DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee
Wednesday, October 8, 2025 at 6:30 PM
Charlton Middle School
2 Oxford Rd
Charlton, MA 01507

Minutes

I. Call Meeting to Order

The meeting was called to order at 6:30 pm
In attendance:

Jeanne Costello, Chair	Kelly Szela
Cathleen Carmignani, Vice-Chair	Anthony Aube
Maureen Chickering	Caitlynn Panczyk
Jaime Dell'Ovo	

II. Pledge of Allegiance

III. Moment of Silence

IV. Consent Agenda Items

A. Approval of the Warrant
B. Approval of Minutes Regular Meeting – September 24, 2025

A motion by A. Aube, seconded by K. Szela to approve the warrants and the minutes as written was passed unanimously.

J. Costello - Yes	K. Szela - Yes
C. Carmignani - Yes	A. Aube - Yes
M. Chickering - Yes	C. Panczyk - Yes
J. Dell'Ovo - Yes	

C. Overnight field trip for SHRHS band (Policy IJOA) - November 7/8 2025

A question was asked regarding nurse coverage and the number of chaperones that will be going on this field trip.

Principal Elwell stated there are 20-25 students going on this trip with Mrs. Snow being the primary chaperone and 3 additional adult staff members from the program also going. He was not sure about the nurse component so will check on that.

A motion by C. Carmignani, seconded by J. Dell'Ovo to approve the overnight field trip for SHRHS band was passed unanimously.

J. Costello - Yes
C. Carmignani - Yes
M. Chickering - Yes
J. Dell'Ovo - Yes
K. Szela - Yes
A. Aube - Yes
C. Panczyk - Yes

V. Communications

K. Szela went to the CMS School Council Meeting, topics that were discussed included creating more parent volunteer opportunities, library help and cafeteria help. K. Szela stated CES will be holding a Spooktacular on October 29th and are looking for volunteers.

M. Chickering reminded everyone the next SEPAC meeting will be October 15, 2025 7:00 pm at CMS. The presentation will be Parent's Rights by Heather Harriman.

VI. Superintendent's Report

- The arrest and charges involving one of our teachers is deeply troubling. The safety and well-being of students remain our highest priority. When a personnel matter arises, the district acts swiftly, methodically, and in accordance with both state law and School Committee policy. To our knowledge, based on our direct and ongoing collaboration with law enforcement, there is no indication of any connection between the current, ongoing investigation and our students or staff.

VII. Public Comment

There was no public comment

VIII. New Business

A. Showcase, Heritage Elementary School – Principal Peter Olson
Students from Ms. Duval's 3rd grade class read what they wrote about animal classification.

B. Principal Report, Shepherd Hill Regional High School - Principal Darren Elwell
This has been tabled

C. Director of Finance & Operations – Joseph DeSantis

1. Charlton Fire Substation Update
The Charlton Fire Dept substation construction performed excavation and sewer tie-in work on September 30, 2025 – October 1, 2025. While the sewer work caused traffic delays the morning of September 30, 2025, there were no other issues reported.
2. Charlton Fire Alarm Replacement Update
Preparation for the final fire alarm panel installation at CES has begun. Based on the length of time estimated to complete the installation, the district is aiming to have the installation completed no later than summer break 2026.

3. FY25-FY26 Budget Update
   The majority of school supplies and materials for both instructional and maintenance purposes have been ordered. A detailed update of the Operating Budget will be provided for the end of the 2nd quarter of the year, December 2025.

D. District Professional Development Day Plan - Assistant Superintendent True
   - Our first full Professional Development day is October 10, 2025
   - Our District Vision for Professional Development is: To create a culture of continuous improvement in collective efficacy that empowers educators to employ innovative instructional practices, decreasing barriers to learning in the classroom and increasing student engagement, achievement, and ownership of learning.
   - Our District Goal for Professional Development is: By the end of the 2025-2026 school year, 80% of classrooms visited during walkthroughs will show evidence of scaffolding or providing access to grade level content to reduce the barriers to student learning and engagement.
   - We'll have an elementary math PD through All Learners Network which is making math accessible to all students. This is a program that will be working with us all year during all elementary PD time.
   - Eric Sheninger will be here for 2 comprehensive sessions exploring innovative approaches to building educational environments that truly serve every student's needs and potential.
   - Greg Kuloweics will explore AI applications in education from both teacher and student perspectives.
   - Melissa Davis will speak about managing the multi-faceted role of paraprofessionals.
   - Goal Book Training to enhance IEP management and student goal tracking.
   - Middle School Reading & Title I Support, focused on enhancing reading instruction and intervention strategies for middle school students.
   - NWEA MAP Growth: Making the Most of the Data which is a data-driven instruction & report analysis, focused on maximizing the instructional impact of MAP Growth assessment data.
   - Asynchronous PD Mini-courses through Rocket PD which are flexible, self-paced professional development featuring nationally recognized experts.

E. Discussion/Vote MASC Resolutions 2025
   - A motion by A. Aube, seconded by K. Szela in favor of removing BMI testing from schools as presented in resolution 1, was passed unanimously.

     J. Costello - Yes
     C. Carmignani - Yes
     M. Chickering - Yes
     J. Dell'Ovo - Yes
     K. Szela - Yes
     A. Aube - Yes
     C. Panczyk - Yes

- A motion by C. Carmignani, seconded by A. Aube for the continuance of being in favor of the following resolutions passed unanimously.
  1. Regarding Sanctuary Laws for Transgender Students
  2. To Increase the Maximum Balance Allowed by the Special Education Reserve Fund
  3. Membership of the Board of Elementary and Secondary Education
  4. Preserving Local Governance of Massachusetts Schools
  5. Personal Financial Literacy Education
  6. Establishment of a Regional School Assessment Reserve Fund

  J. Costello - Yes
  C. Carmignani - Yes
  M. Chickering - Yes
  J. Dell'Ovo - Yes
  K. Szela - Yes
  A. Aube - Yes
  C. Panczyk - Yes

- A motion by A. Aube, seconded by K. Szela to accept resolution 7 for fully adjusting chapter 70 aid for inflation as printed passed unanimously.

  J. Costello - Yes
  C. Carmignani - Yes
  M. Chickering - Yes
  J. Dell'Ovo - Yes
  K. Szela - Yes
  A. Aube - Yes
  C. Panczyk - Yes

- A motion by A. Aube, seconded by K. Szela to accept resolution 8 for equitable funding for non-regional school districts with high transportation costs passed unanimously.

