DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee
Wednesday, March 11, 2026 at 6:30 PM
Shepherd Hill Regional High School
68 Dudley Oxford Rd.
Dudley, MA 01570

Minutes

I. Call Meeting to Order

The meeting was called to order at 6:31pm
In attendance:

Jeanne Costello, Chair	Jaime Dell'Ovo
Maureen Chickering	Anthony Aube
Kelly Szela	Caitlynn Panczyk (arrived at 6:33pm)

II. Pledge of Allegiance

III. Moment of Silence

IV. Fiscal Year 2027 Public Hearing – 6:30 PM

A. Presentation by Superintendent Steven Lamarche
Superintendent Lamarche presented the FY 2027 Budget and answered all questions from the SC members.
J. Costello entertained a motion to vote on the FY 2027 operating budget, capital budget, and municipal assessments version 3.0 as presented tonight, March 11, 2026. Assessment version 3.0 reflects a $920,136 reduction in the overall operating budget and municipal assessments requests from version1 dated February 4, 2026. The recommended FY 2027 operating budget being presented for approval tonight is $64,916,011. The FY budget recommendation includes to the Town of Dudley, an operating assessment of $12,677,503 and a capital assessment of $348,495 for a total of $13,025,998. The FY 2027 budget recommendation also includes to the Town of Charlton, an operating assessment of $21,420,701 and a capital assessment of $299,793 for a total of $21,720,494.

Discussions and questions were answered before School Committee members voted unanimously to accept the FY 2027 budget.

A motion by K. Szela, seconded by J. Dell'Ovo to approve the Fiscal Year 2027 budget passed unanimously.

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

B. Public Comment
There was no public comment

V. Mason Road Showcase – Principal J. Desto

VI. Consent Agenda Items

A. Approval of the Warrant
B. Approval of Minutes Regular Meeting - January 14, 2026 - February 4, 2026 and February 10, 2026

A motion by A. Aube, seconded by K. Szela to approve the consent agenda items passed unanimously.

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

VII. Communications

- K. Szela stated the Friends of John Paire Golf Tournament will be held at Heritage Country Club in Charlton on May 16th.
- M. Chickering announced the next SEPAC meeting will be held on Wednesday March 18th at 6:30 in the SHRHS library.

VIII. Student Representative's Report - Hayley Phommala

- Winter sports have finished
- Spring sports tryouts begin next week
- Show Choir traveled to Ohio for the Voices Competition in Grove City, winning Grand Champions in their division and 2nd place overall.
- Show Choir won Grand Champions, best vocals, best band and best choreography at the Flamingo Show Choir Festival at Leominster HS this past weekend.
- Varsity Cheerleading won the Division II Championship at the Regionals Competition and traveled to States at Worcester State winning 3rd place.
- The Academic Decathlon Team competed at MIT this past Saturday for the States Competition.
- National Honor Society is holding a Hygiene Drive during the whole month of March with all proceeds going to Abby's House in Worcester.
- National Honor Society will be holding their inductions tomorrow, March 12th.
- National Honor Society's Kids Night Out will be held this Friday, March 13th.

IX. Superintendent's Report - Steven Lamarche

- Based on the school calendar and snow days used, the last day of school for students is currently scheduled for Wednesday, June 16, 2026.
- SHRHS has been awarded a $10,000 grant from the One8 Foundation in support of the Project Lead The Way (PLTW) HS Engineering Program.
- SHRHS Juniors, Addison Foster and Elyce Peculis, were recently named winners of the Project Lead The Way Biomedical Award through Student Industry Connects 2026.
- CMS student Wesley Albuquerque's work was selected as a winner in the USS Constitution Historic Essay Contest.
- Stephanie Moisan will be recognized at the Massachusetts School Nurse Organization Spring Conference on March 21st as the Massachusetts Nurse Leader of the Year.
- The Clark Tournament Committee has thanked SHRHS for hosting the Large School Boys Quarterfinal games of the 85th Clark Basketball Tournament.
- On April 3rd, upperclassmen at SHRHS will participate in a Teen Driver Safety program presented through the ThinkFast Interactive Initiative.
- The Jak-L Foundation 5K Run/Walk will be June 13th in Oxford, MA.

X. Public Comment

There was no public comment

XI. New Business

A. Student Achievement Report – Assistant Superintendent Kelly True

Assistant Superintendent True presented Student Achievement Reports and answered all questions from school committee members.

B. Update Professional Development - Assistant Superintendent Kelly True

Assistant Superintendent True presented an update on professional development and answered all questions from school committee members.

C. CES Fire Panel Upgrade - Director of Finance & Operations Joe DeSantis

The fire alarm panel at Charlton Elementary is the final project yet to be completed of the projects identified and funded by the Capital Project Bond from 2023. The project will be available to bidders on March 11, 2026 at 9am. The general bid deadline is April 22,2026 at 11am. DCRSD will provide a summary of pricing sheets and a recommendation of the awarded vendor once the bids are collected. Replacement of the fire panel is slated to commence late June 2026 after school is out, and final completion mid-August prior to school beginning for the 2026/2027 year.

D. FY26 Operating Budget Suspension - Director of Finance & Operations Joe DeSantis

FY2026 is within the established Operating Budget parameters, inclusive of encumbered costs, such as salaries and other contractual obligations. A budgetary suspension was instituted the week of January 19th, 2026. Any new purchase for which the funds are not already encumbered, or have a related purchase order, is approved at the Finance Director level. A detailed Operating Budget will be included in April, after the third quarter is complete on 3/31/2026.

E. FY25 Fiscal Year Close Out - Director of Finance & Operations Joe DeSantis

FY2025 close out is in process. CBIZ, the district's audit firm, performed their annual audit of DCRSD financial statements, with resulting FY2025 Financial Statements to be issued subsequent to Audit testing results. Excess & Deficiency certification (E&D) is in process for finalization, with certified results expected in the coming days.

XII. Old Business

A. Proposed Handbook Changes SY2026-2027

J. Costello entertained a motion to accept the proposed handbook changes for SY 2026-2027. A motion by K. Szela, seconded by M. Chickering to approve the proposed handbook changes for SY 2026-2027 was passed unanimously for the Elementary School and High School.

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

A. Aube requested the middle school proposed handbook changes for SY 2026-2027 be pulled from the motion for discussion. J. Costello seconded that request.
A. Aube stated he brought up the question at the last meeting about an infraction log that was in practice at CMS but not mentioned in the proposed handbook. He'd like to know if that will continue forward or not and if there's parody between the 2 Middle Schools, if that's a common practice. If that is a common practice, what does that structure look like?
Principal Bogosh, principal of CMS answered by saying, one of the suggestions was to let parents and teams know at the beginning of the year how it is. We give teams across both Middle Schools autonomy to how they want to do things. We feel that it needs to come through communication instead of just being in the handbook.
A. Aube voiced concern about the consistency for families with children on multiple teams in the same school. Although he likes the autonomy, it is difficult for parents with multiple children to have two sets of standards. There is no framework or understanding for a family to support the teachers so the students don't get themselves on the infraction log or how not to get on there again.
Principal Bogosh stated it's hard to be black and white because teachers might give a student a warning or the student might just be talked to instead of putting them in the infraction log. Principal Bogosh will speak with Principal Desto of DMS and teachers to work on a change to the handbook.

A motion by A. Aube, seconded by J. Costello to approve the proposed Middle School Handbook changes for SY 2026-2027 was passed unanimously.

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

B. Policy - Action

1. EFBA – School Food and Nutrition – Meal Modification

A motion by A. Aube, seconded by M. Chickering to approve Policy EFBA was passed unanimously.

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

2. IKF – Graduation Requirements

A motion by A. Aube, seconded by M. Chickering to approve Policy IKF was passed unanimously.

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

3. JIH – Search and Seizure

A motion by A. Aube, seconded by M. Chickering to approve Policy JIH was passed unanimously.

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

XIII. Adjourn

A motion by K. Szela, seconded by A. Aube to adjourn the meeting at 8:38 pm was passed unanimously.

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

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.

Dudley-Charlton Regional School Committee Goals 2025–2026

Governance and Leadership Capacity:
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.

Educational Excellence and Student Experience:
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.

Fiscal Responsibility and Resource Stewardship:
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.

Next Meeting Dates:
School Committee Meeting: - March 25, 2026, 6:30 PM @CMS
Policy Review Subcommittee: - March 10,2026, 4:00 PM – In-Person at the District Office
Curriculum for Teaching and Learning: - TBD Video Conference
Capital Outlay/Safety Subcommittee: - March 20, 2026, 10:00 AM Video Conference
Budget and Finance Subcommittee: - March 20, 2026, 9:00 AM Video Conference
Executive Sessions Minutes Review: TBD

Future Agenda Items: Special Education/English Learner/ 504, PAES Showcase, Program of Study MS, Subcommittee updates, School Councils, NEASC Report, Tiered Focus Monitoring Report

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee
Wednesday, March 11, 2026 at 6:30 PM
Shepherd Hill Regional High School
68 Dudley Oxford Rd.
Dudley, MA 01570

Agenda

I. Call Meeting to Order

II. Pledge of Allegiance

III. Moment of Silence

IV. Fiscal Year 2027 Public Hearing – 6:30 PM

A. Presentation by Superintendent Steven Lamarche

B. Public Comment

V. Mason Road Showcase – Principal J. Desto

VI. Consent Agenda Items

A. Approval of the Warrant
B. Approval of Minutes Regular Meeting - January 14, 2026 - February 4, 2026 and February 10, 2026

VII. Communications

VIII. Student Representative's Report - Hayley Phommala

IX. Superintendent's Report - Steven Lamarche

X. Public Comment

XI. New Business

A. Student Achievement Report – Assistant Superintendent Kelly True

B. Update Professional Development - Assistant Superintendent Kelly True

C. CES Fire Panel Upgrade - Director of Finance & Operations Joe DeSantis

D. FY26 Operating Budget Suspension - Director of Finance & Operations Joe DeSantis

E. FY25 Fiscal Year Close Out - Director of Finance & Operations Joe DeSantis

XII. Old Business

A. Proposed Handbook Changes SY2026-2027

B. Policy - Action

1. EFBA – School Food and Nutrition – Meal Modification
2. IKF – Graduation Requirements
3. JIH – Search and Seizure

XIII. 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.

Dudley-Charlton Regional School Committee Goals 2025–2026

Governance and Leadership Capacity:
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.

