DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee
Wednesday, September 10, 2025 at 6:30 PM
Charlton Middle School
2 Oxford Rd
Charlton, MA 01507

Agenda

I. Call Meeting to Order
II. Pledge of Allegiance
III. Moment of Silence
IV. Consent Agenda Items
A. Approval of the Warrant
B. Approval of Minutes Regular Meeting – August 20th , 2025
V. Communications
VI. Superintendent's Report
VII. Public Comment
VIII. New Business
A. Director of Finance and Operations – Director DeSantis
1. Acceptance of a Donation – SHRHS Athletics
B. Discussion of the Superintendent's 2025-2026 Goals – Steven Lamarche
C. Discussion of the School Committee's 2025-2026 Goals
D. School Committee Policy JRA-R (update) - Steven Lamarche
IX. Old Business
A. MASC Conference and Delegate
B. School Committee 2025-2026 Calendar
X. **Executive Session: To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining [DCPA/MNA, Superintendent and Director of FInace and Operations] or litigating position of the public body and the chair so declares, only to reconvene into regular session, to take votes if necessary, and adjourn.**

XI. Adjourn

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

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, September 24, 2025 – SHRHS
Budget and Finance Subcommittee: Friday, September 26, 2025 9:00 AM - Video Conference
Policy Review Subcommittee: TBD – District Office
Capital Outlay/Safety Subcommittee: TBD- Video Conference
Curriculum for Teaching and Learning: TBD- Video Conference
School Calendar Review: TBD
Executive Sessions Minutes Review:TBD

Future Agenda Items: Professional Development Update, Least Restrictive Environment Update, School Committee Budget Priorities, FY24 Audit

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee
09.10.2025

I have a number of items to share……

We had an excellent start to the 2025-2026 school year. As shared in an email to all staff and families, the opening of a new school year was a collective effort, and I extend my sincere appreciation to our families, educators, and staff for their support, patience, and commitment ensure that our students are welcomed each day with care and enthusiasm.

As we celebrate our start, we know that questions will come up. In accordance with School Committee policy *KE – General Complaints [concerns/questions] from the Community* and if you have questions or need support for your child, please reach out directly to their school. For your convenience, contacts are listed below.

Transportation
Ms. Cheryl Kozub – 508.943.6888 x146
Director Joseph DeSantis – 508.943.6888 x143

School Contacts

- **Shepherd Hill RHS (Grades 9 through 12 plus)** | 508.943.6700
  Principal: Darren Elwell | Administrative Assistant: Lisa Pytko
- **Charlton Middle School (Grades 5 through 8)** | 508.248.1423
  Principal: Kristina Bogosh | Administrative Assistant: Patricia Kasierski
- **Dudley Middle School (Grades 5 through 8)** | 508.943.2222
  Principal: Gregg Desto | Administrative Assistant: Debra Zieminski
- **Dudley Elementary School (Grades 2 through 4)** | 508.943.3351
  Principal: Christopher Audette | Administrative Assistant: Cynthia Grzyb
- **Heritage Elementary School (Grades 2 through 4)** | 508.248.4884
  Principal: Peter Olson | Administrative Assistant: Brooke Lapierre
- **Charlton Elementary School (PreK through Grade 1)** | 508.248.7774
  Principal: Laura Ramos | Administrative Assistant: Analis Durant
- **Mason Road Elementary School (PreK through Grade 1)** | 508.943.4312
  Principal: Jen Desto | Administrative Assistant: Crissy Harris

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It is always important to keep the School Committee updated on our continuous and thoughtful efforts to maintain safe and secure learning environments for all students and staff. The safety of our community is, and always will be, a top priority. While we recognize that no school district is immune from the challenges and uncertainties of the world around us, we are fortunate to have strong partnerships with our local first responders. These relationships, built on trust and open lines of communication, allow us to collaborate closely and prepare together to ensure the highest levels of safety.

This year, we will continue to strengthen our ALICE preparedness, Alert, Lockdown, Inform, Communicate, and Evacuate, through both training and practice. Our secondary students will experience a higher level of engagement in all aspects of these safety protocols. In partnership with local first responders and our transportation provider, we will conduct a relocation drill at one of our secondary schools, an important step in making sure we are ready for a variety of real-world scenarios.

In addition to our annual fire drills, families can expect that we will conduct three ALICE preparedness drills this school year. These drills are designed not to cause fear but to empower students and staff with the confidence and knowledge of how to respond in an emergency situation. We take great care in ensuring that these practices are developmentally appropriate, respectful of students' well-being, and aligned with best practices in school safety.

As always, we encourage parents and guardians to reach out if they have questions or concerns. Your child's principal is available to provide more information about upcoming drills and how we work to support students before, during, and after these exercises. Together, as educators, families, first responders, and community partners, we share the responsibility of keeping our schools safe, and we deeply value the trust you place in us.

Attached to this report you will find a Massachusetts State 911 Department flyer sharing information regarding the state's ***Text-to-911***.

With great pride and importance, this Sunday Dudley-Charlton RSD will hold the first SHRHS student-led "Tackle the Stigma" 5K Walk/Run! We currently have 140 registered participants and check-in begins at 8:00 AM at SHRHS on the football field.

This isn't just another 5K, it is a powerful movement led by the Shepherd Hill Regional High School cheerleaders and student leaders to shine a light on loss, mental health and suicide prevention. Together with local partners Brake the Silence and the JAK-L Foundation, our students are taking action to spark conversations, raise awareness, and stand beside those who may be struggling.

Lace up your sneakers or walking shoes and join your community for a morning of hope, support, and solidarity. Every step we take together helps to break down stigma and build a culture of care.

Registration is still open so register today and be part of this inspiring event!

See the attached flyer for full details and registration info.

Attached you will find the slide deck from our opening convocation with all Dudley Charlton staff. This year we made a change to the format by flipping the day so that we could share lunch together as one community, followed by opening remarks and information for the 2025 2026 school year in the afternoon. We received an overwhelming response from staff that this new approach was memorable, energizing, and helped set exactly the right tone to begin the year.

As part of that opening, we also returned to our work with The Energy Bus, a theme that has grounded us in positivity, purpose, and collective drive over the past several years. Returning to the Energy Bus is more than a slogan, it is a reminder that every member of our school community has a role in steering us toward success. Through teamwork, optimism, and resilience, we continue to move forward together, focused on the shared destination of student growth and well-being. Staff expressed that this emphasis on energy, balance, and connection resonated strongly and provided a meaningful lens through which to approach the challenges and opportunities of the year ahead.

Equally important to our convocation was the celebration of our students. I want to extend sincere appreciation and recognition to student producer Tommy Dolan, whose leadership and vision brought the performance element to life. Our heartfelt applause goes to the student performers Casey Caouette, Lilly Hollis, Alex MacDonald, and Colden Blackwell, who gave of their time and talent to inspire their educators. Their courage and creativity set the stage for a day filled with energy, reflection, and renewed commitment to our mission.

