submitted on Time	Yes		1
• Equitable Services Child Count (October 2023) Accurate and Reliable	Yes		1

*If there is data that is reported in the Compliance Matrix under 'Number of Findings of Noncompliance' or 'Noncompliance not Corrected within 1 Year' please see Attachment A to this Matrix for more information regarding the specific findings of noncompliance used to make this year's Determination.

For more information about scoring and criteria used in this year's LEA Determination Matrix, please refer to the Frequently Asked Questions

Consistent with OSEP 23-01 State General Supervision Responsibilities Under Parts B and C of the IDEA, Section D, the Department reserves the right to use additional information made available to the Department or determine additional criteria to be used in future Annual LEA Determinations. ⁷¹

**2024 Annual Special Education Determination Matrix
Dudley-Charter Regional 06580000**

Attachment A: Findings of Noncompliance

The information below pertains to the total number of findings of noncompliance made during SY2023-2024 or the number of total findings of noncompliance, from SY2022-2023, that were uncorrected within the one-year timeline described in OSEP 23-01, used in the 2024-2025 Special Education Determinations.

**Total Number of Findings of Noncompliance Uncorrected After One Year or Still
Uncorrected (SY2022-2023)**

LEA Code	LEA Name	PSM	PRS	Total
06580000	Dudley-Charter Regional	2		2

SE Criteria	Letter of Finding Issue Date	Letter of Closure Date
SE20	2/13/2023	12/10/2024
SE34	2/13/2023	12/10/2024

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee

Superintendent's Report - DIP

05.14.2025



Introduction to the DCRSD Draft District Improvement Plan Presentation

This evening, I am pleased to present a draft of the Dudley-Charlton Regional School District Improvement Plan for your review. The plan is intentionally focused on three core focus areas that are aligned, purposeful, and designed to address what our district needs most at this time. These core focus areas have been carefully selected to ensure that our collective efforts are targeted, measurable, and impactful. By concentrating on these priorities, we aim to create a clear path forward that not only guides our daily work but also provides a framework to evaluate progress in a meaningful and transparent way.

Our intent is to use this plan as a living document that brings coherence to the many priorities across our schools, allowing us to stay focused on the right work while supporting student success and system-wide improvement.

It is also important to note that individual School Improvement Plans will be presented at the early June meeting. The three focus areas outlined in the District Improvement Plan are intended to serve as the entry point for those school-level plans, ensuring consistency and alignment across the district.

Through this process, we will move forward with shared purpose, clear priorities, and a commitment to continuous improvement.

Conclusion and Next Steps

In closing, this District Improvement Plan is not simply a document, it is a reflection of where we are as a district and where we need to go together. Its strength will come from the shared commitment of our educators, families, students, school committee and community partners.

I encourage you all to provide feedback. Your insights are essential to ensuring this plan is both meaningful and actionable. By working together, we can ensure that these focus areas guide not only our district-level decisions but also support the important work happening every day in our schools.

Thank you for your time, your partnership, and your continued dedication to the students of the Dudley-Charlton Regional School District.

Next Steps for the District Improvement Plan

1. School Committee Review (Tonight)

- Presentation of the draft District Improvement Plan.
- School Committee members provide initial feedback and questions.
- Establish shared understanding of the plan's focus areas and purpose.

2. Broader Staff & Community Feedback

- The draft plan will be shared with all staff and the community.
- A feedback window will be provided for input, comments, and suggestions.
- Feedback will be collected through a survey and/or open communication channels.

3. Administrative Team Review

- The administrative team (principals, directors, district leaders) will review all feedback.
- Discussion will focus on refining the plan to reflect the collective input of stakeholders.
- Ensure alignment between district and school-level improvement efforts.

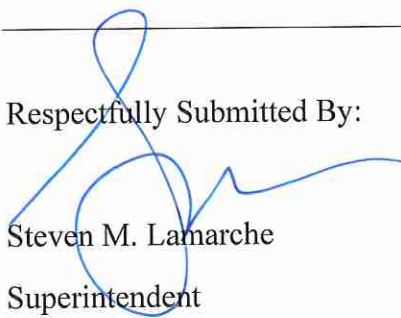
4. School Improvement Plans Presentation (Early June)

- Principals will present their individual School Improvement Plans to the School Committee.
- These plans will be aligned with the District Improvement Plan's focus areas.
- Reinforces coherence and shared priorities across all schools.

5. Final Plan Approval (Late June)

- A revised District Improvement Plan will be presented to the School Committee for final approval.
- The finalized plan will serve as a guiding document for the 2025-2028 school years.