Educational Excellence and Student Experience:
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.

Fiscal Responsibility and Resource Stewardship:
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.

Next Meeting Dates:
School Committee Meeting: - March 25, 2026, 6:30 PM @CMS
Policy Review Subcommittee: - March 10,2026, 4:00 PM – In-Person at the District Office
Curriculum for Teaching and Learning: - TBD Video Conference
Capital Outlay/Safety Subcommittee: - March 20, 2026, 10:00 AM Video Conference
Budget and Finance Subcommittee: - March 20, 2026, 9:00 AM Video Conference
Executive Sessions Minutes Review: TBD

Future Agenda Items: Special Education/English Learner/ 504, PAES Showcase, Program of Study MS, Subcommittee updates, School Councils, NEASC Report, Tiered Focus Monitoring Report

DUDLEY-CHARLTON FY2027 BUDGET HEARING

March 11, 2026
@ SHRHS

Steven M. Lamarche

Superintendent

Joseph J. DeSantis

Director of Finance and Operations

AGENDA

- Relevant Information
- Assumptions/Risks
- Fiscal Year 2027
- Capitol Plan
- Questions



INTRODUCTION



The annual school budget process outlines how our community's tax dollars are thoughtfully invested to support a Dudley-Charlton education. Together, they translate financial planning into meaningful opportunities for students, ensuring resources are aligned with the district's enduring commitment to excellence.

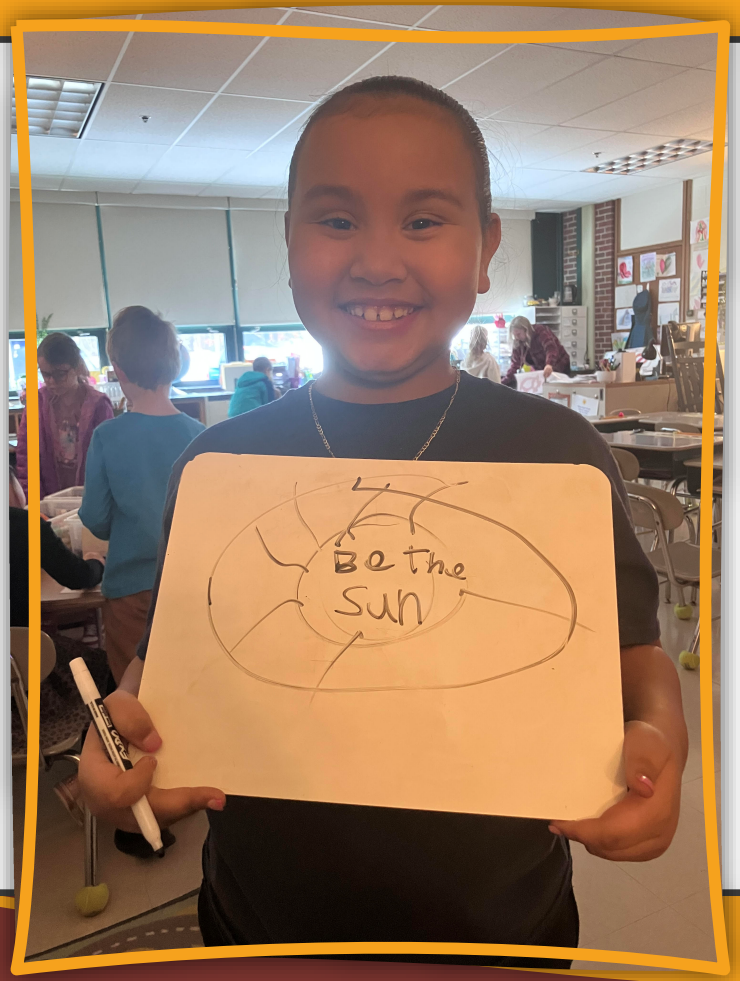
This work also anchors important districtwide dialogue, requiring careful deliberation and informed decision-making as priorities are balanced and how programs are valued within a finite set of resources.

SCHOOL COMMITTEE GOALS



2025-2026

School Committee Goals



Governance and Leadership Capacity:

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.

School Committee Goals

Educational Excellence and Student Experience:

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.



School Committee Goals



Fiscal Responsibility and Resource Stewardship:

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.

DISTRICT PLAN

Strengthen the continuum of learning by ensuring access and opportunity for all students. *Enhance* instructional practices and support systems to *improve* student achievement and outcomes. *Foster* family and community engagement through *meaningful* partnerships and *effective* communication.



ASSUMPTIONS AND RISKS

- **Minimum Chapter 70 for FY2027** ☑
  272 districts in hold harmless (85.27%), 69 are regionals
- **Excess & Deficiency stable for FY2027** ☑ +
- **School Choice/Charter Assessments stable FY2027** ☐
- **Level funded supplies/technology (FY21-FY27)** ☑ **[HQIM]**
- **Federal Entitlement Grants stable FY2027** ☑ **(- 25%)**
  Title I, Title II, Title IV, Title III, 240 [level funded]
- **Reimbursements remain stable for FY2027** ☐
  Transportation, Circuit Breaker, Medicaid

REMINDER

As we engage in the 360 fiscal planning process, we remain firmly committed to responsible stewardship, carefully reviewing expenditures, maintaining a conservative financial approach, and exercising flexibility only where supported by our financial partnerships with Charlton and Dudley.

Every investment is made with purpose. Fiscal responsibility is not simply about balance, but about making disciplined, strategic choices that strengthen student learning, support our staff, and reflect our shared responsibility to the community.

By aligning fiscal prudence with educational priorities, we ensure resources are directed where they matter most, positioning the district to meet today's needs while remaining prepared for future challenges.

FY27 AREAS OF SPECIFIC FOCUS

- Class Size
- Contractual Obligations
- Active Employee Benefits and Health Insurance
- Retiree Health Benefits
- Student Safety – School Resource Officer Balance
- Out of District Tuitions
- Regulatory Overload/Restoration

BIG NUMBERS

FY25	$ 59,885,638	2.68%	
FY26	$ 62,209,895	3.88%	$ 2,324,257
FY27	*$ 65,748,436*	*5.69%*	*$ 3,538,541*
FY27 Target			

FY27 AREAS OF SPECIFIC FOCUS

- *Class Size*
- *Contractual Obligations*
- *Active Employee Benefits and Health Insurance*
- *Retiree Health Benefits*
- **Student Safety – School Resource Officer Balance**
- *Out of District Tuitions*
- *Regulatory Overload/Restoration*

STUDENT SAFETY – SRO - CHARLTON

Fiscal Commitment

The School Resource Officer (SRO) position would be funded and employed by the Town of Charlton. The district's role would be limited to an annual contribution of **$30,000–$35,000**, providing predictability and a clearly defined fiscal commitment.

Rationale

- Extends consistent access to school safety and prevention supports across the district, addressing the absence of on-site SRO coverage in the Charlton schools.
- Strengthens collaboration, preparedness, and relationship-building among students, staff, administrators, and local public safety partners.
- Leverages a cost-share model that avoids creating a new district position while expanding supports in a fiscally responsible manner.

FY27 AREAS OF SPECIFIC FOCUS

- *Class Size*
- *Contractual Obligations*
- *Active Employee Benefits and Health Insurance*
- *Retiree Health Benefits*
- *Student Safety – School Resource Officer Balance*
- *Out of District Tuitions*
- Regulatory Overload/Restoration

ASSISTANT DIRECTOR FOR PUPIL PERSONNEL SERVICES

- **Fiscal Impact & Rationale**

  Proposed budget increase of **$105,000** to add leadership capacity within the Department of Pupil Personnel Services.

- Restores a leadership role that existed prior to the Dudley override ($40,000–$50,000 previously allocated)
- Responds to continued growth in the number and complexity of out-of-district placements, requiring increased oversight, coordination, and fiscal management.
- Addresses expanded DESE integrated monitoring, to include general education responsibilities such as oversight of building-based Instructional Support Teams (IST) and MTSS implementation.
- Reflects the 30% increase in students identified with disabilities in Dudley-Charlton, consistent with statewide trends.