Together, the combination of our Energy Bus journey, the new convocation format, and the outstanding contributions of our students have provided us with a powerful and uplifting launch into the 2025 2026 school year.

Respectfully Submitted:

Steven M. Lamarche
Superintendent

Here a few important dates in 2025/26

September
Friday, September 26, 2025 – Early Release Day for all students – Educator PD

October
Friday, October 10, 2025 – No school all students – Educator In-Service/PD
Monday, October 13, 2025 – Columbus Day – No School

November
Thursday, November 6, 2025 – Early Release Day for all students – Parent Conferences
Tuesday, November 11, 2025 – Veterans' Day – No School
Wednesday, November 26, 2025 - Early Release Day for All – Thanksgiving Break
Thursday, November 27, 2025 – Thanksgiving - No School
Friday, November 28, 2025 – Thanksgiving Break – No School

December
Friday, December 12, 2025 – Early Release Day for all students – Educator PD
Tuesday, December 23, 2025 - Early Release Day for All – Winter Holiday Break
Wednesday, December 24, 2025 – Friday, January 2, 2026 – Winter Holiday Break

Text-to-911 Is Available in Massachusetts

On December 14, 2018, Text-to-911 was deployed across Massachusetts. This is one of the most exciting changes for accessibility to emergency services in more than 20 years. When a citizen sends a text message to 911, it will be routed to an emergency call center based on the location information provided by the carrier. For this reason, when a citizen sends a Text-to-911, they should make every effort to text the town name, address or location that they are locatedin.

What is Text-to-911?

Text-to-911 is the ability to send a text message to reach 9-1-1 emergency call takers from your mobile device.

How Do I Reach Text-to-911?

When using a texting app on a device, type the numbers "911" into the "To" or "Recipient" field.

What Information Should I Give Text-to-911?

You should make every effort to text the following:

- **location including the address/location and town name;**
- **what is happening (nature of the incident);**
- **any additional details about the location you can provide** such as landmarks, cross streets, nearby business names, apartment number, floor, room or suite numbers, or any details that may be helpful in locatingyou.



When Should I Use Text-to-911?

Texting should only be used during an emergency when you are unable to make a voice call to 911. **Making a voice call is the most efficient way to get access to emergency services.**

Text-to-911 will be useful for citizens who are deaf, hard of hearing, or speech impaired. Text-to-911 eliminates the need to use ancillary Teletypewriter (TTY) equipment, or third party services to access 911.

What Happens Next?

The 911 professional in the emergency call center will ask you many questions, will assist in sending first responders to the location you identify, and may provide instructions on things for you to do.

Why Didn't My Text Go Through?

Messages sent to Text-to-911 may not be received. If you attempt to send a Text-to-911 where the service is not available, wireless carriers provide an automatic "bounce-back" message. Bounce-back messages are intended to minimize the risk that you mistakenly believe that your text was sent and received by an emergency call center. As part of the bounce-back message, you will be advised to contact emergency services by another means.

Text-to-911 is currently available throughout Massachusetts. However, across the country, Text-to-911 may only be in certain locations. **Whenever possible, you should always make a voice call to 911 during an emergency.**

Are There Any Text-to-911 Limitations I Should Know About?

Text-to-911 uses native texting technology called Short Message Service (SMS). Therefore, you must have a text or data plan on your mobile device to Text-to-911 and you should avoid sending:

- **multi-media such as pictures, videos and emoticons;**
- **a message to more than one person as a recipient;**
- **messages exceeding the 160 character limit, as the messages will be broken and may be delivered out of order.**

Text-to-911 rules do not apply to the following: third party texting applications (apps) on mobile devices that do not support texting to and from U.S. phone numbers, apps that only support texting with other app users, or textingthrough social media. This can include message services over WiFi networks, where a text or data plan is notrequired.

Massachusetts State 911 Department 151 Campanelli Drive Suite A, Middleborough, MA 02346 Phone: 508-828-2911 * Fax: 508-828-2585 * Website: www.mass.gov/e911
Version 1.1

SHEPHERD HILL CHEERLEADERS & THE DCRSD COMMUNITY PRESENTS

TACKLE THE STIGMA

RUNNING TOWARD AWARENESS. STANDING UP FOR SUPPORT. TACKLING THE STIGMA, ONE MILE AT A TIME.