Respectfully Submitted By:



Steven M. Lamarche

Superintendent



Dudley Charlton Regional School District
District Improvement Plan
2025-2028

The Dudley Charlton Regional School District's 2025–2028 District Improvement Plan is a strategic roadmap aimed at promoting equity, academic excellence, and student well-being across all schools in the district. Guided by our mission and vision, this plan outlines targeted actions and measurable goals in three core focus areas:

1. Academic Excellence

- **High-Quality Instruction:** Implement a district-wide curriculum adoption plan and a multi-year professional development strategy emphasizing inclusive practices.
 - **Eliminating Opportunity Gaps:** Expand PreK access, enhance intervention programs, and provide extended learning opportunities beyond the school day.
 - **College and Career Readiness:** Broaden access to rigorous coursework and increase participation in internships and apprenticeships.
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2. Wellness and Belonging

- **Welcoming Learning Environment:** Foster trauma-informed, inclusive practices and culturally responsive teaching.
 - **Whole Child Well-Being:** Strengthen partnerships with behavioral health providers and promote wellness programs district-wide.
 - **Strong Social-Emotional Skills:** Expand SEL-focused professional development and implement restorative practices to support school climate and student growth.
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3. Operational Effectiveness

- **Data-Based Decision Making:** Conduct regular data reviews and develop accessible performance dashboards to drive continuous improvement.
- **Modernizing Infrastructure:** Upgrade technology, security, and facilities to enhance learning and ensure safety across all campuses.

This plan reflects our commitment to preparing every student for success through thoughtful investment in teaching, support services, and infrastructure.

Prepared on 5/6/2025 by the Administrative Team:

Steven Lamarche, Superintendent

Kelly True, Assistant Superintendent

Heather Harriman, Director of Pupil Personnel

Laura Ramos, Principal of Charlton Elementary School

Jennifer Desto, Principal of Mason Road School

Christopher Audette, Principal of Dudley Elementary School

Peter Olson, Principal of Heritage School

Gregg Desto, Principal of Dudley Middle School

Stacy Monette, Principal of Charlton Middle School

Darren Elwell, Principal of Shepherd Hill Regional High School

Mission: To provide exceptional teaching and learning opportunities that grow and nurture curious and creative students who feel connected to and valued by their communities and who feel empowered to use their voices for advocacy and equity.

Vision: ALL DCRSD students will attain academic knowledge and skills, understand and value themselves and others and be ready to engage with the world beyond High School.

Main Goal	Sub Goal(s)	Action Steps	Responsible Parties	Measurement/Outcome
1. Academic Excellence	1A. High Quality Instruction	Develop a district wide curriculum adoption plan to track our investment in HQIM	Assistant Superintendent	Completed adoption plan
		Develop a multi-year professional development plan with a focus on inclusive practice and personalization	Assistant Superintendent	Completed PD Plan
		Provide opportunities for additional job embedded PD experiences with coaches and/or experts	Assistant Superintendent, Director of Pupil Personnel, Principals	20% of professional staff should have the opportunity for coaching/additional PD each year
		Collect and analyze classroom walkthrough data monthly as a district level administrative team	Administrative Team	85% positive responses in the areas of cognitive engagement and multiple means of representation and demonstration over the cycle of the DIP
		Collect and analyze student achievement data to guide instructional planning and personalized learning so that all students reach proficiency	District Admin, School-Based Admin, Coordinators, Teachers	Increase reading and math achievement for students in grades 3-8 by 10% each year for the full DIP cycle, ending in a 50% increase over 5 years
	1B. Eliminating Opportunity Gaps	Explore opportunities for one full day 4 year old preK classroom	Director of Pupil Personnel, PreK Principals	

		Target high impact intervention programs to accelerate learning	Assistant Superintendent, Principals, Teachers	By the end of the DIP cycle, evaluate intervention program needs, including special education programming, at all 7 schools to ensure there are HQIM for intervention in both ELA and Math
		Implement a structured summer learning program for students considered at risk in academics or mental health	Assistant Superintendent, Director of Pupil Personnel, Principals	• Offer both Extended School Year for Special Education and an academic remediation/acceleration camp each year • Both programs are aimed at preventing regression, and as such, students entering the academic remediation/acceleration program will maintain or increase academic achievement in the areas of reading and math as evidenced by pre/post program data.
		Offer opportunities for interventions and credit recovery outside of the school day, such as after school or during break	Assistant Superintendent, Principals, Credit Recovery Coordinator	• Offer 3 opportunities for credit recovery during the school year over vacations and summer • Create academic intervention opportunities outside of the school day at all 7 schools by the end of the DIP period
	1C. College and Career Readiness	Provide access to rigorous college prep courses for all students at the high school level	High School Guidance Department, Special Education Coordinators,	• Reduce the number of Foundations courses to one reading and one math

			Principals	course. Increased graduation rate and decreased drop out rate
		Accelerate opportunities for career exploration, work-based learning, post-secondary pathways through internship and apprenticeship opportunities	High School Guidance Department, Secondary Principals	- Increase the percentage of students taking advantage of internships/apprenticeships by 20% - Expand the internship and apprenticeship opportunities to include 3 new fields and 5 new community partnerships
2. Wellness and Belonging	2A. Welcoming Learning Environment	Support and build capacity of all staff to implement affirming, welcoming, and trauma-informed practices	Principals	- Reinforce our commitment to the district vision for equity, inclusion and the use of trauma-informed practices in every building - Create a district RULER team in the 25-26 school year to oversee implementation in all 7 schools - Select members from each school for training and begin training with Yale in the fall of 25-26
		Create asset-based and culturally responsive classrooms and curricula that celebrate the lives of students	Principals Assistant Superintendent	Create a minimum of 2 opportunities per year for in-house PD on asset based and culturally responsive pedagogy in the form of book studies or staff meeting trainings