  J. Costello - Yes
  C. Carmignani - Yes
  M. Chickering - Yes
  J. Dell'Ovo - Yes
  K. Szela - Yes
  A. Aube - Yes
  C. Panczyk - Yes

- A motion by A. Aube, seconded by K. Szela to accept resolution 9 for MSBA grants evaluation for chapter 74 as printed passed unanimously.

  J. Costello - Yes
  C. Carmignani - Yes
  M. Chickering - Yes
  J. Dell'Ovo - Yes
  K. Szela - Yes
  A. Aube - Yes
  C. Panczyk - Yes

IX. Old Business

A. Discussion/Vote of the Superintendent's 2025-2026 Goals – Superintendent Steven Lamarche

The goals are the same but based on feedback, they are now 2025-2027 goals and separated by year one versus year two goals.

A Aube made a motion, seconded by K. Szela to accept the Superintendent's 2025-2027 goals as printed with the exception of the typo passed unanimously.

J. Costello - Yes	K. Szela - Yes
C. Carmignani - Yes	A. Aube - Yes
M. Chickering - Yes	C. Panczyk - Yes
J. Dell'Ovo - Yes	

B. Discussion/Vote of the School Committee's 2025-2026 Goals

C Carignani made a motion, seconded by A. Aube to accept the 2025-2026 School Committee goals as written and passed unanimously.

J. Costello - Yes	K. Szela - Yes
C. Carmignani - Yes	A. Aube - Yes
M. Chickering - Yes	C. Panczyk - Yes
J. Dell'Ovo - Yes	

C. School Committee Calendar SY2025-2026

School Committee members discussed and made some changes to the 2025-2026 school year calendar.

X. Adjourn

A motion by K. Szela, seconded by M. Chickering to adjourn the meeting at 7:57pm was passed unanimously.

J. Costello - Yes	K. Szela - Yes
C. Carmignani - Yes	A. Aube - Yes
M. Chickering - Yes	C. Panczyk - Yes
J. Dell'Ovo - Yes	

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

2025-2026 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 and to provide 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, October 22, 2025 – SHRHS
Budget and Finance Subcommittee: TBD- Video Conference
Policy Review Subcommittee: Monday, October 20, 2025 8:30 AM – District Office
Capital Outlay/Safety Subcommittee: TBD- Video Conference
Curriculum for Teaching and Learning: Thursday October 16, 2025 9:00 AM - Video Conference
School Calendar Review: TBD
Executive Sessions Minutes Review: TBD

Future Agenda Items: Least Restrictive Environment Update, School Committee Budget Priorities, SEPAC, Student Representative/Student Advisory Council, School Councils,

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B. Approval of Minutes Regular Meeting – September 24, 2025
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V. Communications

VI. Superintendent's Report

VII. Public Comment

VIII. New Business

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B. Principal Report, Shepherd Hill Regional High School - Principal Darren Elwell
C. Director of Finance & Operations – Joseph DeSantis
    1. Charlton Fire Substation Update
    2. Charlton Fire Alarm Replacement Update
    3. FY25-FY26 Budget Update
D. District Professional Development Day Plan - Assistant Superintendent True
E. Discussion/Vote MASC Resolutions 2025

IX. Old Business

A. Discussion/Vote of the Superintendent's 2025-2026 Goals – Superintendent Steven Lamarche
B. Discussion/Vote of the School Committee's 2025-2026 Goals
C. School Committee Calendar SY2025-2026

X. Adjourn

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SHRHS - BAND **School Committee 10.08.2025**

U.S. Bands I A, IV A, V A, & I Open Championships

J. Birney Crum Stadium
2027 Linden St
Allentown, PA 18104

November 8, 2025
9:00 a.m. EST

SHRHS Band Director - Mrs. Cindy Snow

Itinerary
Friday, November 7th - Depart Shepherd Hill at 12:00 p.m.. Stop en route to the hotel for dinner.

Saturday, November 8th - Day at Band Festival (J. Birney Crum Stadium for U.S. Bands Nationals) with possible activity in Allentown PA.

Sunday, November 9th - Depart Allentown for NYC. Possible Broadway show or other NYC activity. Arrive at Shepherd Hill around 10:00 p.m. Sunday night.

The total per student costs will be approximately $700.00.

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee

10.08.2025

Good evening, members of the School Committee, staff, families, and members of the community.

I want to take a moment to directly address the concerns I know are weighing heavily on many minds. The arrest and charges involving one of our teachers this week are deeply troubling. Let me be clear, the safety and well-being of our students remain our highest priority and the guiding principle behind every decision we make.

As a District, we have strong safeguards in place. Every employee undergoes background checks before they are hired, including fingerprinting, CORI (Criminal Offender Record Information) checks, and SORI (Sex Offender Registry Information) checks, in accordance with Massachusetts law. These protocols are not optional, they are required, and they are enforced. In addition, we provide ongoing and annual training, oversight, and monitoring, including mandatory reporter training, Anti-discrimination and Title IX, Bullying Prevention and Intervention, Student Records Protections, McKinney-Vento Homelessness, IDEA (Individuals with Disabilities Education Act) and Section 504, Restraint, Suicide Awareness, Universal Precautions/Bloodborne Pathogens, Food Allergies, Anaphylaxis, Cyber Security, and MA Conflict of Interest for all staff, as well as annual safety drills and regular administrative reviews to help ensure that anyone working in our schools is safe to serve our students.

When a personnel matter arises, particularly one that involves the safety or well-being of students, the District acts swiftly, methodically, and in accordance with both state law and School Committee policy. We immediately collaborate with law enforcement, take steps to remove staff from active duty when appropriate, and implement continuity measures so that student learning is not disrupted. These are not decisions taken lightly, but they are taken firmly and decisively.

I also want to be clear, to our knowledge, based on our direct and ongoing collaboration with law enforcement, there is no indication of any connection between the current, ongoing investigation and our students or staff.

As a parent of teenagers myself, I relate to the fear, the worry, and the questions that moments like this bring. I carry the same profound weight of concern that many of you feel tonight. Please know that I approach these responsibilities not only as a Superintendent, but also as a father who wants every child in this community to be safe, supported, and able to thrive.

I understand the public's concern. I share that concern and I want to reassure you that our protocols are in place, that they worked as designed, and that the District will continue to use every resource available to ensure the safety, security, and well-being of every child in our care.

Thank you for your continued support and trust as we move forward together.