5K WALK/RUN

14 SEPTEMBER 2025

FOOTBALL FIELD AT SHEPHERD HILL

10:00 A.M. START TIME

WITH SUPPORT FROM BRAKE THE SILENCE AND JAK-L

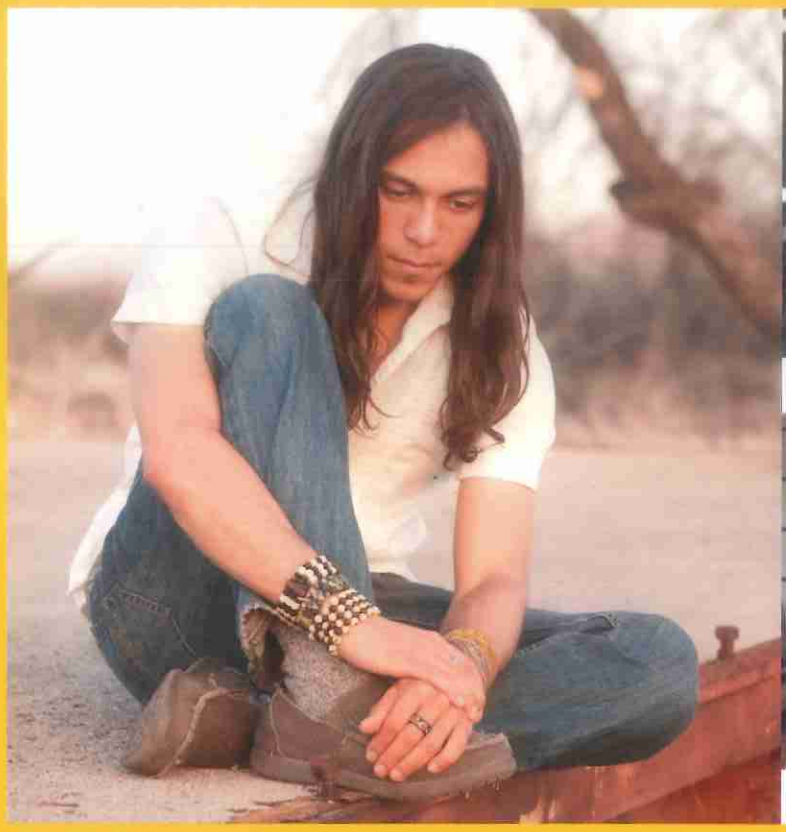
REGISTER YOURSELF NOW

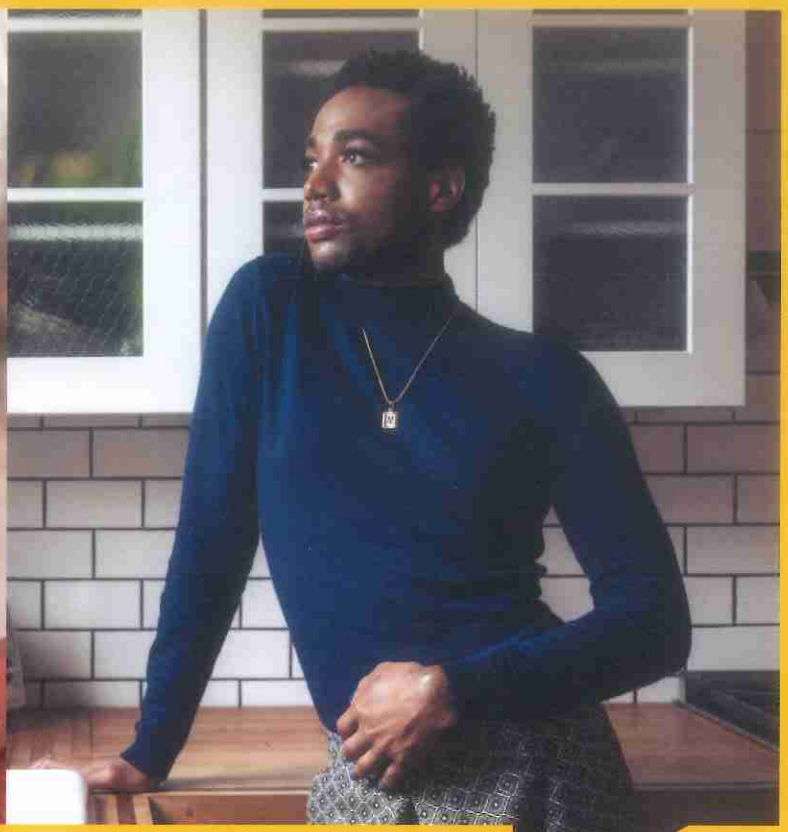
$35

With support from Brake the Silence and JAK-1 Foundation

REGISTER ON RACEWIRE

Click here





When you're not alright, get care that's right for you.

Need mental health help?

Call, text, or chat the Behavioral Health Help Line to connect to care today.

833-773-2445

MassHelpLine.com

Introducing *URGENT CARE* for mental health and substance use.



NEW!

Mental Health & Substance Use Behavioral Health Urgent Care

These outpatient clinics offer expert help for mental health and substance use when it's *not* an emergency, but you can't wait for help.

Features:

- ✓ Open longer hours
- ✓ Same or next day appointments
- ✓ Psychiatric medication consults
- ✓ Medication services
- ✓ Expert care when and where you need it

I'M REALLY STRUGGLING– **I don't think it can wait.**

My medication's about to run out and I *NEED A REFILL TODAY.*

I'M NOT SURE WHERE ELSE TO TURN **when I'm feeling this way.**

I NEED TO SEE MY PROVIDER, **but they're closed on weekends.**

How can I access these urgent care options for mental health and substance use?

MASSACHUSETTS BEHAVIORAL HEALTH HELP LINE

24/7

365

Call or text

833-773-2445 TTY: 711

MassHelpLine.com/Urgent

Your care is confidential.

BE6988 EN 0525

MASSACHUSETTS BEHAVIORAL HEALTH HELP LINE

Massachusetts Behavioral Health Help Line Frequently Asked Questions

What is the Behavioral Health Help Line?

The Behavioral Health Help Line (BHHL) connects individuals and families to the full range of treatment services for mental health and substance use offered in Massachusetts, including outpatient, urgent, and immediate crisis care. Call for real-time support, initial clinical assessment, and connection to the right evaluation and treatment.

How does it work?

The BHHL is available 24 hours a day, 365 days a year by phone call and text at 833-773-2445 (BHHL), and online chat at masshelpline.com/chat.

When I contact the BHHL, who answers?

The BHHL is staffed by trained clinicians and certified peer specialists to support every caller's needs. Every call, text, or chat conversation includes follow up by trained clinicians; and staff will remain on the line with you until you are connected to the help you need.

Who can use the BHHL?

Everyone! The BHHL is for anyone in Massachusetts, including LGBTQIA+, Black, Indigenous, and People of Color (BIPOC), individuals who are Deaf or hard of hearing, individuals with disabilities, and individuals whose first language is not English.

If I do not speak English, can I call?

The BHHL is available in more than 200 languages.

How much does it cost, and do I need to have health insurance?

The BHHL is free and available to all Massachusetts residents, even if you do not have insurance.

If I'm concerned about my child or friend, can I call to get help for them?

Yes – you can call to get help for yourself or for someone you care about, including children and other family members.

I've tried to get help before, and it didn't work out. How is this different?

A trained, caring staff member will work with you to figure out what treatment may be helpful to you and will help you navigate the process. They will stay on the line with you until you have been connected to the help that best fits your individual needs and will follow up with you afterward to make sure that your needs are being met.

Will I be able to access services or treatment in my own community?

Yes. The BHHL connects people to treatment in their community, including one of the new Community Behavioral Health Centers (CBHCs) across the state. The BHHL uses a comprehensive directory of mental health and substance use treatment providers.

What kinds of mental health or substance use issues can I call about?

The BHHL can help with any mental health or substance use concern. Maybe you're sad or anxious, or worried about drug or alcohol use. Even if you're not quite sure what the problem is or what kind of help you need, the BHHL staff will listen and connect you with care for yourself or a loved one.

For a mental health crisis, should I go to the emergency room or call the BHHL?

The BHHL is available 24/7 for anyone experiencing a mental health crisis and can directly connect you with crisis support in your community. The BHHL connects callers to 911 when needed for immediate safety. You can also visit a Community Behavioral Health Center in your area for crisis intervention.