	2B. Whole Child Well-Being	Provide a continuum of mental and physical health services for students and families at school and beyond where applicable	Superintendent Assistant Superintendent Principals Counselors Teachers	• Build strong community partnerships- local health departments, non profit organizations, and behavioral health providers • 100% of staff will refer students and families to the MA Behavioral Health Initiative for wellness care
		Partner with the MA Behavioral Health initiative to promote mental health care and wellness	School Adjustment Counselors Principals	• Invite the MA Behavioral Health Initiative into schools to speak with staff and counselors and to build a stronger relationship between our two entities
		Develop school awareness and use of practices that support positive individual wellness and model effective behaviors for students	All school staff and administration	• Begin year 1 pilot of RULER SEL program in all 7 schools
	2C. Strong Social-Emotional Skills	Provide varied professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support students' social and emotional needs	Assistant Superintendent Principals Members of the SEL team in each school	• Provide a minimum of 2 different SEL focused topics as choices on district Professional Development full days • Utilize staff contractual time after school or during common planning time for collaboration
		Through Professional Development, build capacity of all adults in the use of positive behavior interventions and	Assistant Superintendent Principals Teachers Support Staff	• Attendance in all schools will increase by 10% from the previous year • Behavior referrals to the

		supports and restorative practices to promote a positive culture in all 7 schools		office will decrease by 10% from the previous year
3. Operational Effectiveness	3A. Data-Based Decision Making	Conduct focused, school-by-school data review meetings every 8 weeks to drive continuous improvement at the school and District levels	Principals Assistant Superintendent Superintendent Director of Pupil Personnel	• Create a shared vision for using data to inform instruction, support, and systems. • Create a district wide meeting structure template
		Build capacity of District staff and school teams to use data to drive improvement	Principals Assistant Superintendent Superintendent Director of Pupil Personnel	• 10% increase in achievement in both ELA and Math at all levels • 25% reduction in failures at the High School level
		Develop, align, and implement user-friendly performance monitoring systems and data dashboards accessible to all stakeholders	Principals Teachers Assistant Superintendent Director of Pupil Personnel	80% of all applicable staff will utilize Open Architects
	3B. Modernizing Infrastructure	Improve technology, network, and communications infrastructure in all schools		• Replace servers, UPS's, wireless access points, network switches and network cables • Program current hardware related to network redesign • Monitor bandwidth and upgrade fiber connection, if needed • Monitor access points at CES, MRS and DES for upgrade, if needed

				• Replace firewall due to demand, licensing or equipment failure • Replace aging and off warranty devices as funding permits • Monitor intercom and emergency notification systems for upgrades as needed
		Upgrade and maintain modernized facilities that maximize student learning, prioritized by areas of need		• Prioritize facility upgrades based on a combination of immediacy of need, available funding, and the district Facilities Condition Assessment recommendations • Examine building entry control equipment to maximize student and staff safety, as well as emergency responder accessibility

To: Stephen Lamarche, Superintendent, Dudley-Charlton Regional School District
From: Kelly Szela, Chair, Dudley-Charlton Regional School Committee
Date: May 12, 2025

Summary of Superintendent Evaluation 2024-2025

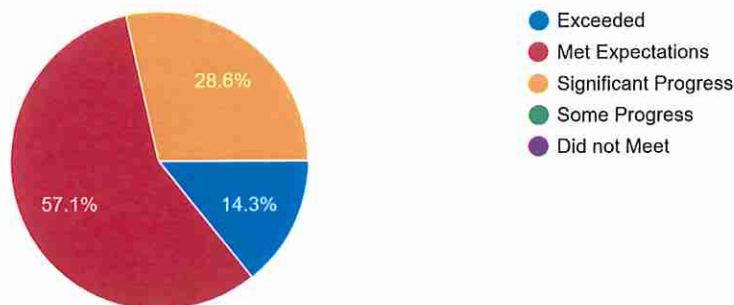
Response Rate: 100% (7 out of 7 members)

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.

Rating

7 responses



School Committee Member	Rating for Goal I
Jaime Dell'Ovo	Met Expectations
Maureen Chickering	Exceeded
Cathleen Carmignani	Met Expectations
Nicole Enberg	Significant Progress
Caitlynn Pancyzk	Met Expectations
Jeanne Costello	Significant Progress
Kelly Szela	Met Expectations

Optional Input - Goal #1

5 responses

Jaime Dell'Ovo Feedback:

We are heading in the right direction. Work still needs to be done to continue to maintain and add HQIM. Our standards need to remain high for our students and teachers.