ASSISTANT DIRECTOR FOR PUPIL PERSONNEL SERVICES

6580000	Dudley-Charlton Reg	3432	Administration	$295
170000	Auburn	2449	Administration	$414
1100000	Grafton	3050	Administration	$516
1860000	Millbury	1650	Administration	$523
2140000	Northbridge	1865	Administration	$523
1350000	Holland	226	Administration	$536
3060000	Wales	93	Administration	$545
450000	Brookfield	302	Administration	$555
7530000	Quabbin	2168	Administration	$555
2870000	Sturbridge	902	Administration	$595
2900000	Sutton	1310	Administration	$607
3160000	Webster	1699	Administration	$648
7780000	Quaboag Regional	1118	Administration	$686
2260000	Oxford	1493	Administration	$694
2150000	North Brookfield	407	Administration	$695
7700000	Tantasqua	1759	Administration	$730
7670000	Spencer-E Brookfield	1418	Administration	$805
3040000	Uxbridge	1632	Administration	$905
2770000	Southbridge	1885	Administration	$934
1510000	Leicester	1322	Administration	$947
8760000	Bay Path RVTHS	1088	Administration	$984

SWCEC Member Districts

DCRSD - $ 295 *29.00 $324*

($ 119) *($ 90)*

Auburn - $ 414

$ 416,500/$ 315,000

ASSISTANT DIRECTOR FOR PUPIL PERSONNEL SERVICES

Dudley-Charlton Reg	3432	Administration	$295
Bridgewater-Raynham	5582	Administration	$457
Ashburnham-Westminster	2264	Administration	$458
Whitman-Hanson	3483	Administration	$472
North Middlesex	3736	Administration	$495
Freetown-Lakeville	2700	Administration	$505
Hampden-Wilbraham	2837	Administration	$509
Acton-Boxborough	5146	Administration	$524
Dennis-Yarmouth	2941	Administration	$543
Quabbin	2168	Administration	$555
Dighton-Rehoboth	2549	Administration	$562
Groton-Dunstable	2305	Administration	$562
Mendon-Upton	2072	Administration	$568
Ayer Shirley School District	1687	Administration	$574
Quaboag Regional	1118	Administration	$686
Tantasqua	1759	Administration	$730
Spencer-E Brookfield	1418	Administration	$805
Hamilton-Wenham	1525	Administration	$818
Blackstone-Millville	2142	Administration	$935
Bay Path RVTHS	1088	Administration	$984

Regional School Districts

DCRSD - $ 295 *29.00 $324*

($ 162) *($ 133)*

BRRSD - $ 457

$ 567,000/$ 465,500

FY27 AREAS OF SPECIFIC FOCUS

- Class Size
- *Contractual Obligations*
- *Active Employee Benefits and Health Insurance*
- *Retiree Health Benefits*
- *Student Safety – School Resource Officer Balance*
- *Out of District Tuitions*
- *Regulatory Overload/Restoration*

PROJECTED CLASS SIZE W/ADJUSTMENTS TO BALANCE FY27

Average Class Size Projections FY27: *With* Staffing Changes

		Dudley Student #	Current Section #	Ave Class Size: Current			Charlton Student #	Current Section #	Ave Class Size: Current	
MASON RD	Pre-K	63	2	15.75		CHARLTON ELEM	53	2	13.25	
	K	90	5	18.00			127	6	21.17	
	1	95	5	19.00	6/5 Grade 1		130	6	21.67	
		248	*12*				*310*	*14*		
DUDLEY ELEM	2	108	6	18.00		HERITAGE	122	6	20.33	7/6 Grade 2
	3	112	5	22.40	4/5 Grade 3		164	7	23.43	6/7 Grade 3
	4	79	4	19.75	5/4 Grade 4		127	6	21.17	7/6 Grade 4 to ILC
		299	*15*				*413*	*19*		
DUDLEY MIDDLE	5	128	6	21.33		CHARLTON MIDDLE	142	7	20.29	
	6	126	6	21.00			148	7	21.14	
	7	122	6	20.33	7/6 Grade 7		149	7	21.29	
	8	145	7	20.71			164	7	23.43	
		521	*25*				*603*	*28*		
Totals and AVG.Class.Size		1068	52	20.06			1326	61	21.54	

FY27 AREAS OF SPECIFIC FOCUS

- Class Size
- Contractual Obligations
- Active Employee Benefits and Health Insurance
- Retiree Health Benefits
- Student Safety – School Resource Officer Balance
- Out of District Tuitions
- Regulatory Overload/Restoration

AREAS OF SPECIFIC FOCUS

Transportation	$ 133,834
Contractual Obligations	$ 1,455,802
Active Employee Benefits/Ins.	$ *585,848*
OOD Tuitions	$ 250,000
Retiree Health Benefits D50/C54=104 **(286)** DCRSD **351**	$ 522,084
WCRS	$ 173,379
SRO + Assistant Director PPS	$ 145,000
School Choice Assessment	$ 227,219
Other line variances	$ 45,375
5.69% Total	$ *3,538,541*





Product	Level	Budget Impact
Elementary Math - New Implementation for SY27-28	Elementary	$230,000
Open Sci Ed Materials for Labs and Implementation of New Course at SHRHS	Secondary	$30,000
High School Math Geometry Implementation for SY27-28	Secondary	$30,000

Variance work 5.83% to 4.35%



FY26 per pupil Increase [E&D]	($ 247,425)
Amazon	($ 250,000)
Gov's School Choice Assessment	($ 140,000)
Class Size Management (3.0 FTEs)	($ 195,000)
Total	($ 832,425)
5.69% $3,538,541	
	$ 2,706,116
	4.35%

BIG NUMBERS

FY25	$ 59,885,638	2.68%	
FY26	$ 62,209,895	3.88%	$ 2,324,257
FY27	$ *65,748,436*	5.69%	$ *3,538,541*
FY27 Target	*$ 64,916,011*	*4.35%*	*$ 2,706,116*

FY27 Budget - Initial 2/4/26

Assessments				
	FY26	FY27	$ Change	% Change
DCRSD	$ 62,209,895	$ 65,836,147	$ 3,626,252	5.83%
Charlton (53.71%)				
Minimum	15,494,647	17,196,924	1,702,277	10.99%
Transportation	1,158,776	1,254,138	95,362	8.23%
Additional	3,289,061	3,463,833	174,772	5.31%
Subtotal Operating	19,942,484	21,914,895	1,972,411	9.89%
Capital				
Sewer Charges	25,776	25,776	-	
Shepherd Hill Field (Debt Excl)	60,858	56,967	(3,891)	
July 2024 Capital-Bond	230,050	217,050	(13,000)	
Subtotal Capital	316,684	299,793	(16,891)	-5.33%
Total Assessment - Charlton FY27	20,259,168	22,214,688	1,955,520	9.65%
Dudley (46.29%)				
Minimum	8,359,605	9,037,239	677,634	8.11%
Transportation	995,484	1,080,879	85,395	8.58%
Additional	2,825,571	2,985,307	159,736	5.65%
Subtotal Operating	12,180,660	13,103,425	922,765	7.58%
Capital				
Sewer Charges	9,224	9,224	-	
Shepherd Hill Field (Debt Excl)	52,281	56,171	3,890	
July 2024 Capital-Bond	303,350	283,100	(20,250)	
Subtotal Capital	364,855	348,495	(16,360)	-4.48%
Total Assessment - Dudley - FY27	12,545,515	13,451,920	906,405	7.22%
Total Assessment	*32,804,683*	*35,666,608*	*2,861,925*	*8.72%*

FY27 Budget - Version 3.0 - 03/11/2026

DRAFT VERSION

Assessments				
	FY26	FY27	$ Change	% Change
DCRSD	$ 62,209,895	$ 64,916,011	$ 2,706,116	4.35%
Charlton (53.71%)				
Minimum	15,494,647	17,196,924	1,702,277	10.99%
Transportation	1,158,776	1,254,138	95,362	8.23%
Additional	3,289,061	2,969,639	(319,422)	-9.71%
Subtotal Operating	19,942,484	21,420,701	1,478,217	7.41%
Capital				
Sewer Charges (Annual)	25,776	25,776	-	
Shepherd Hill Field (Debt Excl - FY29)	60,858	56,967	(3,891)	
July 2024 Capital Bond (Debt Pmts - FY38)	230,050	217,050	(13,000)	
Subtotal Capital	316,684	299,793	(16,891)	-5.33%
Total Assessment - Charlton FY27	20,259,168	21,720,494	1,461,326	7.21%
Dudley (46.29%)				
Minimum	8,359,605	9,037,239	677,634	8.11%
Transportation	995,484	1,080,879	85,395	8.58%
Additional	2,825,571	2,559,385	(266,186)	-9.42%
Subtotal Operating	12,180,660	12,677,503	496,843	4.08%
Capital				
Sewer Charges (Annual)	9,224	9,224	-	
Shepherd Hill Field (Debt Excl - FY29)	52,281	56,171	3,890	
July 2024 Capital Bond (Debt Pmts - FY38)	303,350	283,100	(20,250)	
Subtotal Capital	364,855	348,495	(16,360)	-4.48%
Total Assessment - Dudley - FY27	12,545,515	13,025,998	480,483	3.83%
Total Assessment	*32,804,683*	*34,746,492*	*1,941,809*	*5.92%*

DUDLEY-CHARLTON FY2027 BUDGET HEARING

March 11, 2026
@ SHRHS

QUESTIONS

CAPITOL PLANNING

The capital requests that follow are grounded in a comprehensive Facilities Condition Assessment and Student Capacity Study completed by Habeeb and Associates Architects in May 2024. During the 2024 to 2025 years, the district worked through the School Committee Capital and Safety Subcommittee to refine, validate, and prioritize the findings.

That work translated the original study into a practical and community responsive capital plan, addressing urgent needs, extending timelines where appropriate to support a conservative financial approach, and evaluating opportunities to offset costs through the Massachusetts School Building Authority (MSBA).

As a result, the projects presented are informed, carefully reviewed, and ready for consideration.

DCRSD Capital Planning
Phase II = 2026-2029

Habeeb and Associates

Multi-Year Cost $ **164,204,140**

Refinement, extend, review MSBA opportunities and focus on Student/Staff Safety

Town of Dudley - ***$ 4,672,926***

SHRHS @46.29% ($ 320,313)

Town of Charlton - ***$ 5,844,838***

SHRHS @53.71% ($ 371,657)

DCRSD Capital Planning
Phase II = 2026-2029

Focus on Student/Staff Safety

- Window Safety Film
- Re-key systems (District)
- Telephone Systems (District)
- Fencing
- Playgrounds upgrades
- Loading Docks
- Window and Masonry Sealant
- Standby Generators
- Water Filtration System (Dudley)
- IT Network Infrastructure
- Worn Carpets (25+ years)
- Fuel Oil Tanks
- Storm Drainage
- Weather Striping Win. & Doors
- Electrical Upgrades
- Site Lighting
- Parking lots/driveways/sidewalks (exception SHRHS)

NEXT STEPS

Wednesday, February 11, 2026

SC Budget – All Boards - CMS

Wednesday, March 11, 2026

SC Budget Hearing - SHRHS

Wednesday, March 25, 2026

SC Meeting – CMS – if needed

May 18, 2026 – Town Meetings

Charlton and Dudley



DUDLEY-CHARLTON FY2027 CAPITAL

March 11, 2026
@ SHRHS

QUESTIONS

I have several items to share this evening.