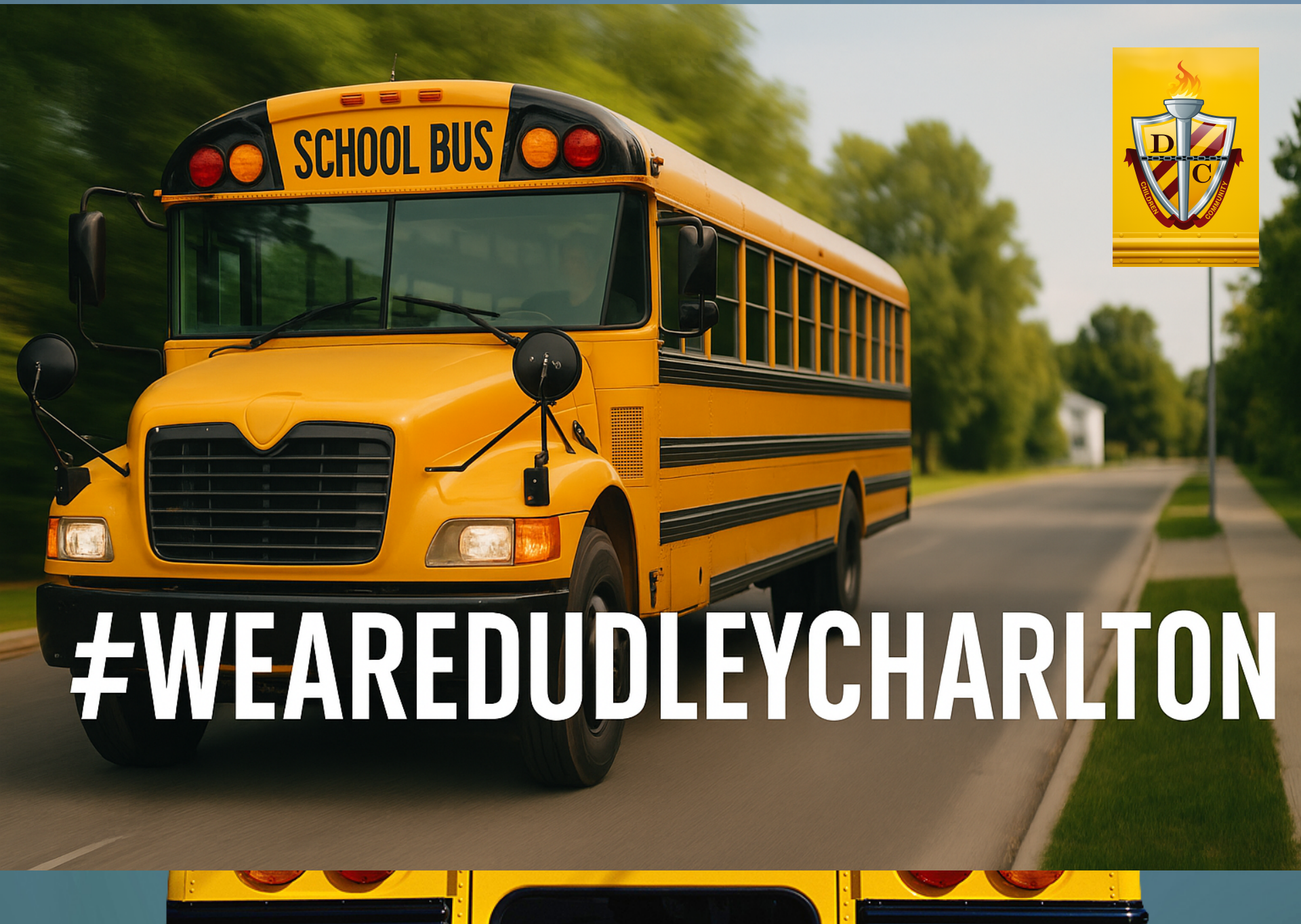
Where can I find more information?

Visit **Masshelpline.com**

To learn more, visit
masshelpline.com

BE6945 - English


WEAREDUDLEYCHARLTON
WELCOME BACK
Driving Forward Together
DCRSD 2025-2026 Opening
August 25, 2025
SCHOOL BUS


SCHOOL BUS
D
C
CHILDREN
COMMUNITY
#WEAREDUDLEYCHARLTON

AGENDA

- WELCOMING REMARKS – CHAIR COSTELLO
- 2025 QUO VADIS RECOGNITION
- INTRO – STUDENT PERFORMANCES – THOMAS DOLAN
- REINTRODUCE RISK-TAKING
- SPECIAL GUEST



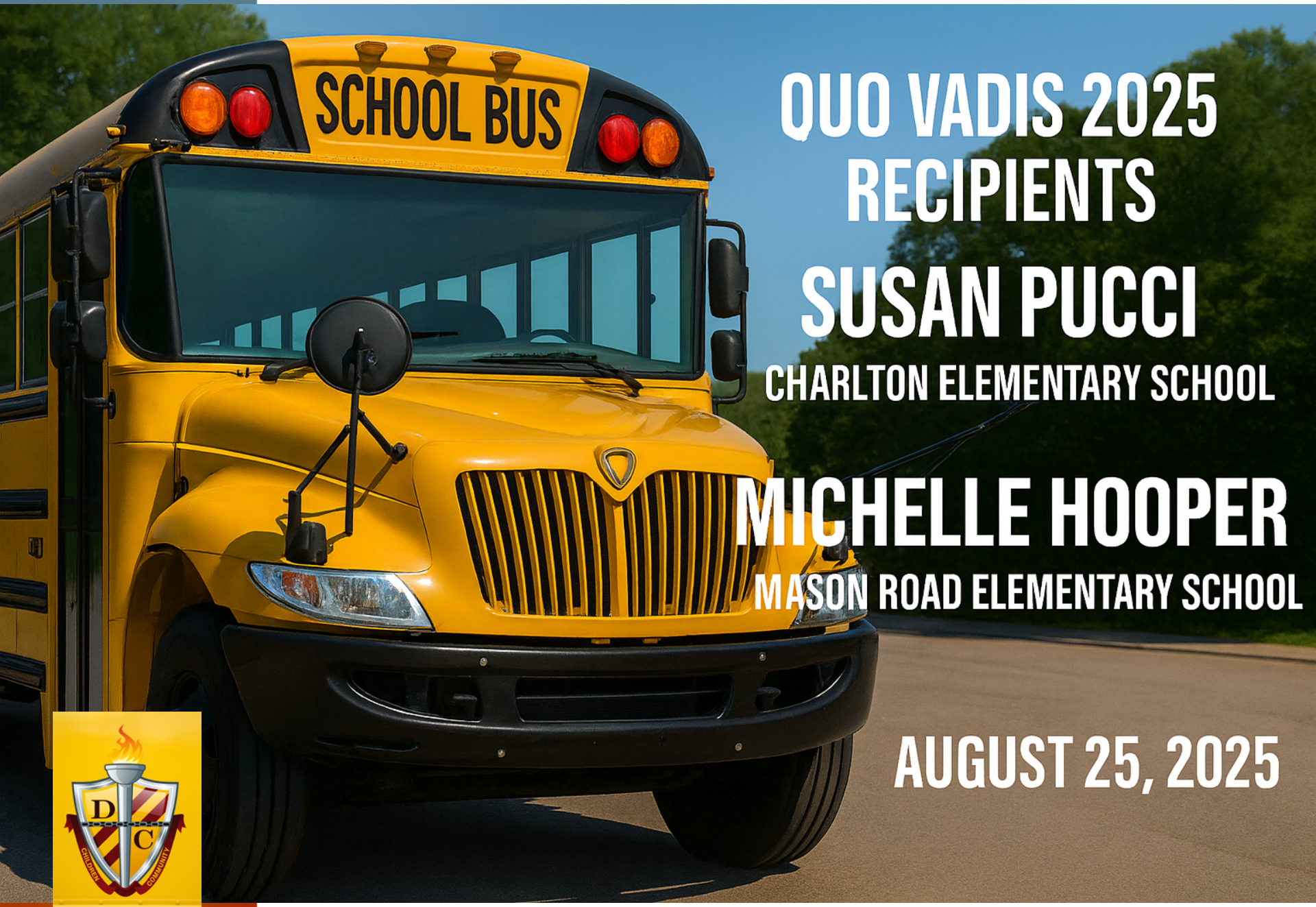
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SCHOOL COMMITTEE