Respectfully Submitted:

Steven M. Lamarche
Superintendent

Here a few important dates in 2025/26

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

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

TO: School Committee

FROM: Joseph DeSantis - Director of Finance & Operations

DATE: October 8, 2025

SUBJECT: Finance Director Update

A. **Charlton Fire Department Substation Update:** The Charlton Fire Dept substation construction performed excavation and sewer tie-in work on September 30, 2025-October 1, 2025. While the sewer work caused traffic delays the morning of September 30, 2025, there were no other issues reported. Charlton PD placed detail officers on the construction site to ensure traffic impact is kept to a minimum. Any further work that will impact traffic and/or school functions will be disseminated as they arise.
B. **Charlton Elementary Fire Panel Replacement Update:** Preparation for the final fire alarm panel installation at CES has begun. The previous vendor, H&S Electric, who was contracted to perform the panel installation work, became unresponsive in April 2025, leading to a search for a new vendor. DCRSD has contracted Gienapp Architects, LLC to assist in the procurement and bidding process. Based on the length of time estimated to complete the installation, the district is aiming to have the installation completed no later than summer break 2026. Further updates will be provided as this timeline develops.
C. **FY2025-FY2026 Budget Update:** The first quarter of the current school year has run smoothly, with the majority of school supplies and materials for both instructional and maintenance purposes already having been ordered. A detailed update of the Operating Budget will be provided for the end of the second quarter of the year, December 2025.

Professional Development Day

October 10, 2025 | 8:00 AM - 3:00 PM

District Vision for Professional Development

To create a culture of continuous improvement and collective efficacy that empowers educators to employ innovative instructional practices, decreasing barriers to learning in the classroom and increasing student engagement, achievement, and ownership of learning.

District Goal for Professional Development

By the end of the 2025-2026 school year, 80% of classrooms visited during walkthroughs will show evidence of scaffolding or providing access to grade level content to reduce the barriers to student learning and engagement.

📋 Session logistics will be sent out before October 10th

⭐ **Sessions marked with a star are MANDATORY for the indicated groups** ⭐

Σ All Learners Network ⭐

Making Math Accessible to All Students

Full-day professional development (8:00 AM - 3:00 PM) focused on making math accessible to all students and how to invite all students into the math conversation. Participants will engage in hands-on activities, collaborative planning, and evidence-based strategies for inclusive mathematics instruction.

📍 Session Locations:

- **Mason Road School:** Kindergarten & Special Education Teachers
- **Dudley Elementary:** Grades 1 & 2 Teachers
- **Heritage School:** Grades 3 & 4 Teachers

🕐 **Full Day Training:** 8:00 AM - 3:00 PM

Elementary Teachers **Special Education Teachers**

Math Interventionists

🏫 Eric Sheninger

Creating Schools That Work for Kids

Two comprehensive sessions exploring innovative approaches to building educational environments that truly serve every student's needs and potential. Learn practical strategies for creating student-centered schools that foster engagement, achievement, and success for all learners.

🕐 **Session Schedule:**

- **Morning Session:** 8:00 AM - 10:45 AM
- **Afternoon Session:** 12:15 PM - 3:00 PM

📍 **Location:** Shepherd Hill Regional High School
📚 **Two Full Sessions Available**

All Staff



Greg Kuloweics

AI Use in Schools

Exploring artificial intelligence applications in education from both teacher and student perspectives, including practical implementation strategies and ethical considerations. Discover how AI can enhance instruction while maintaining focus on meaningful learning experiences.

🕐 **Session Schedule:**

- **Morning Session:** 8:00 AM - 10:45 AM
- **Afternoon Session:** 12:15 PM - 3:00 PM

📍 **Location:** Shepherd Hill Regional High School
🤖 **Two AI Training Sessions Available**

All Staff



Love and Logic Team

Adult Behavior & Student Support Mini-Series

Learn how our behavior as adults influences student behavior and discover strategies to provide structure and support with compassion, empathy, and understanding. This immersive full-day experience will provide comprehensive training in Love and Logic principles and practical classroom applications.

🕐 **Full Day Training:** 8:00 AM - 3:00 PM
📍 **Location:** Dudley Middle School

⚠️ **This track requires a commitment of ALL professional development time this year**

All Staff



Houghton Mifflin ⭐

Curriculum-Specific Training Sessions

Multiple specialized sessions tailored to specific grade levels and subject areas. Each session is designed to provide comprehensive curriculum training with hands-on experience and practical implementation strategies.

📚 **Training Details:**

- **English 3D (ESL Teachers):** Full Day Training | Dudley Middle School
- **Into Math Introduction (Grade 5 Math Teachers):** Full Day Training | Charlton Middle School
- **Classcraft Integration (Grades 6-8 Math):** Half-Day Morning Session | Virtual
- **Accelerated Learning Track (Grade 8 Algebra):** Full Day Training | Shepherd Hill Regional High School

ESL Teachers **Grade 5 Math Teachers**

Grades 6-8 Math Teachers Grade 8 Algebra Teachers

Melissa Davis ⭐



Managing the Multi-Faceted Role of Paraprofessionals

Comprehensive training covering the diverse responsibilities of paraprofessionals including behavior management, effective collaboration with teachers, in-the-moment decision making, and additional essential skills for classroom success. Sessions are tailored to the specific needs of elementary and secondary environments.

🕐 **Session Schedule:**

- **Morning Session (Elementary Paras):** 8:00 AM - 10:45 AM
- **Afternoon Session (Secondary Paras):** 12:15 PM - 3:00 PM

📍 **Location:** Shepherd Hill Regional High School

📚 **Targeted Training for Each Level**

Half-day sessions designed for elementary and secondary paraprofessional needs

Elementary Paraprofessionals Secondary Paraprofessionals



GoalBook Training ⭐

Half-Day Specialized Sessions

Targeted GoalBook platform training designed to enhance IEP management and student goal tracking. Sessions are specifically designed for the unique needs of preschool and secondary special education environments.

🕐 **Session Schedule & Locations:**

- **Morning Session (Preschool Teachers):** 8:00 AM - 11:00 AM | Charlton Elementary School
- **Afternoon Session (Secondary Special Ed Teachers):** 12:00 PM - 3:00 PM | Shepherd Hill Regional High School

📋 **Specialized GoalBook Training**

Two locations, tailored content for each educational level

Preschool Teachers **Secondary Special Ed Teachers**

📚

Language Live! Training ⭐

Middle School Reading & Title I Support

Full-day specialized training focused on enhancing reading instruction and intervention strategies for middle school students, with particular emphasis on supporting Title I populations and improving literacy outcomes.