Last Day of School

Based on the school calendar and snow days used to date, the last day of school for students is currently scheduled for Wednesday, June 16, 2026. Should additional weather-related cancellations occur, that date would be adjusted accordingly. As always, the district will continue to monitor the calendar and keep families and staff informed of any changes.

Shepherd Hill Engineering Program Grant

I am pleased to share that Shepherd Hill Regional High School has been awarded a $10,000 grant from the One8 Foundation in support of the Project Lead The Way (PLTW) High School Engineering Program.

This funding will be distributed over three years and will help support and expand opportunities for students to participate in high-quality applied learning experiences in engineering and related fields. Through this program, Shepherd Hill joins a network of more than 350 schools across Massachusetts implementing PLTW programming.

As part of the grant, district and school representatives will participate in the One8 Foundation Grant Convening on April 15, 2026, which will bring together grant recipients from across the state to collaborate and learn from one another as these programs continue to grow.

Student Recognition – PLTW Biomedical Award

I would also like to recognize Shepherd Hill Juniors Addison Foster and Elyce Peculis, who were recently named winners of the Project Lead The Way Biomedical Award through Student Industry Connects 2026.

Industry professionals reviewing their project highlighted the students' comprehensive research, analytical thinking, and ability to interpret diagnostic data and develop targeted recommendations. Their work was described as highly organized and reflective of a strong understanding of diagnostic testing and data analysis.

This recognition speaks not only to the students' dedication and intellectual curiosity, but also to the exceptional instruction provided by Mr. Tom Courtemanche and the opportunities available through the PLTW Biomedical program at Shepherd Hill.

USS Constitution Essay Contest

I would also like to recognize Charlton Middle School student Wesley Albuquerque, whose work was selected as a winner in the USS Constitution Historic Essay Contest.

Wesley's essay received high scores from the contest review panel and earned him recognition as one of the statewide winners. As part of this honor, he will receive a commemorative plaque and a duplicate plaque bearing his name and Charlton Middle School will be permanently installed onboard the USS Constitution. His essay will also be published in the ship's commissioning book that will be kept aboard the historic vessel.

Congratulations to Wesley and to teacher Charles Farrar, who encouraged students to participate in this meaningful opportunity.

Massachusetts School Nurse Leader Award

I would also like to congratulate Stephanie Moisan, who will be recognized at the Massachusetts School Nurse Organization Spring Conference on March 21, 2026 as the Massachusetts Nurse Leader of the Year.

This recognition highlights the important role our school nurses play in supporting the health, safety, and well-being of our students each day. We are proud of Stephanie and grateful for the care and professionalism she brings to her team and our school community.

Clark Tournament Appreciation

I would also like to share a note of appreciation received from the Clark Tournament Committee, thanking Shepherd Hill Regional High School for hosting the Large School Boys Quarterfinal games of the 85th Clark Basketball Tournament.

The committee specifically recognized the outstanding work of Athletic Director Chris O'Donnell for his planning and coordination of an event that brought together eight teams, officials, staff members, and hundreds of spectators throughout the day.

Teen Driver Safety Program – April 3, 2026

On April 3, 2026, upperclassmen at Shepherd Hill Regional High School will participate in a Teen Driver Safety program presented through the ThinkFast Interactive initiative.

Teen driver safety is an important issue nationwide, and this program uses an engaging and interactive format to reinforce safe driving behaviors aligned with state and national guidelines. Through peer engagement and real-time learning activities, the program encourages students to view safe driving as the social norm and promotes responsible decision-making among new and future drivers.

Programs like this support our ongoing commitment to student safety and preparation for responsibilities beyond high school.

Dudley-Charlton partners with JAK-L

Finally, I would like to share information about the Jak-L Foundation 5K Run/Walk, which will take place on June 13, 2026 in Oxford, Massachusetts.

The Jak-L Foundation works to support youth mental health awareness and suicide prevention efforts throughout our region. Events like this bring together students, families, and community members to promote awareness, connection, and support for those who may be struggling.

Additional details about the event are included in the attached flyer.

Respectfully Submitted:

Steven M. Lamarche
Superintendent

Here a few important dates in 2026

March
Thursday, March 26, 2026 – Early Release All Students – Parent/Caregiver Teacher Conferences
Friday, March 27, 2026 – No School All Students – Educator In-Service Day

April
Friday, April 3, 2026 – Early Release All – Good Friday
Monday, April 20 – 24, 2026 – Spring Break

May
Friday, May 22, 2026 – Early Release All Students – Educator Professional Development
Monday, May 25, 2026 – No School – Memorial Day
Sunday, May 31, 2026 – Class of 2026 Commencement

June
Wednesday, June 17, 2026 – Early Release All Students – Last Day of School 2025-2026 SY

JAK-L STRIDES

FOR MENTAL HEALTH

Memorial Run / Walk

5K



$30 Before April 1st

$35 After April 1st

$40 Day of

Saturday, June 13, 2026

Start Time: 9:00am

ELECTRONIC TIMING

MEDALS FOR RUNNERS & WALKERS

Oxford Community Center

4 Maple St Oxford, Ma 01540

Scan Me

JAK-L FOUNDATION

Kids Activities

jak-lstrides5k.racewire.com

Help Support Local Mental Health Programs In Our local school systems

MCAS Assessment Results

Academic Year 2024–2025

School Committee Presentation

Dudley-Charlton Regional School District

Grades 3–8 and Grade 10 | Participation Rate: 97–100% across all tested grades

ELA • Math • Science/Technology & Engineering • Civics (Grade 8)

Tonight's Agenda

Performance Overview

District-wide results across all grades & subjects

Student Subgroup Data

Equity lens: SWD, English Learners, Low Income

AP Program Highlights

Five-year trend — a genuine success story

Strengths & Bright Spots

Where our students and programs are excelling

Areas of Concern

An honest look at where gaps exist and why they matter

Recommended Next Steps

Concrete action priorities for the 2025–2026 school year

District Performance Overview

Dudley-Charlton Regional School District | Academic Year 2024–2025

2024–2025 At a Glance

Key metrics across all tested grades and subjects

97–100%
Participation Rate
All Grades

43%
Gr.3 ELA Proficiency
= State Average

44%
Gr.4 Math Proficiency
+1 Above State

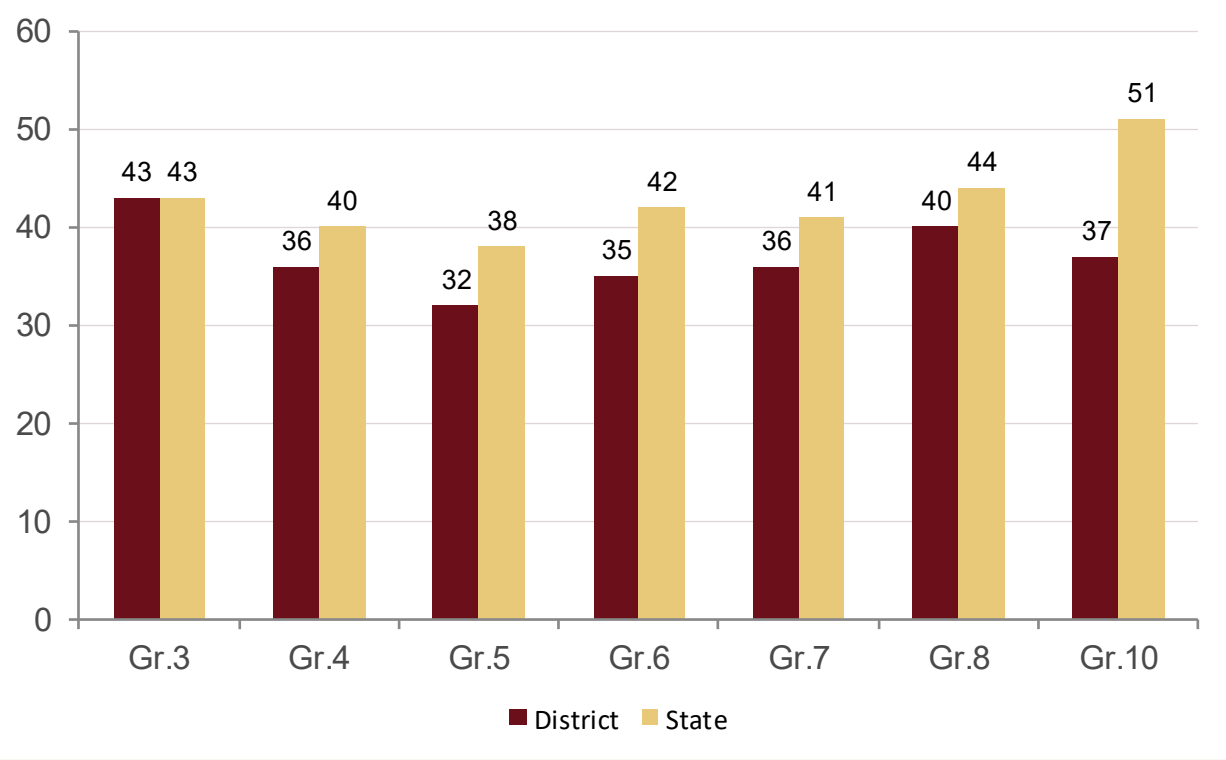
45%
Gr.5 Science
Near State Parity (46%)