- JEANNE COSTELLO CHAIR
- CATHLEEN CARMIGNANI VICE CHAIR
- KELLY SZELA
- CAITLYN PANCZYK
- JAIME DELL'OVO
- MAUREEN CHICKERING
- ANTHONY AUBE

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QUO VADIS 2025 RECIPIENTS

SUSAN PUCCI

CHARLTON ELEMENTARY SCHOOL

MICHELLE HOOPER

MASON ROAD ELEMENTARY SCHOOL

AUGUST 25, 2025



LILLY HOLLIS "CHASING PAVEMENTS" BY ADELE

WEAREDUDLEYCHARLTON

RISK-TAKING

INTELLECTUAL ENGAGEMENT CHALLENGING COURSEWORK

CREATIVE EXPRESSION PERSONAL GROWTH



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Removing Barriers to Unlock Every Student's Potential

NOTE: In this rubric, **"all students"** represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, multilingual learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.









Why Take Curriculum Risks?

Removing Barriers to Unlock Every Student's Potential

The Status Quo Risk

Not taking risks with curriculum means maintaining systems that exclude students. The greatest risk is leaving barriers intact while students struggle to succeed.

Evidence-Based Innovation

Smart curriculum risks are grounded in research about learning differences, cultural responsiveness, and accessibility principles—not random experimentation.

Why It's Worth It

- **Equity in Action:** Removes systemic barriers that disadvantage certain student groups
- **Universal Benefits:** Inclusive design helps all students, not just those with identified needs
- **Future-Ready Skills:** Flexible approaches prepare students for diverse post-school environments
- **Professional Growth:** Teachers become more skilled at differentiation and responsive instruction
- **Student Agency:** Multiple pathways allow students to demonstrate learning in authentic ways

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"The real risk is not in trying something new—it's in maintaining systems that we know don't work for all students."

— Educational Equity Perspective




SCHOOL BUS


SCHOOL BUS


TEDx



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🌎 Everyone Takes Risks in Life...



💼 **Career Risks:** Changing jobs or surviving a staff meeting that could have been an email

💰 **Financial Risks:** Buying a new house... or buying school supplies with your own money

❤️ **Relationship Risks:** Telling a friend how you truly feel when they ask you for advice...

✈️ **Adventure Risks:** Traveling or trying mystery meat in a ☕

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Classroom Risks are No Different



🌎 Trying new teaching strategies (a.k.a. “Pinterest said this would work...”)

👨🏽 Advocating for student needs (explaining IDEA law at 4:59 PM on a Friday)

🤝🏽 Building positive relationships with families and students (and hoping they don’t find your Facebook page)

💻 Using new tools/tech (and crossing your fingers hoping the Wi-Fi in Dudley-Charlton is working today)

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WHY TAKING RISKS IN SPECIAL EDUCATION IS WORTH IT



🌎 FAIL = First Attempt in Learning

🌱 Growth requires stepping out of your comfort zone… we ask our students to do this every day and we see them grow when they take risks

"We don't make mistakes, just happy little accidents."
– Bob Ross

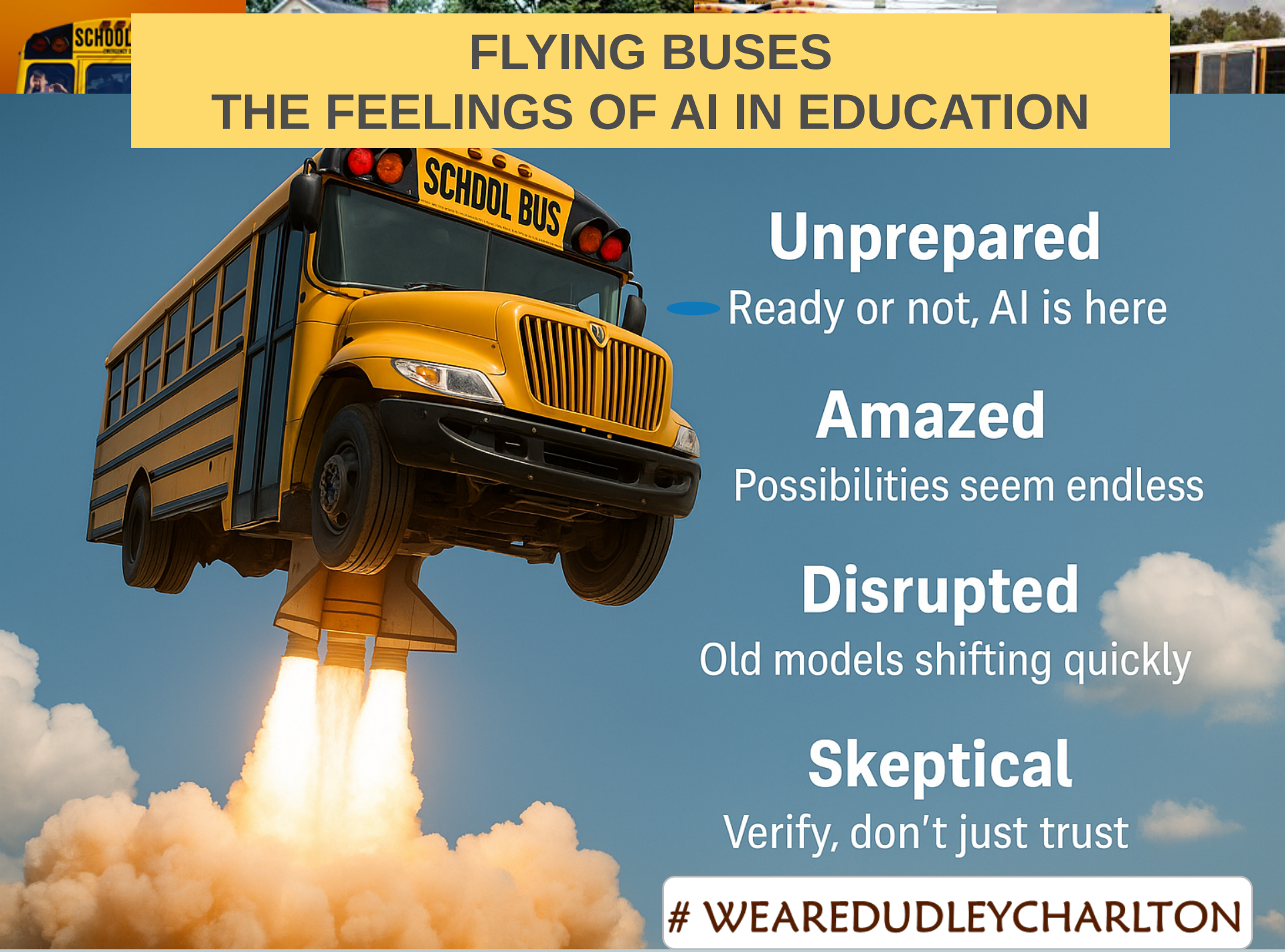
🎯 Student success depends on our willingness to try new ways to meet them where they're at and to make learning meaningful to them