🕐 **Full Day Training:** 8:00 AM - 3:00 PM

📍 **Location:** Dudley Middle School

Middle School Reading Teachers **Title I Teachers**

🧠

Mass Behavioral Health Resources and Support ⭐

Family Support Services & Referral Process

Half-day morning session providing comprehensive training on leveraging

Mass Behavioral Health services to support students and families. Learn about available resources, understand the referral process, and discover how to effectively connect families with mental health support services. This session will cover:

- Available services and resources for families
- How to make effective referrals and contact procedures
- What to expect during the referral process
- Building partnerships to support student mental health

🕐 **Half-Day Morning Session:** 8:00 AM - 10:45 AM
📍 **Location:** Shepherd Hill Regional High School

School Adjustment Counselors **Guidance Counselors**



NWEA MAP Growth: Making the Most of the Data

Data-Driven Instruction & Report Analysis

Half-day morning session focused on maximizing the instructional impact of MAP Growth assessment data. Learn to effectively read and interpret MAP Growth reports, and discover practical strategies for using this data to inform and enhance your classroom instruction.

- Understanding MAP Growth reports and data visualization
- Translating assessment data into actionable instructional decisions
- Using data to identify student strengths and growth areas
- Strategies for data-driven differentiation

🕐 **Half-Day Morning Session:** 8:00 AM - 11:00 AM
📍 **Location:** Dudley Middle School

Middle School Teachers **High School Teachers**

🏥 Boston Children's Hospital School Nurse Training ⭐

Specialized Medical Care in School Settings

Comprehensive professional development delivered via Zoom by Boston Children's Hospital specialists. Three intensive 2-hour sessions designed specifically for school nurses, covering critical topics for managing student health needs in educational settings.

📋 Session Topics:

- **Seizure Management in School Settings:** Evidence-based protocols and emergency response procedures
- **Communicable Disease Update:** Latest guidelines, prevention strategies, and outbreak management
- **Children with Special Health Care Needs:** Developing, processing, and planning Individual Health Care Plans

💡 **Professional Credits:** Participants will earn 6 PDPs/CEUs
🖥️ **Format:** Virtual via Zoom | Three 2-Hour Sessions

Presented by Boston Children's Hospital Medical Specialists

School Nurses

🏛️ Superintendent Lamarche ⭐

Administrative Procedures & Systems Training

Essential half-day afternoon training for school secretaries covering critical administrative functions. Learn updated procedures and best practices for

key systems that support daily school operations and student success.

- Home Language Survey procedures
- SchoolBrains error resolution affecting learning platforms
- School safety protocols and procedures

🕐 **Half-Day Afternoon Session:** 1:00 PM - 3:00 PM
📍 **Location:** District Office Conference Room

School Secretaries



High School Department Curriculum Work ⭐

NEASC Preparation: Curriculum Writing & Mapping

Critical half-day session dedicated to curriculum writing and mapping in preparation for the upcoming NEASC (New England Association of Schools and Colleges) visit next month. Department Chairs will facilitate collaborative work within their departments to ensure curriculum documentation meets accreditation standards.

🎯 **Focus Areas:**

- Curriculum writing aligned to NEASC standards
- Curriculum mapping and documentation
- Department-specific accreditation preparation
- Collaborative review and refinement

🕐 **Half-Day Session:** AM or PM (determined by Department Chair)
📍 **Location:** Shepherd Hill Regional High School
👥 **Organized by department with Department Chairs**

High School Department Teachers

💡 Custom Professional Development

Design Your Own Learning Experience

Individuals or groups are encouraged to write proposals for professional development opportunities on or off-site. Submit your ideas for specialized training, collaborative learning, or innovative professional growth experiences. Proposals can be designed for either full-day (8:00 AM - 3:00 PM) or half-day sessions to meet your specific learning objectives.

📝 **Submit Your Proposal:**
Professional Development Proposal Form

All Staff

📖 Learning Library

Self-Directed Professional Reading

Browse our curated collection of professional development resources available for borrowing. Engage in independent study and earn PDPs through structured reading assignments and reflective activities.

📚 **View Available Resources & Requirements:**
Learning Library Offerings & PDP Requirements

⚠️ **Important:** Email **ktrue@dcrsd.org** to request texts before October 10th

All Staff

New for 25-26!



Asynchronous PD Mini-Courses through Rocket PD

Flexible, self-paced professional development featuring nationally recognized experts. Each course includes three comprehensive lessons, an interactive workbook, and the ability to grant PDPs. Perfect for busy educators who want high-quality training on their own schedule. **One course equals a half-day of professional development.**

📚 Course 1: Fine Tune Your Lessons with the Fundamentals

Featuring Jennifer Gonzalez from Cult of Pedagogy

Why learn about lesson planning & design from Jennifer Gonzalez?
Jennifer Gonzalez is the founder of Cult of Pedagogy and one of education's most trusted voices on instructional practice, teacher growth, and school culture. A former classroom teacher and nationally recognized author and speaker, Jenn specializes in breaking down high-impact teaching strategies that are both practical and research-based. Her course walks educators through a clear, step-by-step process for designing stronger lessons — grounded in the fundamentals of great instruction, including the Principles of Backward Design, and built to work in today's complex classrooms.

🎯 Course 2: Redesigning Instruction to Meet Every Learner's Needs

Featuring Robert Barnett from Modern Classrooms

Why learn about individualized instruction from Robert Barnett?

Robert Barnett is the Co-Founder of the Modern Classrooms Project and a nationally recognized leader in student-centered instructional design. He has helped thousands of educators implement mastery-based, blended, and self-paced learning models that close learning gaps and improve engagement. Robert's frameworks are grounded in classroom experience and scalable solutions that work in real K–12 settings. His course offers clear, practical strategies to help teachers personalize instruction without burning out.

🤖 Course 3: How to Use AI in Schools and Classrooms

Featuring A.J. Juliani

Why learn about using A.I. in schools and classrooms from A.J. Juliani?

A.J. Juliani is a former teacher, district technology director, and Wall Street Journal best-selling author of Adaptable, known for helping schools navigate innovation with purpose. A nationally recognized speaker and thought leader, A.J. has guided thousands of educators in leveraging technology — especially A.I. — to boost creativity, engagement, and student agency. His course offers practical, responsible strategies for using A.I. tools in real classrooms, ensuring educators stay ahead of the curve while keeping learning at the center.

🎓 **Bonus Opportunity!**

Staff selecting the Rocket PD option have the opportunity to complete a 5-week follow-up course live with the instructor when offered during the year (optional).

All Staff

🌟 *A day dedicated to professional growth, student success, and educational excellence!* 🌟

Choose your track and prepare for an inspiring day of learning together.