82%
AP Students Scoring 3+
2025 — Five-Year High

26–45%
Proficiency Range
All Subjects & Grades

ELA Proficiency — District vs. State

% Meeting or Exceeding Expectations | All Students



Gr.3 ELA

43% — matches state average

Gr.10 ELA

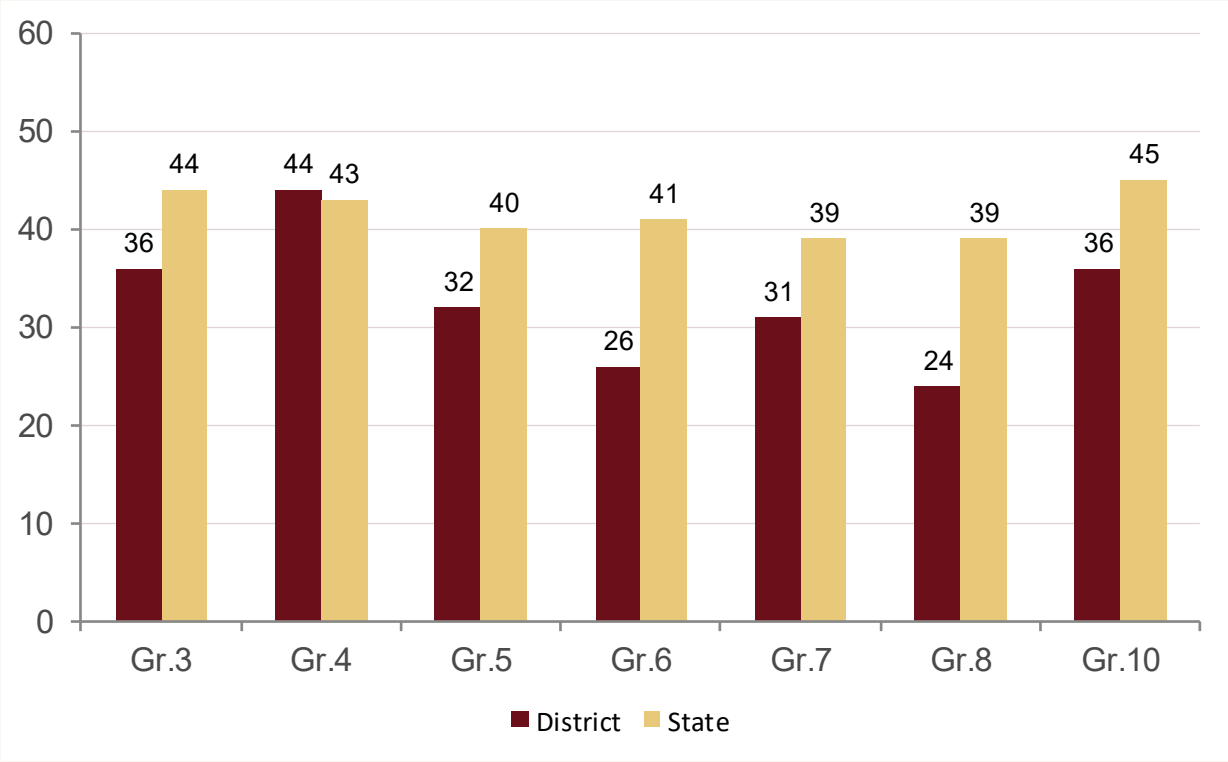
37% vs 51% state
–14 POINTS

Gr.7 ELA

Only 15% Not Meeting vs 22% state

Mathematics Proficiency — District vs. State

% Meeting or Exceeding Expectations | All Students



Gr.4 Math

44% — +1 point above state

Gr.6 Math

26% vs 41% state
–15 POINTS

Gr.8 Math

24% vs 39% state
–15 POINTS

Grade 10 & Science Snapshot

MCAS results with high-stakes and noteworthy results

GRADE 10 — ALL SUBJECTS

Subject	District	State	Gap
ELA	37%	51%	–14 pts
Math	36%	45%	–9 pts
Science	42%	46%	–4 pts

Grade 10 ELA Gap = 14 points

High stakes for post-secondary readiness. SWD students at 11%, Low Income at 29%.

SCIENCE / CIVICS — ALL GRADES

Grade/Subject	District	State	Not Meeting
Gr.5 Science	45%	46%	14%
Gr.8 Science	35%	39%	17%
Gr.8 Civics	33%	39%	14%
Gr.10 Science	42%	46%	9%

Gr.10 Science bright spot:

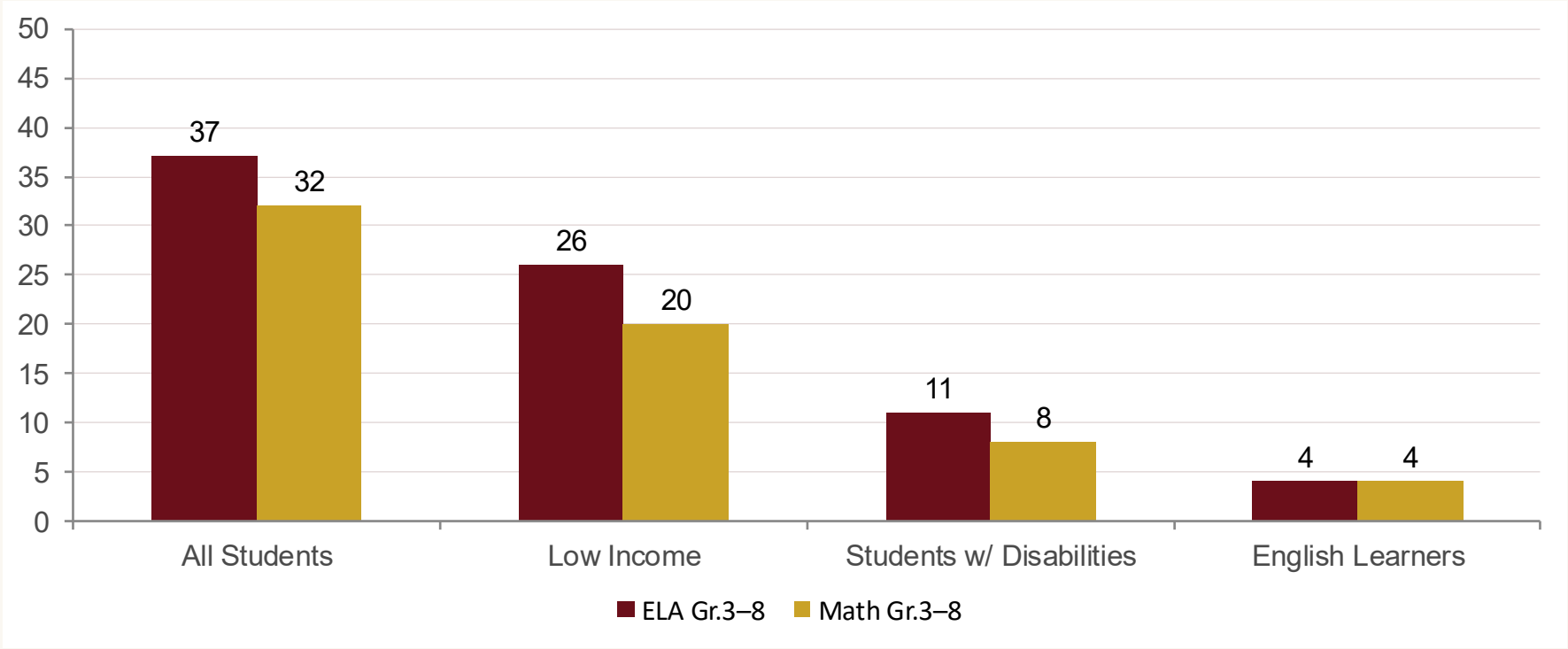
Only 9% Not Meeting — 7 points better than the state's 16%.

Student Subgroup Equity Data

Dudley-Charlton Regional School District | Academic Year 2024–2025

Subgroup Performance Overview

% Proficient (Meeting + Exceeding) — Grades 3–8 combined average



Significant equity gaps exist for our most vulnerable learners — this data demands focused, sustained action.

SWD Proficiency: Detail by Grade

SWD vs. All Students | Gap = SWD minus All Students

ELA PROFICIENCY			
Grade	**All %**	**SWD %**	**Gap**
Gr. 3	43%	13%	**–30**
Gr. 4	36%	15%	**–21**
Gr. 5	32%	11%	**–21**
Gr. 6	35%	9%	**–26**
Gr. 7	36%	7%	**–29**
Gr. 8	40%	9%	**–31**

MATH PROFICIENCY			
Grade	**All %**	**SWD %**	**Gap**
Gr. 3	36%	7%	**–29**
Gr. 4	44%	14%	**–30**
Gr. 5	31%	13%	**–18**
Gr. 6	25%	2%	**–23**
Gr. 7	31%	10%	**–21**
Gr. 8	24%	3%	**–21**

URGENT: Grade 6 Math SWD = 2% proficient — the single lowest data point in the entire dataset. Grade 8 Science SWD = 3%.

Low Income & English Learner Gaps

Proficiency by grade level | ELA and Math

LOW INCOME — ELA & MATH

Grade	All ELA	LI ELA	All Math	LI Math
Gr. 3	43%	33%	36%	27%
Gr. 4	36%	25%	44%	29%
Gr. 5	32%	23%	31%	27%
Gr. 6	35%	30%	25%	15%
Gr. 7	36%	25%	31%	18%
Gr. 8	40%	23%	24%	10%

ENGLISH LEARNERS — KEY FINDINGS

0% — **Gr.3 ELA Proficiency**
(vs. 43% all students, N=12)

0% — **Gr.3 Math Proficiency**
(vs. 36% all students, N=12)

6% — **Gr.4 ELA Proficiency**
(69% Not Meeting, N=16)

4% — **EL Avg. Gr.3–8 ELA**
(Many upper grades suppressed)