Cathleen Carmignani Feedback:

Superintendent Lamarche has made meaningful and measurable progress toward the development of a comprehensive, system-wide curriculum review plan aligned with School Committee Policy IGA. The decision to restore the Assistant Superintendent role was pivotal and has already resulted in greater coherence and oversight in curriculum work across the district. The approved multi-year plan not only outlines a thoughtful review cycle from PreK through post-graduate programs, but also incorporates fiscal alignment and teacher leadership—two critical components for sustainability. While the full implementation cycle is still in progress, the foundation laid this year reflects strong strategic planning, alignment to district priorities, and a clear commitment to instructional equity and excellence.

Suggestions for Next Year:

As the district transitions from curriculum planning to full implementation, it will be important to focus on building shared understanding and capacity at all levels. I recommend the following areas of focus:

- Equip building and department leaders with clear expectations around what newly adopted curriculum should look like in the classroom, including high-leverage instructional practices and “look-fors” to support walkthroughs and feedback cycles.

- Ensure that professional development tied to curriculum adoption includes a review of aligned grading practices, especially where new programs represent a shift in instructional or assessment philosophy.
- Establish structures for monitoring fidelity of implementation and using that data to provide targeted coaching and support.
- Develop communication tools and resources for families that clearly explain curriculum shifts, what they mean for student learning, and how families can best support their children at home.
- Create opportunities for ongoing feedback from staff, students, and families to ensure curriculum materials are both impactful and responsive to community needs.

These steps will help ensure that the full vision of curriculum adoption is realized not just at the district level, but in classrooms, homes, and across the broader school community.

Caitlynn P Feedback:

I have enjoyed listening to the progress that has been made this school year with the resumption of the Assistant Superintendent role. As we all know, there is still plenty of work ahead of all of us, but I have been impressed with the start of this work and the clear and concise plans that lie ahead.

Kelly Szela Feedback:

The information gained in this report and with this plan will be instrumental over the next few years as we evaluate what we have and seek to adopt new curriculums to support all students through Pre-k thru 12 and beyond. I do believe our educators would benefit from additional time to work together to discuss ways to align the new curriculums to educational standards as well as identify and make adjustments for students' needs and ensure proper implementation. I also believe teacher input is invaluable and I'm happy to see policy IGA being utilized for this process.

Jeanne Costello Feedback:

The superintendent has made significant progress toward the development of a multi-year curriculum evaluation and development plan, aligned with School Committee Policy IGA. This work reflects thoughtful collaboration with the Assistant Superintendent and the Director of Pupil Personnel Services, and demonstrates a systems-level approach to planning and implementation across grade levels and schools in both towns.

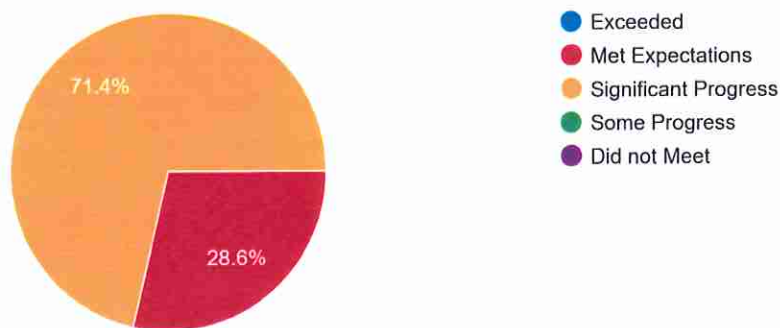
The horizontal and vertical alignment efforts across multiple curricula indicate a strong foundation for ongoing progress. I especially appreciate the attention given to ensuring that special education and historically marginalized students are considered in this planning process, with an eye toward increasing access and improving student outcomes across all levels. I look forward to the continued evolution of this work and its impact on equitable curriculum development throughout the district.

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+.

Rating

7 responses



School Committee Member	Rating for Goal 2
Jaime Dell'Ovo	Significant Progress
Maureen Chickering	Significant Progress
Cathleen Carmignani	Significant Progress
Nicole Enberg	Significant Progress
Caitlynn Pancyzk	Met Expectations
Jeanne Costello	Significant Progress
Kelly Szela	Met Expectations

Optional Input - Goal #2

4 responses

Jaime Dell'Ovo Feedback:

Great progress has been made with MTSS and LRE for all students. It would be nice to see care taken with our staff. There was a high turnover of staff especially paraprofessionals. Understanding why the turnover is happening might be helpful for future hires longevity in our district.

Cathleen Carmignani Feedback:

This year reflects significant and much-needed progress in laying the foundation for a more inclusive and supportive learning environment across the district. The work of building an MTSS framework and expanding least restrictive environment opportunities is complex, and the leadership of the Director of Pupil Personnel Services and the Assistant Superintendent has been essential in moving this work forward. Their efforts in launching professional development, implementing the English 3D curriculum, and increasing inclusion rates are commendable and signal a strong start.

Superintendent Lamarche has played an important role in prioritizing this work and creating the conditions for it to begin with focus and intention. While the framework is still developing, the groundwork laid this year is meaningful and appreciated. This progress reflects not just a plan, but a shift in mindset and direction.