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FLYING BUSES
THE FEELINGS OF AI IN EDUCATION



Unprepared
Ready or not, AI is here

Amazed
Possibilities seem endless

Disrupted
Old models shifting quickly

Skeptical
Verify, don't just trust

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LANDING BUSES
WHAT EDUCATORS MUST DO



1. Don't wait for "what, how, when" – risk doing students a disservice
2. We need risk-takers AND guardrails
3. Good teaching still matters → management, expectations, quallty instruction
4. Be prepared for Al's evolution

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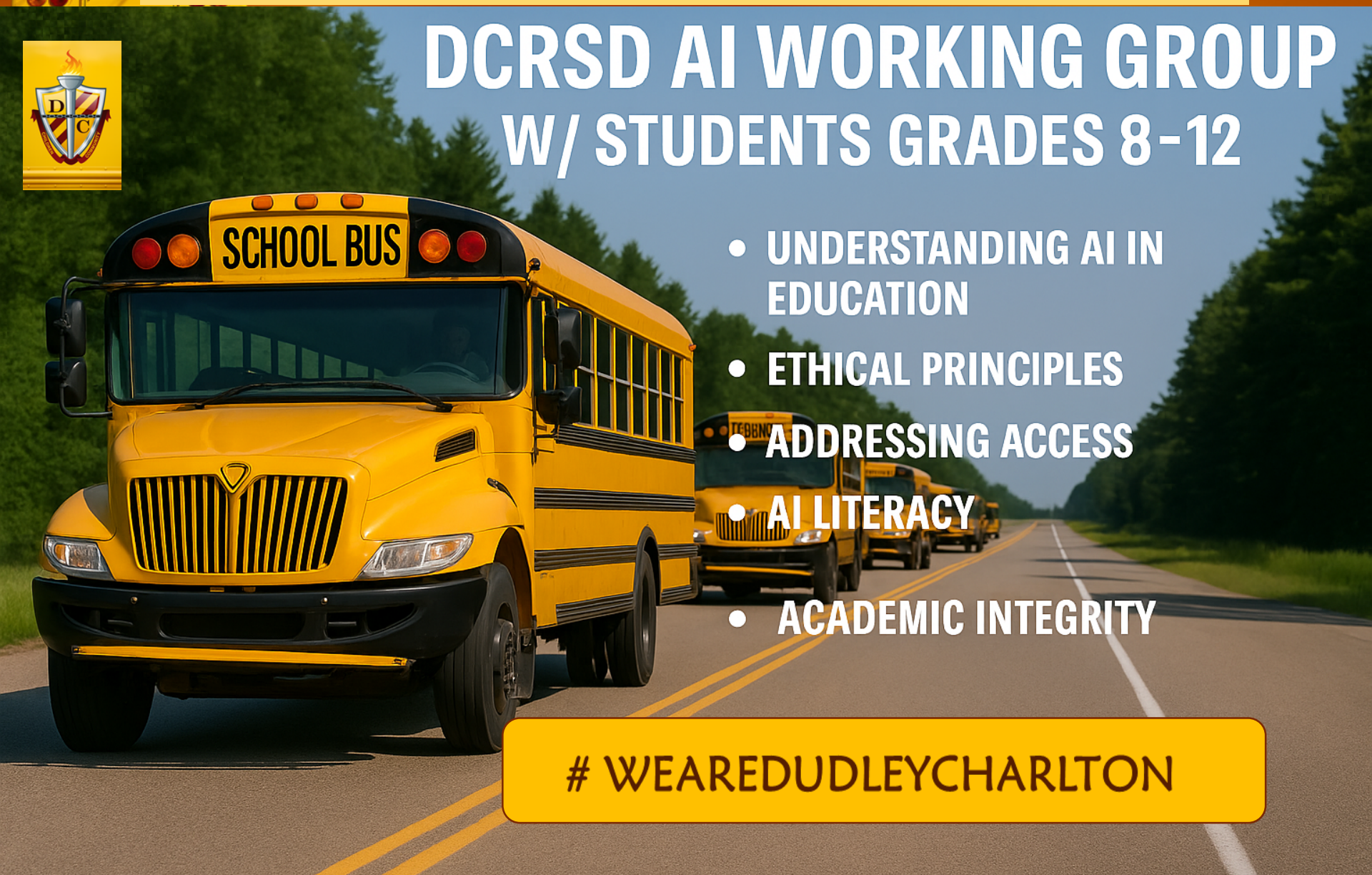
DENTED BUSES
WHY RISK IN AI MATTERS

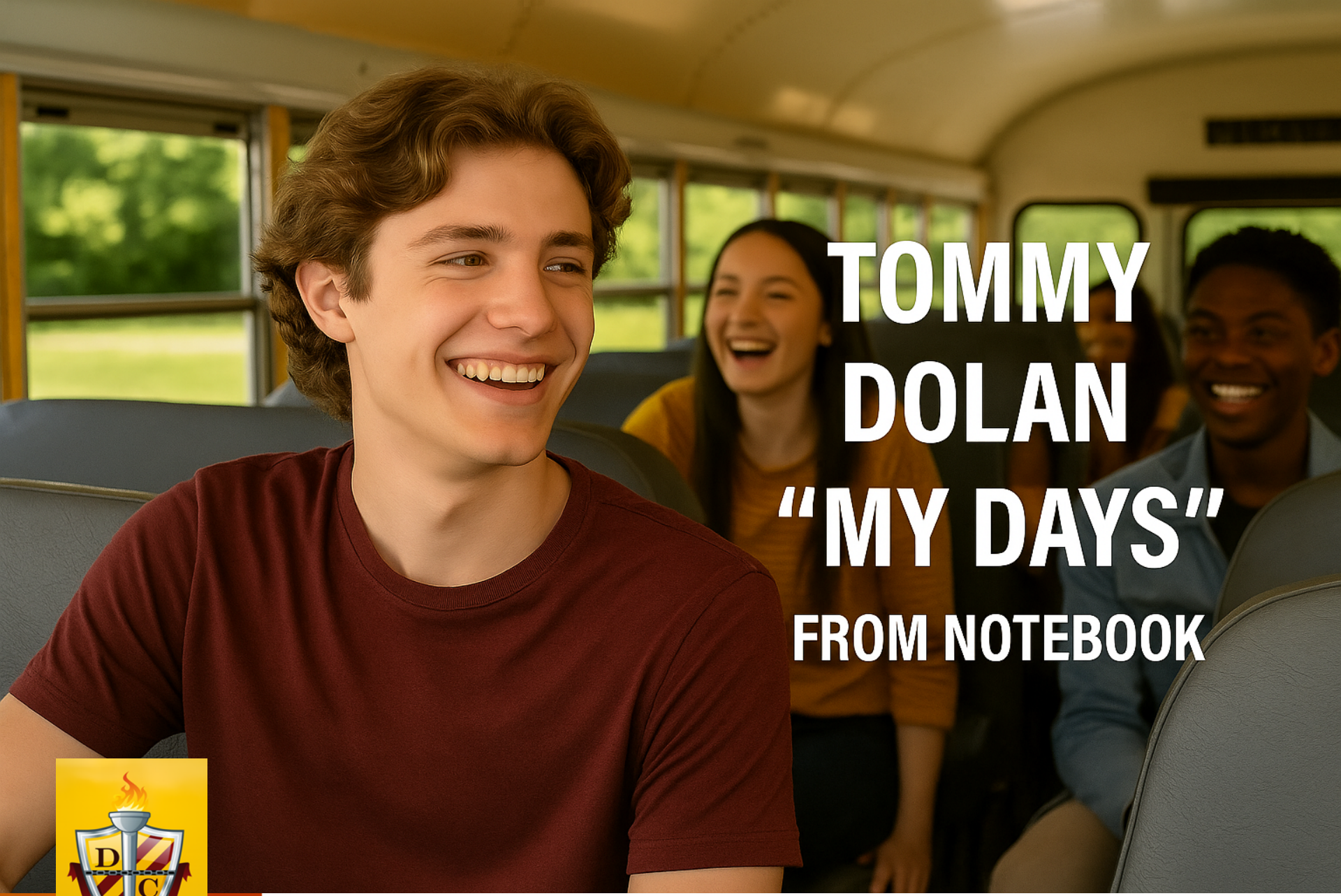
1. The story is not yet written
2. Education missed the chance with social media will we repeat it?
3. AI will not wait for us
4. Professional Balance → be a “no” open to yes, be a “yes” open to no
5. If we don’t experiment → risk deepening “haves vs. have–nots’
6. Bar none – always invest in the human side of AI
7. Students must own their work in an AI era