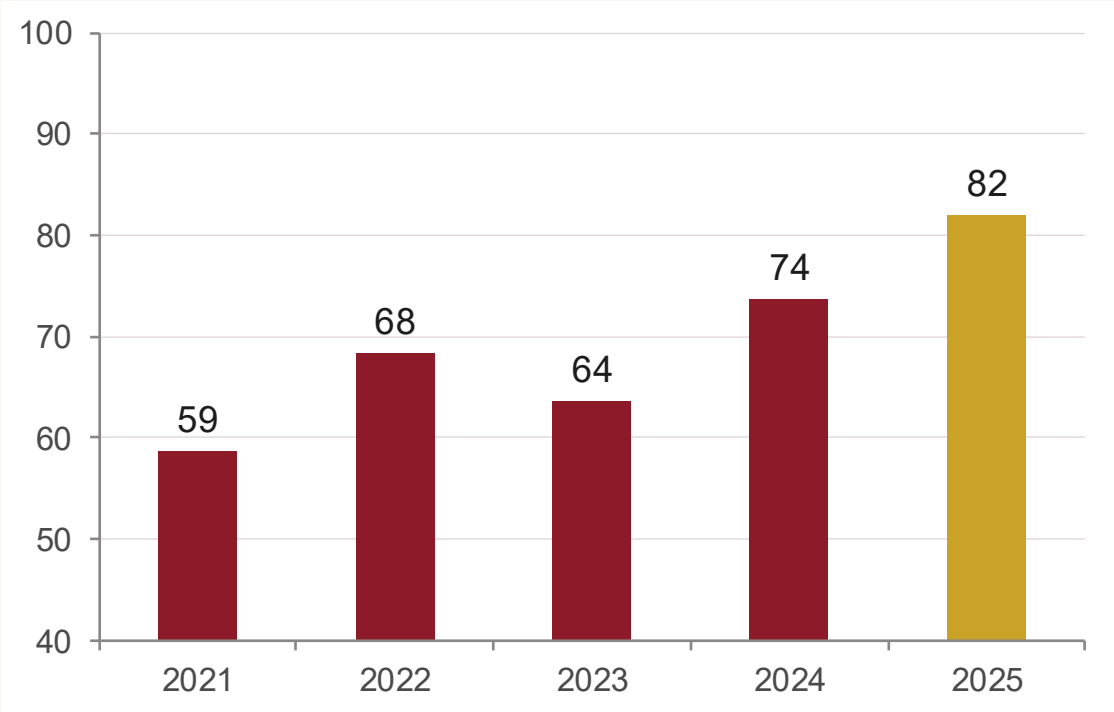
Note: Groups of fewer than 10 students are suppressed per DESE policy. Individual monitoring via interim assessments is critical in grades where data is unavailable.

AP Program Highlights

Dudley-Charlton Regional School District | Academic Year 2024–2025

AP Performance — Five-Year Growth Story

% of AP Students Scoring 3 or Higher (College-Level Mastery)



211
AP Students enrolled (2025)

397
Total exams taken (2025)

173
Students scoring 3 or higher

+23 pts
Growth in pass rate 2021 → 2025

2025 is a five-year high: 82% of AP students earned college-credit-qualifying scores — a 23-point improvement since 2021.

Strengths & Bright Spots

Dudley-Charlton Regional School District | Academic Year 2024–2025

District Strengths

Areas of strong performance and positive momentum

97–100% Participation

Every tested grade exceeds 97% — results are fully representative of all students

Gr.3 ELA = State Average

43% proficient, matching the state; Not Meeting rate (16%) is below state's 20%

Gr.4 Math Above State

44% vs. 43% state — a genuine bright spot in our math data

Gr.5 Science Near Parity

45% vs. 46% state; Not Meeting (14%) well below the state's 20%

Gr.10 Science

Only 9% Not Meeting — 7 percentage points better than the state (16%)

AP 5-Year Growth

59% → 82% over five years; 173 students earning qualifying AP scores in 2025

Areas of Concern

Dudley-Charlton Regional School District | Academic Year 2024–2025

Priority Areas of Concern

Where focused action is required — in order of urgency

1

Mathematics — District-Wide

–15 pt gap at Gr.6 & Gr.8; 60% of Gr.6 in Partially Meeting band

2

Grade 10 ELA

37% vs. 51% state; 14-pt gap carries high graduation & post-secondary stakes

3

Students with Disabilities

2–15% proficient across most grades; systemic, not isolated

4

Low Income Achievement Gap

Present in Gr.3 and grows to –28 pts by Gr.8 ELA; –22 pts Gr.8 Math

5

English Learners

0% proficient Gr.3 ELA & Math; data suppressed in many upper grades

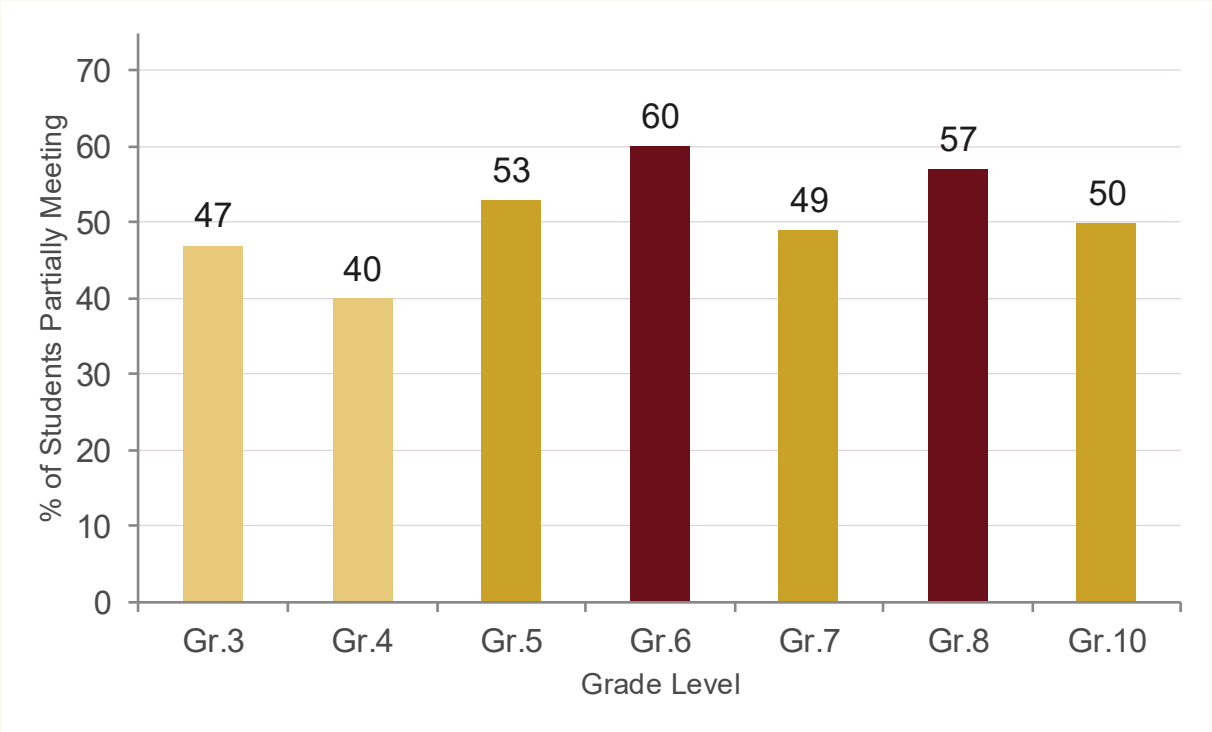
6

Middle School ELA (Gr.6–8)

Gap widens through middle school; Low Income and SWD most impacted

The Math Opportunity: Partially Meeting

Students close to proficiency — the highest-leverage intervention target



What this means:

Students in the Partially Meeting band are **close to proficiency.**

Targeted intervention can move them across the threshold.

Gr.6 Math: 60% Partially Meeting — highest in the dataset.

Gr.8 Math: 57% — high stakes given MCAS graduation implications.

Gr.5 Math: 53% — early intervention here can prevent future gaps.

Recommended Next Steps

Dudley-Charlton Regional School District | Academic Year 2024–2025

Priority Recommendations for 2025–2027

Action priorities for school committee consideration

1	**Mathematics Initiative**	District-wide K–10 plan: Tier 2 interventions, curriculum audit for SHRHS, high-dosage tutoring in Gr.6 & Gr.8, co-teaching review.
2	**SWD Dedicated Action Plan**	IEP specialized instruction audit, inclusion model review, SWD-specific intervention tracks and professional development.
3	**Grade 10 ELA Support**	Increase Gr.9–10 rigor, writing workshops, literacy-across-content strategies, individualized support for LI and SWD students.
4	**English Learner Development**	Explore the SIOP model, strengthen EL identification/reclassification, monitor Former MLL cohorts via interim assessments.
5	**Tiered Intervention System**	Use MCAS + MAP/mClass data quarterly to identify near-proficiency students; subgroup-specific small-group intervention tracks.
6	**Expand AP Access Equitably**	Build on 82% success rate — develop talent ID processes to grow AP participation among Low Income and SWD students.

Improvement Targets for 2025–2026

Measurable goals for the next school committee reporting cycle

Focus Area	Grade	Target	Description
ELA	Gr.3–8	**+5 pts**	Increase combined proficiency from ~37% to ~42% district-wide
Math	Gr.3–8	**+5 pts**	Priority: Gr.6 (26%→31%) and Gr.8 (24%→29%)
ELA	Grade 10	**+5 pts**	Narrow 14-pt state gap; move toward 42% from current 37%
SWD	All	**+3 pts**	Dedicated action plan — ELA benchmark: from 11% toward 14%
LI Gap	ELA/Math	**Reduce −3**	Shrink Low Income gap through Tier 2 intervention system
AP	Gr.9–12	**Sustain 80%**	Maintain 80%+ Score 3+ rate while growing enrollment



Thank You

Questions & Discussion

Data Source: Massachusetts DESE — MCAS 2024–2025 | Edwin Analytics PE304 | Spring 2025

Subgroup data suppressed for groups N < 10 per DESE privacy policy.

SWD = Students with Disabilities | EL = English Learners | LI = Low Income

Dudley-Charlton Regional School District

Growth & Achievement Summary Report

Math Grades 1–8 | Reading Grades K–9 | 2025–2026 Academic Year

Prepared: March 2026 | Source: DIBELS (mClass Amplify) & MAP Growth (NWEA)

School Committee Presentation

How to Read This Report

Growth Percentiles

Indicates how much a student improved relative to peers nationally. The 50th percentile represents average growth. A higher percentile means students are growing faster than their national peers.