There is still important work ahead to fully realize a districtwide MTSS structure and ensure that inclusive practices are implemented consistently and with fidelity across all schools. That said, the foundation has been set—and it is clear that our leadership team is moving in the right direction.

Suggestions for Next Year:

Building on the meaningful progress made this year, the continued development of a cohesive MTSS framework should remain a district priority. As the foundational structures are strengthened, the next phase of work could focus on:

- Clearly articulating the roles and responsibilities of all educators within the MTSS framework, including how general and special educators collaborate around interventions and supports.
- Defining consistent practices and expectations for data-based decision-making at the school level, including entry and exit criteria for tiered interventions.
- Providing building administrators and teacher-leaders with the tools to monitor implementation fidelity and ensure supports are equitably accessible across schools.
- Continuing to expand inclusive opportunities for students with disabilities and multilingual learners, with a focus on instructional quality and student outcomes.

- Offering regular updates to the School Committee and families to build shared understanding of what MTSS looks like in action and how it benefits all students.

This work is complex and ongoing, but the leadership team has demonstrated both the skill and the will to see it through. Continuing to invest in this effort will ensure that every student in the district receives the supports they need to thrive.

Kelly Szela Feedback:

This is an area that is improving and should continually be revisited. Going forward, I'd like to see more staff and support for all put in place. I also strongly believe we should be taking recommendations and hearing considerations from classroom teachers and paras who work daily with the students not only basing decisions on data but making sure we are considering all variables and each individual student and their needs.

Jeanne Costello Feedback:

The superintendent has made significant progress toward improving least restrictive environment (LRE) opportunities for all learners. Through consistent collaboration with the Director of Pupil Personnel Services and the Assistant Superintendent, there is clear evidence of a district-wide commitment to inclusive practices, particularly for English learners and students with disabilities.

The initial steps toward establishing foundational Multi-Tiered System of Supports (MTSS) practices reflect a thoughtful approach to early intervention and ongoing support across PreK–12+. This foundational work demonstrates a strong vision for equitable access to instruction and services, and I commend the superintendent and administration team for laying the groundwork for more cohesive, data-informed student support systems moving forward.

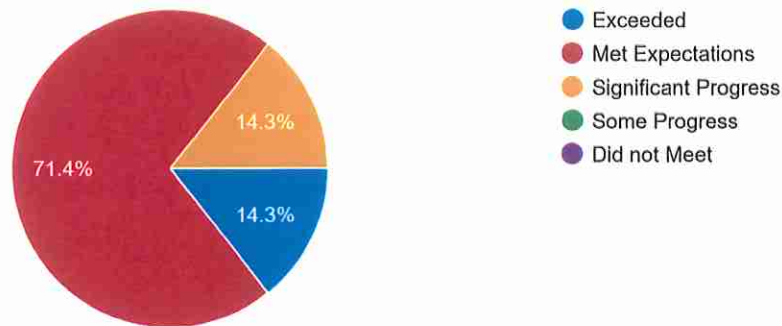
I look forward to seeing this work reflected in student outcome data in the coming year and beyond, particularly as we strive to improve access and achievement for all of our students.

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.

Rating

7 responses



School Committee Member	Rating for Goal 3
Jaime Dell'Ovo	Met Expectations
Maureen Chickering	Exceeded
Cathleen Carmignani	Met Expectations
Nicole Enberg	Met Expectations
Caitlynn Pancyzk	Met Expectations
Jeanne Costello	Significant Progress
Kelly Szela	Met Expectations

Optional Input - Goal #3

5 responses

Jaime D Feedback:

All of the plans we have in place are crucial for our district. These are long overdue. This goal falls under the standard of Family and Community Engagement. It may fit better under standard I. Family and Community Engagement could be improved with more involvement at school/student events.

Cathleen Carmignani Feedback:

Superintendent Lamarche has made strong progress on this goal, coordinating the development and School Committee approval of several key planning documents—including the Capital Improvement Plan, Technology Plan, and HQIM Curriculum Review Plan. These documents represent a strategic and forward-looking approach to aligning district resources and priorities with long-term goals. The District Improvement Plan, still in development, reflects a thoughtful process grounded in data and broad stakeholder input.

It is important to recognize that these plans, while essential, are not endpoints—they are living documents that should be continuously monitored, revisited, and refined over time. Their long-term value will come not only from their design, but from how they are implemented, measured, and adjusted to meet the evolving needs of the district. The work done this year lays a strong foundation, and ongoing reflection and transparency will help ensure these plans drive meaningful and sustained progress across the system.

Maureen Chickering Feedback:

Very concise and comprehensive long range planning. Impressive!

Kelly Szela Feedback:

These plans were well done and will be instrumental in our planning efforts for the district moving forward. Since this is a community and family engagement goal it will be important to communicate often and transparently as well as be present in the schools and community as we seek the support to implement them.