Report of the resolutions committee

Members of the Resolutions Committee met remotely on June 23, 2025 to consider resolutions proposed by member districts for consideration at the 2025 Annual Meeting of the Association. Members present were: Denise Hurst, MASC President-Elect, Chair (Springfield), Kathryn Hubley (Quincy), Rebecca Socco (Grafton), Jessica Corwin (Sunderland and Frontier Regional), Carey Etchells (Deerfield), Robin Zoll (Southeastern Vocational Technical School), Tony Mullin (Westwood), Paul Schlichtman (Arlington), Barbara Davis (Holbrook). Also Present: Glenn Koocher, MASC Executive Director

The following resolution was moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: REMOVING BMI TESTING FROM SCHOOLS

(Submitted by the Grafton School Committee)

WHEREAS the BMI formula was developed in 1832 based on measuring a population of adult men–presumably all white. Not only does it not accurately represent racial & ethnic differences in normal body composition or normal developmental shifts as students move through puberty, but it does also not differentiate fat from muscle mass or fat distribution on the body, which would be necessary to categorize health implications. BMI is not a useful health screening tool.

https:///www.nature.com/articles[ii02014147, https://www.nature.com/.articles/ij0200887, https://pmc.ncbi.nlm.nih.gov/articleslPMC10693914/

WHEREAS body size is determined by a complex combination of medical, social, socioeconomic, genetic, and environmental factors, but is often viewed as a lifestyle choice. https://iamanetwork.com/iournals/iamapediatrics/article-abstract/2698457,

https://www.sciencedirect.com/science/article/abs/pii/S001393511930355X?via%3Dihub

WHEREAS school faculty and staff do not have the training to appropriately diagnose or manage complex physical health conditions leading to an increased BMI in students, nor should it be their job. Students are required by law to have updated physical examinations by a health care provider before entering school and every 3-4 years thereafter and any serious health conditions should be managed by a medical professional. 105 CMR 200.100

WHEREAS specialized training of at least two (2) staff members at each school is required to perform BMI screenings., Additionally, the required specialized spaces and protocols for privacy cost districts precious resources. https://.www.mass.gov/doc/bmi-screening-guidelines-for-schools/.download

WHEREAS the screening guidelines do not suggest any sort of in-school intervention - only reporting the scores to MDPH and students' guardians. Even if they did, school-based physical activity and nutrition interventions for ages 6-12 have shown no significant change in BMI. https://www.mdpi.com/2227-9032/9/4/396

WHEREAS studies show that 50% of preadolescent girls and 30% of preadolescent boys dislike their bodies. Adolescents are particularly vulnerable to internalizing messages focused on ideal weight to health and self-worth.

https://www.jandonline.org/article/S2212-2672(16)31197-2/abstract

https://doi.org/10.1371/journal.pone.0139177

WHEREAS BMI testing has not been shown to improve BMI scores but has the potential to increase weight stigma. https://jamanetwork.com/journals/jamapediatrics/fullarticle/2773004

WHEREAS global eating disorder prevalence of adolescents increased from 3.5% to 7.8% from 2001 to 2018. https://doi.org/10.1093/aicn/nay342

WHEREAS preadolescents and adolescents using weight control strategies such as dieting, fasting, etc, show higher BMI's later in life than those who do not participate in these strategies. https://www.iahonline.org/article/S1054-139X(11)00176-5/fulltext

THEREFORE BE IT RESOLVED that MASC urges the removal of the BMI screening requirement from all public schools.

BE IT FURTHER RESOLVED that MASC urges the express banning of BMI screening in all public schools.

REAUTHORIZATION OF PREVIOUSLY APPROVED RESOLUTIONS

The 2023 Delegate Assembly approved an amendment to the By-Laws that resolutions will expires at the conclusion of the Delegate Assembly three years after their adoption. Expiring resolutions may be reconsidered and readopted by the delegates at the annual meeting at which the resolutions would expire. The rationale for the amendment was that it:

- Permits three years of focus on resolutions which overlaps with two legislative cycles.
- Provides an additional opportunity for school committees to be involved in the resolution process by championing resolutions that are set to expire.
- Allows the Association to affirm what's important to the current membership by re-adoption.
- Clears expired, less relevant, or no longer supported resolutions for new priorities.

Following are the six resolutions set to expire this November unless reauthorized by a vote of the Delegate Assembly.

- **Regarding Sanctuary Laws for Transgender Students**
- **To Increase the Maximum Balance Allowed by the Special Education Reserve Fund**
- **Membership of the Board of Elementary and Secondary Education**
- **Preserving Local Governance of Massachusetts Schools**
- **Personal Financial Literacy Education**
- **Establishment of a Regional School Assessment Reserve Fund**

REGARDING SANCTUARY LAWS FOR TRANSGENDER STUDENTS

(Submitted by the Lexington School Committee and co-sponsored by the Worcester, Somerville, Grafton, and Franklin School Committees)

WHEREAS the Commonwealth of Massachusetts has a long history of standing for civil rights, including advocacy for a bill of rights in the U.S. Constitution, and

WHEREAS Massachusetts codified gender identity as a protected class in the 2011 Act Relative to Gender Identity, and WHEREAS all children deserve a safe environment in which to grow up, and

WHEREAS some state governments are now criminalizing supportive medical care for trans individuals; moving to bar families from traveling to access such care; and otherwise violating the civil rights of trans children and their families, and

WHEREAS the defense of the civil rights of the historically marginalized is contained within the first article of the Massachusetts Constitution right of "seeking and obtaining their safety and happiness,"

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Great and General Court to join with other states in the passage of so-called "sanctuary" laws to ensure such children and their families have "the power of enjoying, in safety and tranquility, their natural rights and the blessings of life," as guaranteed by the Constitution of the Commonwealth.

RATIONALE: The 2011 passage of the Act Relative to Gender Identity marked a Massachusetts commitment to the civil rights of transgender residents. Laws recently passed or being considered in other states would put into question this protection, as some such laws call for families to be prosecuted for seeking medical treatment for their children, even across state lines. This is a profound violation of the civil rights of these children, and it increases the potential harm both to them and to their families. In response, a number of states are considering so-called sanctuary laws which would shield families from such prosecution, extended to those children the rights guaranteed to them by Massachusetts law. As of the passage of this resolution, no such bills have been filed in Massachusetts. The Legislature must back up the 2011 Act with this further protection.

INCREASING THE MAXIMUM BALANCE ALLOWED BY THE SPECIAL EDUCATION RESERVE FUND

(Submittted by the Plympton School Committee)

WHEREAS the Municipal Modernization Act allows for municipalities in conjunction with their school districts to create a Special Education Reserve Fund to cover the cost of unanticipated or unbudgeted special education cost, including the cost of out of district placements and special education transportation; and

WHEREAS the current language of the Special Education Reserve Fund caps the balance at 2 percent of annual net school spending which for many rural and small districts does not leave enough in reserves to meet the needs of a single student who is placed into a collaborative setting, never mind a student who may be medically fragile and in need of an intensive residential placement; and

WHEREAS school districts with large student bodies are more likely to experience multiple unanticipated and unbudgeted special education related expenses throughout the school year;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to amend Chapter 40, Section 13E, by deleting "2 percent of the annual net school spending" and by inserting the following "5 percent of the annual net school spending."