Achievement Percentiles

Indicates a student's performance level relative to the national norm. The 50th percentile is the national median. Higher percentiles indicate stronger academic performance.

Performance Benchmark Bands (DIBELS) & Achievement Bands (MAP):



1st–20th percentile (Intensive)	21st–40th percentile (Below Average)	41st–60th percentile (Average)	61st–80th percentile (Above Average)	Above 80th percentile (Advanced)

District-Wide Overview

K–9

Reading Grades Assessed

DIBELS / MAP

1–8

Math Grades Assessed

MAP Growth

7

Schools Included

Charlton Elem, Mason Road, Dudley Elem, Heritage, CMS, DMS, SHHS

2

Assessments Reviewed

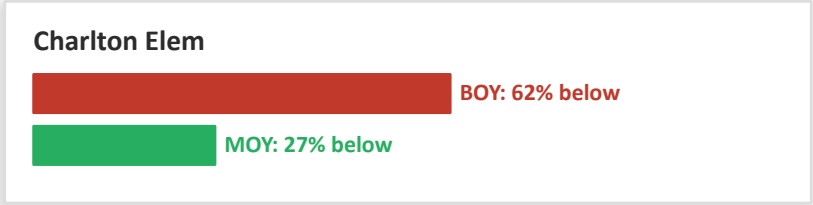
Fall (BOY) & Winter (MOY)

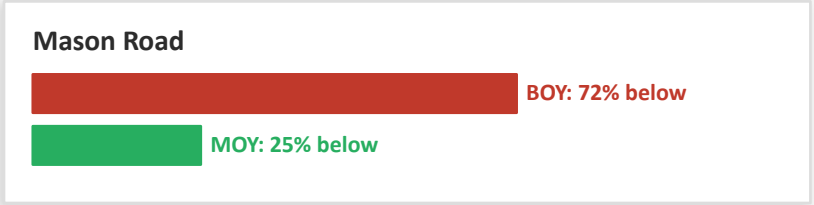
Key District-Wide Themes

Strong Early Literacy Gains: Kindergarten decoding improved dramatically at both schools — BOY rates of 62–72% below benchmark dropped to just 25–27% by mid-year. **Growth Outpacing Achievement:** Grade 9 Algebra leads the district with 69th percentile growth despite entering below the national median. **Middle School Math Needs Attention:** Grade 6–8 math shows declining trends at both schools; Grade 8 is a critical gateway to high school math readiness.

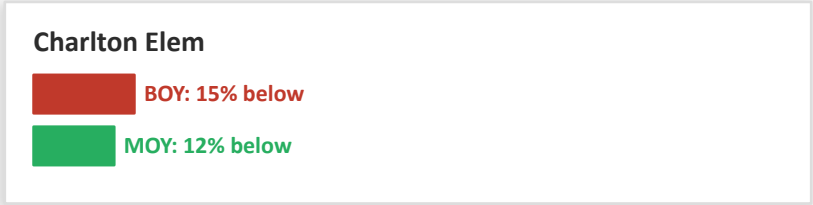
Early Literacy: Kindergarten & Grade 1 (DIBELS)

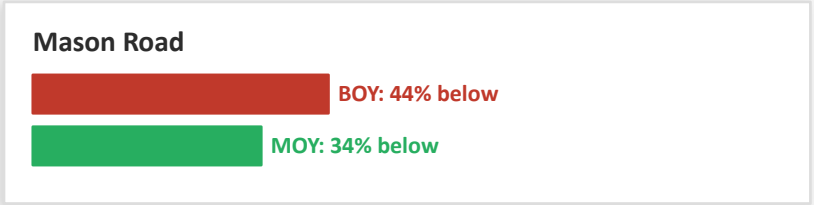
Kindergarten — Below Benchmark Rates





Grade 1 — Below Benchmark Rates





✔ Charlton leads with 88% of Grade 1 students at or above benchmark by MOY — outstanding early decoding performance.

⚠️ Mason Road's 34% below-benchmark rate at MOY — 1 in 3 Grade 1 students — warrants investigation into instructional or intervention differences.

Grades 2 & 3: Decoding (DIBELS)

Grade 2

School	BOY Below	MOY Below	Trend
Dudley Elementary	37%	32%	↑ Improving
Heritage School	36%	29%	↑ Improving

Grade 3

School	BOY Below	MOY Below	Trend
Dudley Elementary	25%	31%	↓ Declining
Heritage School	25%	31%	↓ Declining

⚠️ Grade 3 is the final 'learning to read' year before students must 'read to learn.' Approximately 1 in 3 students remains below benchmark mid-year — sustained intensive support is critical before Grade 4.

Elementary Math: Grades 1–4 (MAP Growth)

Grade / School	Growth Pctl	Fall Achievement	Winter Achievement	Trend
Gr 1 – Charlton Elem	62nd	61st	66th	↑ Improving
Gr 1 – Mason Road	49th	52nd	49th	→ Stable
Gr 2 – Dudley Elem	65th	55th	62nd	↑ Improving
Gr 2 – Heritage	48th	61st	57th	↓ Declining
Gr 3 – Dudley Elem	57th	57th	59th	↑ Slight gain
Gr 3 – Heritage	57th	66th	67th	↑ Strong
Gr 4 – Dudley Elem	53rd	52nd	54th	↑ Slight gain
Gr 4 – Heritage	64th	55th	60th	↑ Improving

✔ Heritage Grade 3 is the district's elementary math standout: 67th percentile achievement with 62% of students in the top two tiers by winter.

Grades 4–5: Reading & Math (MAP Growth)

⭐ Grade 4 Reading — Heritage School: 76th Percentile Growth

The highest growth percentile in the entire dataset. 64% of students in the top two growth tiers. Winter achievement rose to 68th percentile. This is an instructional model worth studying district-wide.

Grade / School / Subject	Growth Pctl	Fall Achieve.	Winter Achieve.	Trend
Gr 4 Reading – Dudley Elem	62nd	54th	58th	↑ Improving
Gr 4 Reading – Heritage	76th ★	59th	68th	↑ Strong gain
Gr 5 Math – Charlton Middle	54th	57th	59th	↑ Improving
Gr 5 Math – Dudley Middle	59th	56th	62nd	↑ Improving
Gr 5 Reading – Charlton Middle	52nd	64th	61st	↓ Slight dip
Gr 5 Reading – Dudley Middle	62nd	58th	67th	↑ Strong gain

⚠️ Charlton Middle Grade 5 Reading dipped from 64th to 61st percentile — growth at only 52nd percentile. Action needed to protect and build on the strong fall baseline.

Middle School Math: Grades 6–8

⚠️ Priority Concern: Middle school math is the district's most significant area of challenge. Both Grade 6 schools show below-average growth (46th percentile) and declining achievement fall-to-winter — a critical trend given the pipeline to Grade 9 Algebra.

Grade / School	Growth Pctl	Fall Achieve.	Winter Achieve.	Trend
Gr 6 Math – Charlton Middle	46th	52nd	48th	↓ Declining
Gr 6 Math – Dudley Middle	46th	59th	55th	↓ Declining
Gr 7 Math – Charlton Middle	60th	56th	61st	↑ Improving
Gr 7 Math – Dudley Middle	48th	56th	54th	↓ Declining
Gr 8 Math – Charlton Middle	50th	46th	46th	→ Flat
Gr 8 Math – Dudley Middle	41st	63rd	56th	↓ Declining

Gr 7: Charlton rebounded to 60th pctl growth — examine what's working there vs. Dudley's 48th.

Gr 8 – Dudley: 7-point achievement drop in one semester despite a 63rd pctl fall baseline. Urgent review warranted before Grade 9 transition.

Middle School Reading: Grades 6–7

✔ Bright Spot: Grade 6 reading is a district highlight. Charlton Middle achieved 65th percentile growth — outstanding. Both schools have very low rates of severely struggling readers (8–14% in lowest band).

Grade / School	Growth Pctl	Fall Achieve.	Winter Achieve.	Trend
Gr 6 Reading – Charlton Middle	65th	57th	60th	↑ Improving
Gr 6 Reading – Dudley Middle	60th	63rd	62nd	→ Stable
Gr 7 Reading – Charlton Middle	56th	62nd	60th	→ Stable
Gr 7 Reading – Dudley Middle	57th	62nd	67th	↑ Improving

Dudley Middle Grade 7 Reading

67th percentile achievement in winter — the strongest reading result in the middle grades. 56% of students in the upper two tiers.

Charlton Middle Grade 7 Reading

Achievement slipped from 62nd to 60th percentile fall-to-winter. Growth at 56th percentile. School needs to better convert growth into sustained gains.

Grade 9: Shepherd Hill High School

Algebra 1 (MAP Growth)

69th

Growth Percentile
(District High)

Fall Achievement: 48th pctl → Winter: 52nd pctl
57% of students in top two growth tiers

⚠️ Note on Algebra: Despite strong growth, 43% of students remain in the bottom two achievement bands in winter — reflecting the cumulative impact of Grade 8 math challenges. Monitoring through Grade 10 is recommended.

Reading (MAP Growth)

65th

Fall Achievement Percentile

54% of students in top two tiers
Only 11% in lowest reading band

✔ Positive Cumulative Signal: Strong Grade 9 reading baseline reflects effective K–8 literacy instruction across the district. With only 11% of freshmen severely below grade level, the reading pipeline is working.