Jeanne Costello Feedback:

The superintendent has made significant progress toward Goal 3, demonstrating a clear commitment to strategic, systems-level planning aligned with the needs of the district and the expectations of the Dudley-Charlton community. This year's accomplishments reflect thoughtful coordination and follow-through, particularly in the successful development and School Committee approval of both the Capital Improvement Plan and the Technology Plan at the March 26, 2025 meeting. These foundational documents establish a forward-looking vision for facility upgrades and technological investments that will enhance learning environments across the district.

Likewise, the approval of the Curriculum Review Plan, sets the stage for consistent, high-quality instructional materials and practices. This plan's cyclical structure supports sustainable curriculum evaluation, selection, and implementation processes that are responsive to data and instructional needs across grade levels.

I appreciate that the District Improvement Plan (DIP) is in development and designed to be both strategic and inclusive, informed by multiple stakeholders and grounded in data. I strongly encourage the superintendent to ensure that School Councils are incorporated into the development and implementation of the DIP, as their voices and localized insights are essential for creating meaningful and actionable building-based alignment with districtwide goals.

The early use of the ERS (Education Resource Strategies) framework has also helped position the district to make resource allocation decisions that align with broader strategic goals. While still in its early stages, this work shows promise in creating greater coherence and equity in how we plan and implement change.

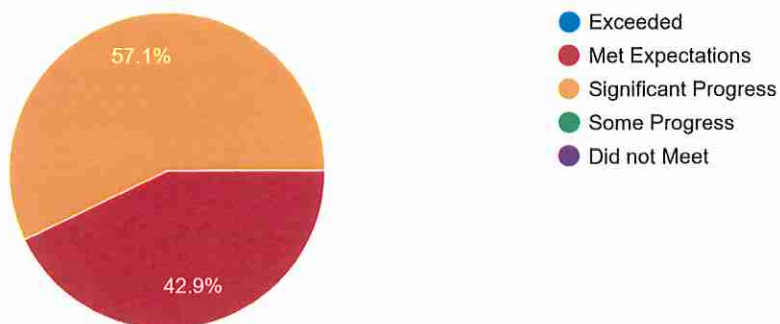
Taken together, these accomplishments reflect a comprehensive and aligned approach to long-range planning. The superintendent and his team are laying a strong foundation this year and am eager to see how these plans translate into improved student outcomes and operational effectiveness in the years ahead.

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.

Rating

7 responses



School Committee Member	Rating for Goal 4
Jaime Dell'Ovo	Met Expectations
Maureen Chickering	Met Expectations
Cathleen Carmignani	Significant Progress
Nicole Enberg	Significant Progress
Caitlynn Pancyzk	Met Expectations
Jeanne Costello	Significant Progress
Kelly Szela	Significant Progress

Optional Input - Goal #4

4 responses

Nicole Enberg Feedback:

Definite improvement overall compared to last year at this time.

Cathleen Carmignani Feedback:

Superintendent Lamarche has made meaningful strides in promoting a collaborative and inclusive professional culture through distributed leadership, transparent communication, and strong labor partnerships. His work to elevate teacher leaders, strengthen the role of department heads and curriculum facilitators, and implement a consistent walkthrough tool reflects a districtwide commitment to instructional coherence and shared ownership. The tone and process of labor negotiations, as well as the partnership with town leadership on civic infrastructure, further reinforce a culture rooted in mutual respect and problem-solving.

While the internal culture among staff has grown stronger under his leadership, it may be helpful moving forward to also consider how families are experiencing leadership at the building level. A more intentional effort to gather parent perspectives on school leadership and their students' direction could add another valuable layer to the district's efforts to build trust and transparency. Leadership is felt not just inside schools, but in homes and communities—and understanding that perception can help strengthen the connection between district priorities and family experience.

Overall, the culture being cultivated across Dudley-Charlton reflects shared leadership, steady communication, and a student-centered mission. This foundation positions the district well for continued progress.

Kelly Szela Feedback:

In order to be more effective and meet my expectations I would like to see the superintendent visit all of our schools more regularly. Focusing on ways to ensure accountability and creativity from the top down is extremely important and will benefit our entire district and community.

Jeanne Costello Feedback:

The superintendent has made progress in fostering a collaborative and inclusive professional culture across the district. His efforts to create leadership opportunities for administrators, teachers, and support staff have helped encourage shared responsibility and open communication, which supports the district's educational mission.

The introduction of a new administrative walkthrough tool, developed with input from national expert Eric Sheninger, has provided consistent feedback aligned with district instructional goals. This tool supports instructional improvement through shared expectations and data-informed decisions.

The district also revised the Curriculum Facilitator role at the elementary level, ensuring the position aligns with current instructional priorities. The stipend increase for these roles, negotiated with the DCTA, reflects recognition of their expanded responsibilities.

At the secondary level, the district's work with department heads to enhance instructional leadership has also been effective, strengthening alignment across subjects.

In addition, the superintendent's role in negotiating a successor contract with the DCTA and his collaboration in employee health insurance planning through the Massachusetts Strategic Health Group (MSHG) demonstrates a focus on shared decision-making that supports staff needs.

Lastly, the collaboration with the Town of Charlton on the fire substation project highlights a productive partnership that benefits both the district and the town.