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SCHOOL BUS CONVOY
WHAT'S NEXT FOR DCRSD

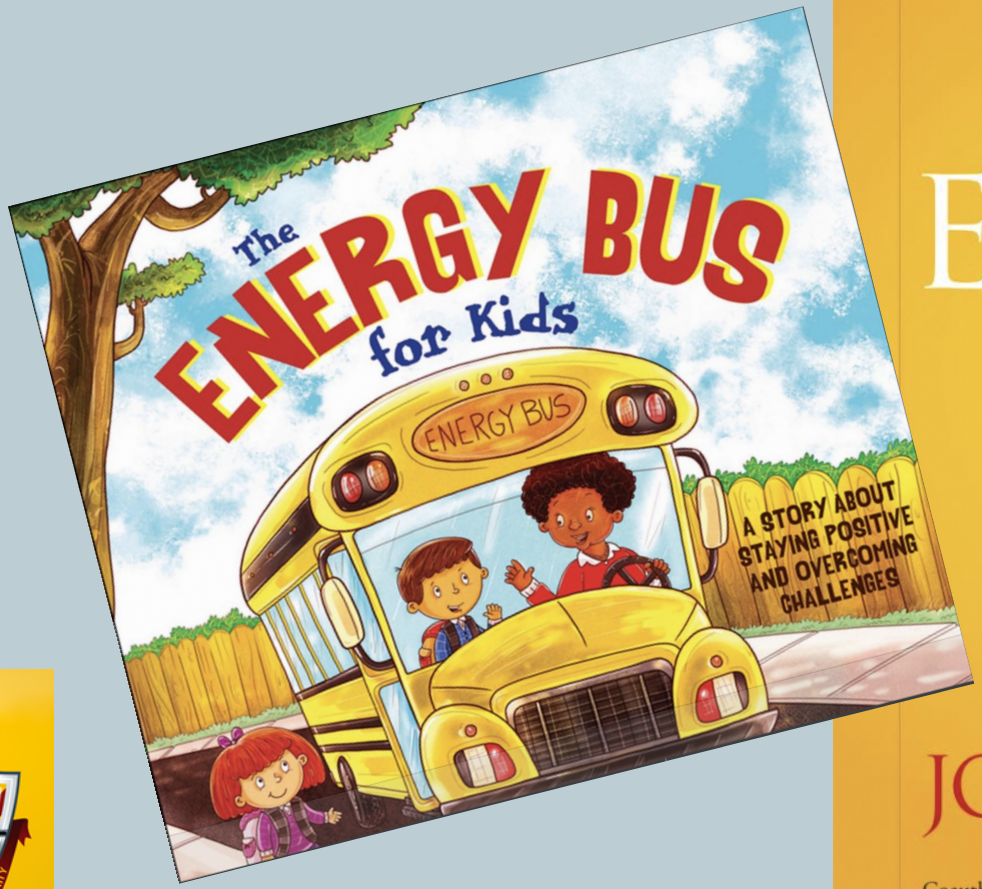


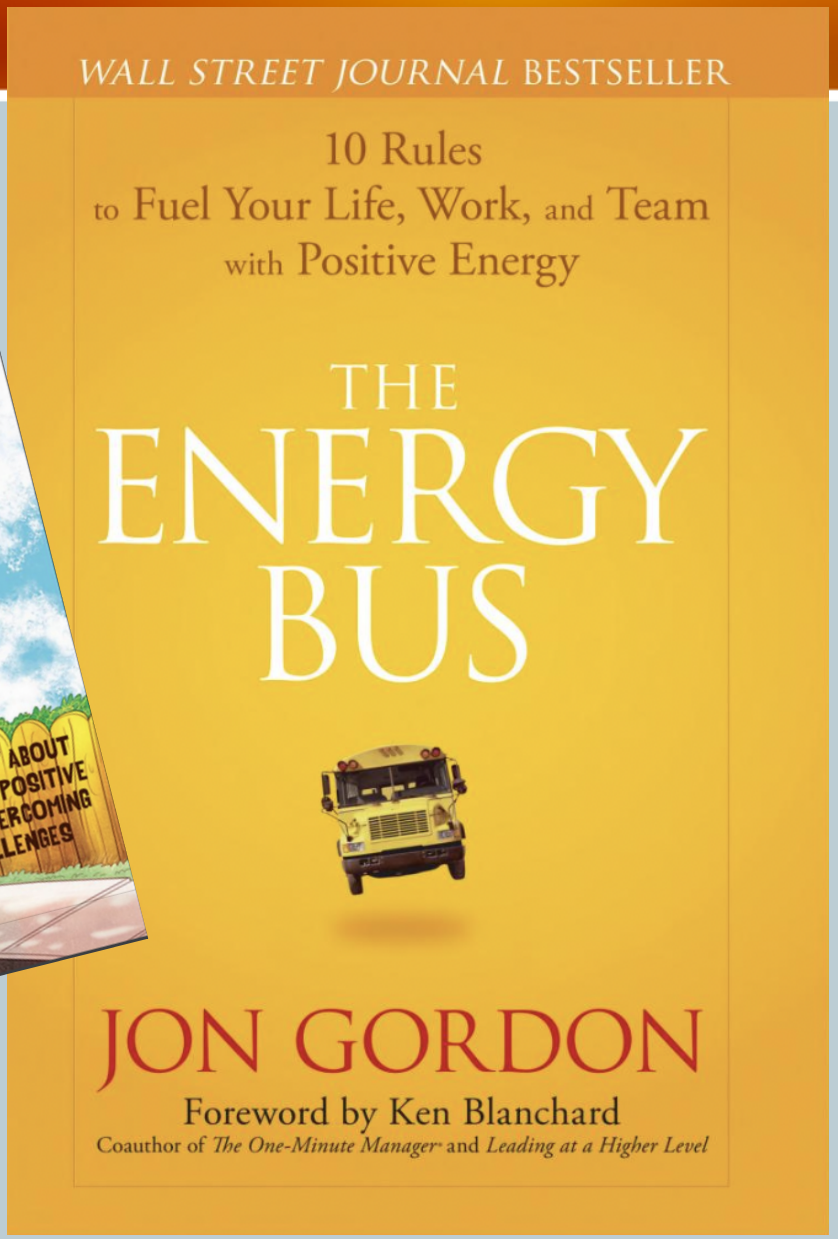


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Jimmy Cash Comedy

https://www.jimmycashcomedy.com/

JIMMY CASH
JANITOR WITH STAMINA

ABOUT JIMMY SCHEDULE SOCIAL MEDIA CONTACT JIMMY



About Jimmy

Jimmy draws from his experience as a father of a teenage daughter, an uncertain amount of stepchildren, sobriety and 18 years as a public school janitor. Cash can be seen performing stand up at night as way to stay grounded. He has worked with some of the biggest acts in comedy and currently opens for comedian Bob Marley.

He is the recent winner of Last Comix Standing 2021, held at Mohegan Sun.

Make sure to follow him on social media.


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WELCOME BACK
Driving Forward Together
DCRSD 2025-2026 Opening
August 25, 2025
SCHOOL BUS
STOP

Superintendent Goals 2025–2026

DRAFT 09.10.2025

Standard I – Curriculum, Planning, and Assessment (District Improvement Plan Goal)

Goal #1 – Academic Excellence and HQIM Implementation
By the end of the 2025–2026 school year, I will work with the Assistant Superintendent and building leaders to advance the District Improvement Plan's focus on Academic Excellence. Specifically, I will:

- Oversee the implementation of the district-wide curriculum adoption plan to ensure alignment with HQIM across all grade levels.
- Monitor the development of a multi-year professional development strategy emphasizing least restrictive practices and personalization.
- Facilitate regular data reviews at the district level to evaluate the impact of curriculum and PD efforts on student achievement.

District Plan Alignment: Academic Excellence, High-Quality Instruction (1A).

Standard IV – Professional Culture (Professional Practice Goal)

Goal #2 – Building Leadership and Professional Capacity
Throughout the 2025–2026 school year, I will strengthen the district's professional culture and leadership capacity by:

- Expanding CLEE Leadership Coaching: Supporting two principals participating in one-on-one leadership coaching with CLEE (Center for Leadership in Education & Equity) to elevate their professional skills and build team capacity. I will monitor progress, gather feedback, and plan for expansion to additional principals in 2026–2027.
- Promoting Shared Leadership: Leveraging CLEE coaching strategies and collaborative tools to foster shared leadership practices, stronger team collaboration, and effective use of data across schools.
- Strengthening Professional Learning: Creating opportunities for teachers, administrators, and support staff to engage in job-embedded professional development, cross-school collaboration, and SEL initiatives (including the launch of the district SEL team).
- Cultivating a Collaborative Culture: Continuing to prioritize open communication and inclusive decision-making to ensure all staff feel valued, supported, and empowered to contribute to district improvement.

District Plan Alignment:

- Wellness and Belonging (2A – Welcoming Learning Environments, SEL practices)
- Academic Excellence (1A – Professional Development and Inclusive Practices)

Standard II – Teaching All Students (Student Learning Goal)

Goal #3 – Modernizing Supports for Teaching and Learning
By June 2026, I will collaborate with the Assistant Superintendent, Director of Pupil Personnel Services, Director of Finance and Operations, Principals, Coordinators, Directors, educators, staff, employee associations, and the School Committee to strengthen teaching and learning by:

- Updating Job Descriptions: Partnering with employee associations and the School Committee Policy Subcommittee, then advancing to the full School Committee, to review and update DCRSD job descriptions. The goal is to ensure they reflect current roles, responsibilities, and professional expectations aligned with student needs and district priorities.
- Establishing an AI Working Group: Convening a representative working group (students, teachers, administrators and School Committee designees) to develop district guidance on the ethical and effective use of artificial intelligence in education.
- Supporting Innovation in Practice: Leveraging the updated job descriptions and AI guidance to reinforce high expectations, provide clarity for staff, and prepare students and educators for success in a rapidly evolving educational landscape.