RATIONALE: Current prices for special education day programs in Massachusetts Collaborates can cost a district between $50,000 to $70,000 per student and private provider day programs can cost districts between per student. These prices do not include the cost to transport the students to these separate settings which is part of the overall price and can fluctuate in cost. Private residential special education settings can cost a district between per student. The 5 percent cap would allow for deeper investment of the municipality's own monies, towards preventing mid-year budget crisis and positioning the school district to have the ability to provide an appropriate public education in the least restrictive setting to all students. The 5 percent cap would also allow reserves to grow to a sustainable level which hopefully would not be wiped out by a single year of special education-related expenses.

MEMBERSHIP ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

(Submitted by the Arlington School Committee)

WHEREAS the Board of Elementary and Secondary Education has broad powers to set education policy and enact regulations for Massachusetts public schools; and

WHEREAS the Board of Elementary and Secondary Education has the power to choose a receiver to replace an elected school committee; and

WHEREAS the Board of Elementary and Secondary Education governs educator licensure in Massachusetts; and
WHEREAS practicing educators and school committee members are prohibited from serving on the Board of Elementary and Secondary Education; and

WHEREAS the teaching profession is the only profession or trade in Massachusetts where the holders of a license are prohibited from serving on its governing board; and
WHEREAS professional expertise and a commitment to public governance should not disqualify a person from serving in a leadership role;

THEREFORE BE IT RESOLVED THAT the Massachusetts Association of School Committees calls for the enactment of legislation to repeal the provision of Massachusetts law that prohibits practicing educators and sitting school committee members from serving on the Board of Elementary and Secondary Education;

BE IT FURTHER RESOLVED THAT the Massachusetts Association of School Committees calls for legislation to reconstitute the Board of Elementary and Secondary Education by including members with expertise as licensed educators and members with expertise in public school governance.

PRESERVING LOCAL GOVERNANCE OF MASSACHUSETTS SCHOOLS

(Submitted by the Arlington School Committee)

WHEREAS the Massachusetts Department of Elementary and Secondary Education has exercised its power to take over school districts in Lawrence in 2011, Holyoke in 2015, and Southbridge in 2016; and

WHEREAS the placement of the public schools of Lawrence, Holyoke, and Southbridge in receivership has removed their respective school committees from their role as the governing board for their schools, and has replaced local governance with a state receiver; and

WHEREAS a Boston Globe analysis of test scores, graduation rates, college enrollment, and a dozen other metrics in Lawrence, Holyoke, and Southbridge shows state receivers have failed to meet almost all of its stated goals for the districts; and

WHEREAS the Massachusetts Department of Elementary and Secondary Education has no plan, strategy, or timeline for restoring local governance and accountability to the voters of Lawrence, Holyoke, and Southbridge; and

WHEREAS the Massachusetts Association of School Committees asserts that a strong system of local governance and accountability is the foundation of excellent schools;

THEREFORE BE IT RESOLVED THAT the Massachusetts Association of School Committees calls on the Commonwealth of Massachusetts to restore local governance and accountability for the Lawrence, and Southbridge Public Schools no later than July 1, 2026, recognizing that Holyoke was removed from receivership on July 1, 2025.

BE IT FURTHER RESOLVED THAT the Massachusetts Association of School Committees calls on the Massachusetts Legislature to enact legislation to limit any future state takeovers to a term of no more than three years.

PERSONAL FINANCIAL LITERACY EDUCATION

(Submitted by the Framingham School Committee

WHEREAS students will need to make wise financial decisions to promote financial well-being throughout their lives, and

WHEREAS students will need to develop actionable strategies to manage their futures, including managing their budgets by developing savings plans, navigating credit and debt, and creating a blueprint for financing higher education or their careers, and

WHEREAS students will need to be informed consumers when making everyday purchases for both small and large items, and

WHEREAS with guidance and financial literacy, students have increased chances of affording and attaining a college education;

WHEREAS without prior long-term financial planning, higher education plans do not come to fruition for many students due to extraordinary tuition rates;

WHEREAS college tuitions and other financial choices, such as credit card debt and loans, can saddle students with a lifetime of debt due to their inability to pay back student and other type of loans;

THEREFORE BE IT RESOLVED THAT MASC file legislation that would have the effect of ensuring that all students have exposure to personal financial literacy curricula and, ultimately, graduate from high school with the lifelong knowledge of how to be fiscally responsible to avoid being deterred by financial woes. This legislation should ensure that the students at various levels would benefit from curriculum in Massachusetts' public schools would include content in personal financial literacy.

RATIONALE: Because many students and their families today do not plan far enough ahead for college tuition, many students are not able to attend institutes of higher learning or need to drop out due to inadequate funds. This resolution will help to ensure that students are knowledgeable about the best options available to them in order to be fiscally responsible and receive the best advice in attaining their goals by being educated about the best options for paying tuitions, use of credit cards, securing personal loans (including car loans) etc.

ESTABLISHMENT OF A REGIONAL SCHOOL ASSESSMENT RESERVE FUND

(Submitted by the Silver Lake Regional School Committee)

WHEREAS Regional School Committees of the Commonwealth are tasked with producing financially sound budgets designed to meet the needs of all their students just like all public school committees of Massachusetts; and

WHEREAS municipalities of Regional Schools are presented with Regional Assessments which can fluctuate dramatically based on enrollment percentage changes and can be further exacerbated by unbalanced adjustments of the Equalized Valuation (EQV) of property, a key metric in the states formula used to calculate the minimum required local contribution; and

WHEREAS in 2016 the State of Massachusetts passed the Municipal Modernization Act which aimed to grant more local control and encouraged financial efficiencies where possible, the precedent exists in statute to support the creation of a Regional Schools Assessment Reserve Fund which could be used to offset abnormally large increases to a municipality's regional assessment;

THEREFORE BE IT RESOLVED THAT the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to enact or amend legislation which permits municipalities to establish a Regional School Assessment Reserve Fund.

To amend M.G.L. Part I, Title VII, Chapter 40, by inserting Section 13F as follows
Chapter 40, Section 13F

Regional School Assessment Reserve Fund for payments towards future Regional Assessments
Any municipality which accepts this section by a majority vote of the municipality's legislative body may establish and appropriate or transfer money to a reserve fund to be utilized in the upcoming fiscal years, to pay for the Regional Assessment in years when the Regional Assessment increases by more than 35% over the previous year's Regional Assessment. The balance in the reserve fund shall not exceed 10 percent of the annual Regional Assessment for the municipality.