Moving forward, I look forward to seeing continued development of leadership opportunities and feedback mechanisms that ensure ongoing collaboration and improvement in the district.

PERFORMANCE STANDARDS

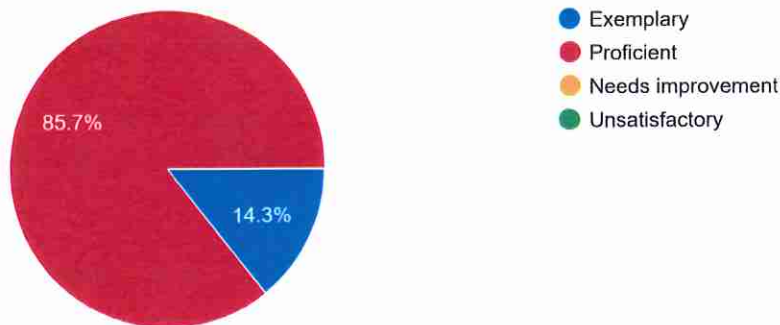
STANDARD I: Instructional Leadership

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

Rating

7 responses



School Committee Member	Rating for Standard I
Jaime Dell'Ovo	Proficient
Maureen Chickering	Exemplary
Cathleen Carmignani	Proficient
Nicole Enberg	Proficient
Caitlynn Pancyzk	Proficient
Jeanne Costello	Proficient
Kelly Szela	Proficient

School Committee input Standard I - Optional

3 responses

Catheen Carmignani Feedback:

This year marked the beginning of a more coordinated and strategic approach to instructional leadership across the district. The development of a multi-year curriculum review plan—aligned with School Committee Policy IGA—is a significant step forward and reflects an effort to bring greater coherence to what has historically been a fragmented approach. The restoration of the Assistant Superintendent position has helped provide needed instructional oversight and capacity.

While this planning work is commendable, much of the instructional improvement remains in the foundational stage. Consistent expectations for curriculum implementation, grading practices, and instructional rigor across schools are still evolving. The district has started laying the groundwork for MTSS, and initial PD efforts are promising, but the structure is not yet fully established or implemented across all buildings.

The superintendent's role in prioritizing this work and aligning leadership around it is appreciated, but instructional systems will require continued support, monitoring, and accountability to ensure they take hold and translate into improved learning outcomes for all students.

Caitlynn P Feedback:

Our district has made great strides under the leadership of Mr Lamarche. I know there continues to be a direct focus on ensuring there is parity between the two towns. I am hopeful we will continue to work on this goal as it is important within a regional district.

Kelly Szela Feedback:

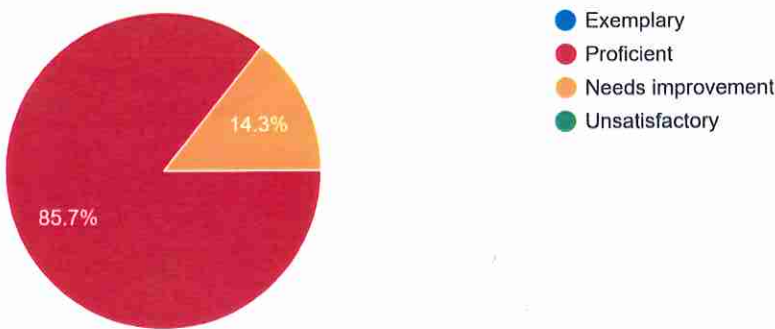
I feel leadership efforts have increased and will continue to improve if present and approachable in our schools and community but there is always room for improvement in this area.

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

Rating
7 responses



School Committee Member	Rating for Standard II
Jaime Dell’Ovo	Proficient
Maureen Chickering	Proficient
Cathleen Carmignani	Proficient
Nicole Enberg	Proficient
Caitlynn Pancyzk	Proficient
Jeanne Costello	Proficient
Kelly Szela	Needs improvement

School Committee input Standard II - Optional

2 responses

Cathleen Carmignani Feedback:

The superintendent made meaningful strides this year in strengthening district-level planning and systems alignment. The completion of multi-year Capital and Technology Plans—alongside the HQIM Curriculum Review Plan—demonstrates a more integrated approach to long-range planning. These documents provide needed structure to operational decisions that have often been reactive in the past.

Staffing adjustments and leadership development efforts have improved alignment between instructional goals and operational needs, and there is clear attention to legal, contractual, and ethical responsibilities. The budget process has become more transparent and better connected to instructional priorities, with strong communication to the School Committee and stakeholders.

That said, this remains an area of ongoing work. Implementation of district plans, follow-through on resource allocation, and consistent building-level execution of systems are next steps. As plans begin to take root, continued monitoring and responsiveness will be essential to ensure their intended impact is realized.

Kelly Szela Feedback:

Some issues emerged this year that will continue to need to be monitored, addressed and improved upon.