District Plan Alignment:

- Academic Excellence (High-Quality Instruction & Innovation)
- Operational Effectiveness (Data-Based Decision Making, Modernizing Infrastructure)

Dudley-Charlton Regional School District

Action 03.26.2025

File: JRA-R - STUDENT RECORDS (NEW)

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L. c.71, s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth," and under M.G.L. c.71, s.34F which directs that "the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records and is to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to ensure parent/guardian and students´ rights of confidentiality, inspection, amendment, and destruction of students´ records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student´s parent/guardian.

2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent/guardian, or either one acting alone, shall exercise these rights.

3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent/guardian may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent/guardian, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.7l, s.34E, the parent/guardian of a student may inspect the student record regardless of the student´s age.

4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

3. The evaluation team that evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L. c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student´s father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative, and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person´s employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis

of the student´s name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent/guardian, or authorized school personnel.

Log of Access: A log shall be kept as part of each student´s record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position, and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

a. Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;

b. Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and

c. School nurses who inspect the student health record.

Access of Third Parties. Except for the provisions of 603 CMR 23 .07(4)(a) through 23 .07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent/guardian shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23 .07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

a. A school may release the following directory information: a student´s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23 .07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

a. A non-custodial parent is eligible to obtain access to the student record unless:

1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or

2. The parent has been denied visitation or has been ordered to supervised visitation, or

3. The parent´s access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

b. In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:

1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07(5)(a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and

2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent´s custody.

c. The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23 .07(5)(a).

d. Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English• and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23 .07(5)(a).

e. The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

f. Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. c.71, s.34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

a. The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

b. The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

Destruction of Student Records

(1) The student's transcript shall be maintained by the school department and may only be destroyed 60 years following a student's graduation, transfer, or withdrawal from the school system.

(2) During the time a student is enrolled in a school, the principal or designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and their parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.

(3) The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and their parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34 A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002

603 CMR: Dept. Of Education 23.00 through 23:12

Mass Dept. Of Education publication Student Records: Questions. Answers and Guidelines, Sept. 1995