Funds shall only be distributed from the reserve funds after a majority vote of the municipality's legislative body in years when the Regional Assessment is more than 3.5% in order to bring the Regional Assessment down to no less than 2.5% increase. The municipal treasurer may invest the monies in the manner authorized in section 54 of chapter 44 and any interest earned thereon shall be credited to and become part of the fund.

RESOLUTION 7: FULLY ADJUSTING CHAPTER 70 AID FOR INFLATION

(Sponsored by the Everett School Committee)

BE IT RESOLVED that MASC calls on the Massachusetts legislature to advance legislation mandating inflation index Catch Ups" to Chapter 70 Foundation Aid that fully accounts for realized inflation that has occurred since the passage of the Student Opportunity Act.

BE IT FURTHER RESOLVED that MASC work with the Massachusetts legislature to ensure in future years where realized inflation is above the 4.5% annual inflation cap, in subsequent years, Inflation Index "Catch Ups" are made to Chapter 70 aid and that realized inflation is used in the formulas to calculate Chapter 70 in perpetuity.

An amendment was proposed by the delegate from Haverhill. The amendment would replace the above-two paragraphs with the following paragraphs.

THEREFORE BE IT RESOLVED that MASC calls on the Massachusetts legislature and the Governor to amend Chapter 70, section 2 of the General Laws (i) to provide a Foundation Inflation Index for fiscal years 2026 and 2027 that fully adjusts for inflation occurring since the start of the Student Opportunity Act, and (ii) to eliminate the upper limit on the Foundation Inflation Index for all future years.

BE IT FURTHER RESOLVED that MASC calls on the Massachusetts legislature and the Governor to amend Chapter 70, section 2(a) of the General Laws to change the definition of "Minimum Aid" to provide for automatic annual inflation adjustments.

The amendment was approved on a voice vote.

The resolution was approved, as amended.

RESOLUTION 8: EQUITABLE FUNDING FOR NON-REGIONAL SCHOOL DISTRICTS WITH HIGH TRANSPORTATION COSTS

(Sponsored by the Plymouth School Committee)

THEREFORE BE IT RESOLVED that the State recognizes the financial challenges faced by many non-regional school districts, due to their higher transportation costs and longer routes. The State acknowledges that non-regional school districts should have access to financial support similarly to regional districts, when costs are extraordinary. A special fund shall be established to provide financial assistance to non-regional school districts with higher transportation costs. This fund shall be known as the ""Extraordinary Routes Relief Fund."

The funds provided through this program shall be used exclusively to offset transportation costs, including but not limited to , the purchase and maintenance of buses, fuel costs, and driver salaries.

Eligible non-regional school districts may apply for grants from the "Extraordinary Routes Relief Fund" to cover a portion of their transportation-related expenses. An oversight committee, composed of representatives from non-regional school districts, regional districts, and the State's Education Department, shall be established to ensure the fair and transparent allocation of funds from the "Extraordinary Routes Relief Fund."

The State shall conduct an annual review of the effectiveness and impact of this resolution to ensure that non-regional school districts are receiving adequate support to address their transportation challenges.

The resolution was approved as presented.

RESOLUTION 9: MSBA GRANTS EVALUATION FOR CHAPTER 74

(Sponsored by the Tri-County Regional Vocational Technical High School Committee)

BE IT RESOLVED that MASC calls upon the Massachusetts legislature and MSBA to create an evaluated-tiered system to separately assess the cost of (1) elementary, (2) comprehensive high schools, and (3) vocational, technical, and agricultural schools, resulting to true cost reimbursement for each school category.

The resolution was approved as presented.

Superintendent Goals 2025–2027

Draft presented to SC 09.10.2025
SC feedback incorporated for approval at SC 09.24.2025
SC feedback incorporated for approval at SC 10.08.2025

GOAL #1

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:

Year 1 (2025–2026):

- Organize and conduct an internal SWOT analysis of curriculum, instruction, and professional learning systems to identify district strengths, weaknesses, opportunities, and threats.
- Correlate findings from the SWOT analysis with the 2025–2030 DCRSD Curriculum Development and Review Plan to ensure alignment of priorities and sequencing.
- Use the combined analysis to inform Year 2 actions related to curriculum adoption, professional development, and student achievement monitoring.

Year 2 (2026–2027):

- Oversee the implementation of the district-wide curriculum adoption plan to ensure alignment with HQIM.
- Monitor the development of a multi-year professional development strategy emphasizing least restrictive practices and personalization.
- Facilitate 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).

Goal #2

Standard IV – Professional Culture (Professional Practice Goal)

By the end of the 2026–2027 school year, I will strengthen the district's professional culture and leadership capacity by expanding coaching, collaboration, and shared leadership opportunities.

Year 1 (2025–2026):

- Support the completion of CLEE Leadership Coaching for two principals through one-on-one sessions with the Center for Leadership in Education & Equity (CLEE), monitoring progress and gathering feedback.
- Leverage CLEE coaching strategies to promote shared leadership practices, team collaboration, and effective use of data across schools.
- Create 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).
- Maintain a visible district office presence in schools and at key events on a weekly or at minimum, biweekly basis to reinforce accessibility, provide support, and strengthen connections among district administration, principals, staff, students, and families.
- Cultivate a collaborative culture by prioritizing open communication and inclusive decision-making to ensure all staff feel valued, supported, and empowered.

Year 2 (2026–2027):

- Expand CLEE Leadership Coaching to include additional principals, applying lessons learned from Year 1 to broaden the impact on district leadership capacity.
- Continue to embed CLEE coaching strategies into leadership practices across the district to build stronger instructional leadership teams.
- Sustain and deepen professional learning and cross-school collaboration opportunities, with an emphasis on SEL and continuous improvement.
- Maintain and strengthen district presence and collaboration to reinforce a culture of trust, accessibility, and shared accountability.

District Plan Alignment:

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

Goal #3
Standard II – Teaching All Students (Student Learning Goal)

Goal #3 – Modernizing Supports for Teaching and Learning

By the end of the 2026–2027 school year, 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 through updated structures, innovative practices, and modernized supports.

Year 1 (2025–2026): Organization and Pathway Development

- Establish organizational structures to scope and manage the modernization project, including timelines and deliverables.
- Engage with the School Committee Policy Subcommittee, the full School Committee, staff, and employee associations to create shared pathways for reviewing and updating job descriptions.
- Build shared understanding of the scope and size of the job description project, clarifying priorities and resource needs.
- Convene an AI Working Group (students, teachers, administrators, and School Committee designees) to begin research and dialogue on ethical and effective uses of artificial intelligence in education.