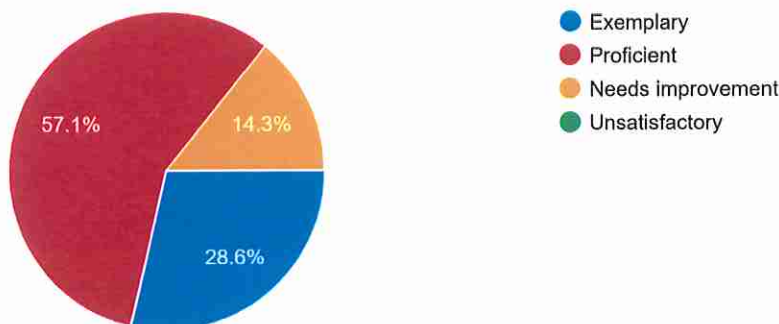
Standard III: Family and Community Engagement

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

Rating

7 responses



School Committee Member	Rating for Standard III
Jaime Dell'Ovo	Needs improvement
Maureen Chickering	Exemplary
Cathleen Carmignani	Proficient
Nicole Enberg	Proficient
Caitlynn Pancyzk	Exemplary
Jeanne Costello	Proficient
Kelly Szela	Proficient

School Committee input Standard III - Optional

4 responses

Jaime D Feedback:

This is an area that could use some help. Possibly better visibility at student events? You are accessible, but engaging with families beyond a multipage plan might be necessary.

Cathleen Carmignani Feedback:

Superintendent Lamarche has made efforts this year to increase transparency and provide timely information to families and community stakeholders. His communication with the School Committee and town officials has been clear, consistent, and grounded in the district's emerging strategic plans. These steps represent a positive shift in building trust and alignment across broader community partnerships.

However, much of the district's current family engagement still reflects a largely one-way model of communication—focused on informing rather than inviting meaningful dialogue or collaboration. There is limited evidence of systematic efforts to gather, respond to, and incorporate family feedback into school or district-level decisions. This limits the district's ability to fully understand how families experience leadership, instruction, and support systems.

Moving forward, more intentional two-way engagement—especially with families who have historically been underrepresented in decision-making—will be essential. Deepening these relationships will help align district goals with family expectations and ensure that all students are being supported in a way that reflects their diverse needs and home experiences.

Caitlynn P Feedback:

Mr Lamarche spends a significant amount of time communicating with all stakeholders throughout the school year.

Kelly Szela Feedback:

I would like to see more communication and engagement with families and community especially since we will be moving forward with district plans and need to earn public trust and support to implement and reach our goals.

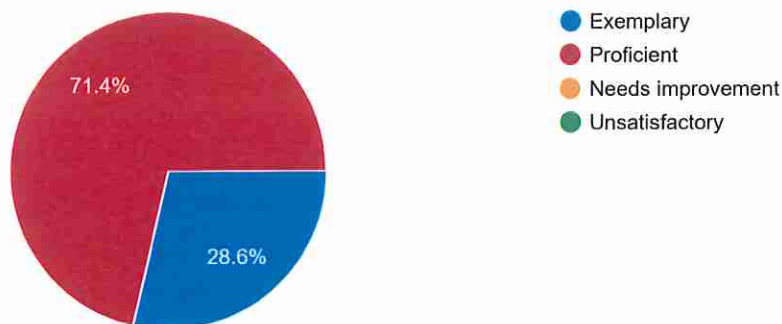
Standard IV: Professional Culture

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

Rating

7 responses



School Committee Member	Rating for Standard IV
Jaime Dell'Ovo	Proficient
Maureen Chickering	Exemplary
Cathleen Carmignani	Proficient
Nicole Enberg	Proficient
Caitlynn Pancyzk	Exemplary
Jeanne Costello	Proficient
Kelly Szela	Proficient

School Committee input Standard IV - Optional

3 responses

Cathleen Carmignani Feedback:

Superintendent Lamarche has made notable progress in cultivating a stronger professional culture, particularly through his commitment to rebuilding and supporting the district's administrative team. His leadership has fostered more coherence, trust, and shared purpose among principals and central office leaders, laying a solid foundation for future growth. The collaborative tone in districtwide meetings and labor relations further reflects his thoughtful and steady approach.

In addition, the quality and coherence of professional development for staff have significantly improved this year. With support from national consultants and an emphasis on district-aligned priorities, the PD offered to staff feels more relevant, connected, and thoughtfully designed than in past years. This is a major step forward and reflects meaningful investment in adult learning.

As the district continues to grow, a natural next step is to deepen leadership development beyond the administrative team by intentionally building the capacity of department heads and curriculum leaders. These roles are critical to instructional consistency and sustainability, and strengthening them will further enhance the culture of shared leadership and professional excellence across all schools.

Caitlynn P Feedback:

Investing time into our professionals and staff throughout the school year has been a priority for our administration. From professional development days to evaluations, there is a clear focus on empowering our teachers and staff to be the best versions for our students. All students benefit from this time and investment.

Kelly Szela Feedback:

Practice empathy and aim to continue to build relationships and promote a positive environment for staff and students by being visible and approachable. Communication is good but actions speak louder than words.