Year 2 (2026–2027): Implementation and Innovation

- Advance the job description review and updating process through the Policy Subcommittee and the full School Committee, aiming for at least 90% completion by June 2027.
- Finalize and implement working district guidance on the ethical and effective use of artificial intelligence in education, as developed by the AI Working Group.
- Leverage AI guidance to reinforce high expectations, provide clarity for staff, and strengthen professional practice.

District Plan Alignment:

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

Draft:Dudley-Charlton Regional School Committee Goals — 2025–2026

Goal Area 1: Governance and Leadership Capacity

Goal Statement:
The Dudley-Charlton Regional School Committee will strengthen its governance practices and leadership capacity by building consistent systems, fostering effective communication, and deepening collaboration with students, families, and community partners.

Goal A: School Committee Member Handbook
By the end of the 2025–2026 school year, the School Committee will adopt a comprehensive School Committee Member Handbook to provide consistent guidance and expectations for both new and current members, promoting effective and informed governance.

Benchmarks:

- **January 2026:** Draft handbook completed and shared with the full Committee for initial review.
- **March 2026:** Committee discussion and revisions finalized based on member feedback and alignment with MASC guidance.
- **May 2026:** Formal adoption of the School Committee Member Handbook.
- **June 2026:** Implementation of the handbook as part of the New Member Orientation process following the 2026 election cycle.

Intended Outcome:
A unified governance framework that enhances institutional knowledge, continuity, and transparency across election cycles, ensuring all members are well-prepared to serve effectively.

Goal B: Community Outreach and Stakeholder Engagement
The School Committee will expand community partnerships and strengthen two-way communication with School Councils, Advisory Councils, families, and local leaders to align district goals with community needs.

Benchmarks:

- **Fall 2025:** Assign School Committee liaisons to each of the seven School Councils in the district.

- **2025–2026 School Year:** Each liaison attends at least one School Council meeting to build relationships and gather feedback.
- **Ongoing:** Committee members share key School Council discussion points during School Committee Communications.
- **January 2026:** Develop and launch a shared District Events & Engagement Calendar to track major school and community events, allowing for broader Committee participation and visibility.
- **Spring 2026:** Hold at least one Community Roundtable or Listening Session focused on district priorities and community input.

Intended Outcome:
Improved collaboration and alignment between the School Committee, school communities, and the broader public, promoting transparency, trust, and responsiveness.

Goal C: Student Advisory Council (SAC) Engagement
The School Committee will strengthen its partnership with the Student Advisory Council to ensure student perspectives inform decision-making and district priorities.

Benchmarks:

- **October 2025:** Convene the Student Advisory Council and facilitate the election of the Student Representative to the School Committee.
- **Quarterly:** Schedule and hold regular meetings between the SAC and the School Committee to discuss student-centered topics such as school climate, engagement, and wellness.
- **March 2026:** Collaborate with SAC members to identify and present a student-led initiative or report to the School Committee.
- **June 2026:** Evaluate SAC participation and identify opportunities for growth in student voice and leadership.

Intended Outcome:
Students are empowered as active partners in district governance, contributing to decisions that enhance learning environments, equity, and school culture.

Goal Area 2: Educational Excellence and Student Experience

Goal Statement:
The School Committee will ensure all students have equitable access to high-quality instruction, effective educators, and enriching experiences that promote learning, engagement, and well-being.

Committee Role / Strategic Focus:

- Review and monitor implementation of HQIM and related PD initiatives through quarterly updates from the Superintendent.
- Advocate for strategic staffing and resource allocation that supports academic excellence and student well-being.
- Support policies that guide curriculum evaluation, technology integration, and enrichment opportunities.

Benchmarks / Actions:

- **Quarterly:** Review HQIM and PD implementation reports to monitor fidelity and outcomes.
- **Annually:** Receive staffing and budget updates; provide input on restoration or creation of positions supporting instruction and student support.
- **Ongoing:** Monitor equitable access to technology and innovative learning platforms; highlight areas for strategic improvement.

Intended Outcome:
Students benefit from high-quality, equitable instruction and access to innovation, while administrative staff maintain focus on operational implementation.

Goal Area 3: Fiscal Responsibility and Resource Stewardship

Goal Statement:
The School Committee will strategically align fiscal planning and resource allocation with the District's 10-Year Capital Plan to ensure financial sustainability and equitable student outcomes.

Committee Role / Strategic Focus:

- Review and approve budgets that prioritize HQIM, PD, positions, and technology investments.
- Monitor multi-year fiscal planning and capital projects for alignment with educational goals.
- Advocate for external funding opportunities (grants, partnerships) to supplement limited resources.

Benchmarks / Actions:

- **Annually:** Review and provide feedback on fiscal reports showing alignment with capital planning and instructional priorities.
- **Quarterly/Semi-Annually:** Receive updates on positions critical to sustaining HQIM, PD, and technology initiatives.
- **Ongoing:** Discuss innovative funding strategies with administration to maximize resource efficiency.

Intended Outcome:
The District maintains financial health and equitable resource allocation, supporting instructional fidelity and student outcomes.

2025-2026 School Committee Calendar

August (Shepherd Hill)

Handbooks
School Committee Goals
Appts to Committees
Start of School

September 10 CMS/ 24SHRHS

PD update
    Summer Trainings
Superintendent Goals
School Committee Goals
Evaluation Schedule and Indicators

October 8(CMS)

Intro budget priorities
Vote on Rep for MASC-due by October 20th.
Vote on Articles/Resolutions for MASC

October 22 (SHRHS)
Principals-budget
Intro Budget Priorities

November 12th (CMS)

LRE update
SC Budget Priorities

December 10(SHRHS)
MCAS/Student Achievement Report
Special Education/ English Learner/ 504
PAES Showcase Video (ILC/Program post grad)

January 14 CMS/28 SHRHS

School Calendar
Program of Study HS/MS
Midpoint Eval update

February 4/11

Budget to SC (4th)
Joint Meeting (11th)

March 4th
Public Hearing Budget(4th-snow day 11th)

April 8/22

SEPAC
School Councils
District Plan Update
School Improvement Updates
School Choice
Staff Enrollments

May 13

Present Evidence(this would be formative this year as it is a two year goal, May 2027 would be the evaluative)
Quo Vadis
Retirees
DCLC

June 10

Officers
Committees
Final Vote on Eval
Handbooks
SIPS

July

Offsite School Committee Workshop