Summary & Recommended Next Steps

District Strengths

- Kindergarten decoding: dramatic BOY→MOY gains at both schools
- Heritage Grade 4 reading leads district at 76th percentile growth
- Grade 9 Algebra growth is the strongest district-wide (69th pctl)
- Grade 9 reading baseline is strong — K–8 literacy pipeline is working
- Grade 6 reading both schools showing above-average growth
- Grade 7 Dudley reading (67th pctl) is middle school's top result

Priority Actions

- Investigate Mason Road Gr 1 decoding gap vs. Charlton (34% vs. 12% below benchmark)
- Intensive intervention for ~1 in 3 Gr 2–3 students still below decoding benchmark by MOY
- Urgent review of Grade 6 math at both schools — below-average growth AND declining achievement
- Examine Dudley Gr 8 math: 7-point achievement decline in one semester
- Monitor Gr 9 Algebra closely — strong growth but 43% still below proficiency
- EOY data review to confirm K–3 gains hold through year-end and summer

Professional Learning Day

School Committee Update | March 27, 2026

Overview

On Friday, March 27, 2026, the district will hold a full-day Professional Learning Day for all staff. Sessions are carefully curated to advance district priorities in personalized learning, curriculum alignment, multilingual learner support, responsible AI integration, and evidence-based instructional strategies.

Session Summary at a Glance

Strand	Session / Facilitator	Audience
Leadership & Innovation	Eric Sheninger – Session 1: Introduction to Personalized Learning	Any Instructional Staff
English Language Arts	Houghton Mifflin – ELA Content PD & Curriculum Alignment	ELA Teachers, 5-8
Mathematics (District)	Houghton Mifflin – Math Content PD & Curriculum Alignment	Math Teachers, 5-8
Mathematics (Elementary)	All Learners Network – Elementary Math Instruction	All Elementary Staff
ESL / Multilingual Learners	Houghton Mifflin – ESL Instructional Strategies	ESL / ELL Teachers
AI in Education – Block 1	AI in the Classroom: Tools for Student Learning	Teachers (Session 1 cohort)
AI in Education – Block 2	AI in the Classroom: Tools for Student Learning	Teachers (Session 2 cohort)
AI in Education – Block 3	AI for Educator Productivity & Lesson Design	Teachers (Session 3 cohort)
AI in Education – Block 4	AI for Educator Productivity & Lesson Design	Teachers (Session 4 cohort)
Paraprofessional PD	Melissa Davis – Supporting Students with ADHD in the Classroom	Paraprofessionals
Leadership & Innovation	Eric Sheninger – Session 2: Implementing Personalized Learning	All Instructional Staff
Student Behavior	Love and Logic - How adult behavior shapes student behavior	All Staff

Personalized Learning | Eric Sheninger

Nationally recognized educational author and thought leader Eric Sheninger is returning to the district for two full-group sessions anchoring the day's theme of personalized learning.

Session 1 – Morning: Introduction to Personalized Learning

- Establish a shared understanding of what personalized learning means in a modern school context.
- Explore how student agency, flexible pathways, and data-informed instruction work together.
- Challenge staff to reflect on current practice and identify entry points for personalization.

Session 2 – Afternoon: Implementing Personalized Learning

- Move from theory to practice with concrete implementation strategies for classrooms.
- Showcase real-world examples and tools that support differentiated pacing and student choice.
- Staff collaborate in grade-level and content-area teams to begin action planning.

Content Area PD | Houghton Mifflin Harcourt

Houghton Mifflin Harcourt (HMH) will be facilitating targeted, curriculum-aligned professional development across three content strands, supporting fidelity of implementation and deepening pedagogical content knowledge.

ELA – English Language Arts

- Focus on best practices for text complexity, close reading, and writing across the curriculum.
- Teachers explore HMH program resources and discuss how they align to what the data is saying about student learning
- Include time for collaborative planning and sharing of student work samples.

Mathematics

- Deepen understanding of the HMH math program's instructional routines and problem-solving frameworks.
- Examine vertical alignment across grade levels to strengthen coherence in the math progression.
- Provide time for lesson study and discussion of formative assessment strategies.

ESL – English Language Learner Support

- ESL/ELL teachers will participate in HMH-facilitated training on language development strategies integrated within core content.
- Explore scaffolding techniques, sheltered instruction, and language objectives aligned to curriculum materials.
- Discusse collaborative planning structures between ESL and classroom teachers.

Elementary Mathematics | All Learners Network

All elementary staff will participate in a dedicated mathematics strand facilitated by the All Learners Network (ALN), an organization whose mission is to ensure equitable access to grade-level mathematics for every learner.

- Center on high-leverage instructional routines that support all learners, including students with disabilities and those who have historically struggled with math.
- Introduce and deepen use of ALN's structured math lessons emphasizing number sense, fluency, and problem solving.
- Provide hands-on practice with ALN protocols and time to adapt materials to specific classroom contexts.
- This strand engages all elementary classroom teachers, specialists, and administrators — reinforcing a whole-school commitment to math achievement.

AI in Education | Four-Session Strand

Recognizing the growing presence of artificial intelligence in education, the district is offering four sessions on AI integration — two focused on student-facing applications and two on educator tools. Sessions will be offered in rotating cohorts to allow all instructional staff to participate.

AI Tools for Student Learning (Sessions 1 & 2)

- Introduce staff to age-appropriate, classroom-ready AI tools that support personalized student learning experiences.
- Explore how AI can assist with differentiated practice, reading support, and project-based learning.
- Include critical discussions on responsible use, student privacy, and maintaining academic integrity.

AI for Educator Productivity & Lesson Design (Sessions 3 & 4)

- Focus on practical applications for teachers: lesson planning, assessment design, feedback generation, and data analysis.
- Demonstrate tools that can reduce administrative burden and free up time for direct student engagement.
- Staff will practice using AI tools with real curriculum tasks and discuss how to integrate these into routine workflows.

Paraprofessional Development | Melissa Davis

Paraprofessionals will participate in a dedicated, specialized session facilitated by Melissa Davis, focused on understanding and effectively supporting students with ADHD in the classroom environment.

- Provide an evidence-based overview of how ADHD presents in academic and social settings across different age groups.
- Explore proactive strategies for supporting attention, impulse control, task initiation, and emotional regulation.
- Discusses co-regulation techniques and how paraprofessionals can build trusting, structured relationships with students.
- Address practical classroom scenarios with role-play and collaborative problem solving.
- Reinforce the importance of communication and collaboration with classroom teachers and families.

Love and Logic | Sharon Rogan

Love and Logic was founded in 1977 by Jim Fay and Foster Cline. Over time, the principles and techniques of Love and Logic have revolutionized **parenting and teaching strategies** by showing adults how to have respectful, healthy relationships with the children in their lives.

Some of the topics will include:

1. Begin with Nonverbals
2. Use Lots of Empathy
3. Use “I” Instead of “You” Statement
4. Use the “One Sentence” intervention
5. Offer Choices
6. Model and Teach Problem Solving

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

TO: School Committee

FROM: Joseph DeSantis - Director of Finance & Operations

DATE: March 11, 2026

SUBJECT: Finance Director Update

---

1. **Charlton Elementary School Fire Panel Update**: The fire alarm panel at Charlton Elementary is the final project yet to be completed of the projects identified and funded by the Capital Project Bond from 2023. The project will be available to bidders on March 11, 2026 at 9am. The general bid deadline is April 22,2026 at 11am. DCRSD will provide a summary of pricing sheets and a recommendation of awarded vendor once the bids are collected. Replacement of the fire panel is slated to commence late June 2026 after school is out, and final completion mid-August prior to school beginning for the 2026-2027 year.
2. **FY26 Operating Budget & Suspension Update**: FY2026 is within the established Operating Budget parameters, inclusive of encumbered costs, such as Salaries and other contractual obligations. A budgetary suspension was instituted the week of January 19th, 2026. Any new purchase for which the funds are not already encumbered, or have a related purchase order, is approved at the Finance Director level. A detailed Operating Budget will be included in April, after the third quarter is complete on 3/31/2026.
3. **FY25 Fiscal Year Close Out Update:** FY2025 close out is in process. CBIZ, the district's Audit firm, performed their annual audit of DCRSD financial statements, with resulting FY2025 Financial Statements to be issued subsequent to Audit testing results. Excess & Deficiency certification (E&D) is in process for finalization, with certified results expected in the coming days.

2026 Proposed Handbook Changes
Shepherd Hill Regional High School

(Note: Routine grammatical and formatting changes are not included.)

Current	Proposed	Rationale
Handbook p. 43 The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/caregivers of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.	Remove current language and replace with the following: At Shepherd Hill Regional High School, the school-wide educational service plan consists of two different service delivery methods to support students' continued academic progress during suspensions of more than ten (10) consecutive days. In-person, or virtual 1:1 tutoring sessions with school staff are available Monday through Friday, outside of school hours. In-person tutoring sessions occur at the local library, or other mutually-agreed upon locations. Additionally, students may complete online credit recovery coursework. The service delivery method will be discussed and mutually-agreed upon by students and parents/guardians, and school officials prior to implementation.	This language addresses required revisions in accordance with criterion CR 10C.

p. 43 The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and students with a disability status in accordance with law and regulation.	Add the following language to the current paragraph: At Shepherd Hill Regional High School, a quarterly review of discipline data is conducted by the Principal, Assistant Principals, and Guidance Counselors. All disciplinary incidents are captured in the student information management system, from which reports are generated. Upon review of the data, referrals are made to the Student Support Team (SST) for individual interventions. Trends regarding selected populations are referred to the school's leadership team for further action.	This language addresses required revisions in accordance with criterion CR 10C.
p. 35 2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes	Replace with the following language: 2. Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents.	This language addresses required revisions in accordance with criterion CR 10A.

p. 40 In every case of student misconduct for which suspension may be imposed, a principal shall consider ways to re-engage the student in learning and avoid using long-term suspension from school as a consequence until other alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.	Remove current and replace with the following: In every case of student misconduct for which suspension may be imposed, a principal, superintendent, or other person acting as a decision-maker at a student meeting or hearing shall first consider ways to re-engage the student in learning and shall not use suspension from school as a consequence until alternative remedies, including evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports have been tried and documented. Exceptions include: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school. Alternative remedies may include, but are not limited to, the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.	This language addresses required revisions in accordance with criterion CR 10A.

p. 36 The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10 and this provision, provided that the principal follows the process set forth in the regulation and the student has the opportunity to make academic progress as required by law and regulation.	Replace with the following: (1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. (2) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1). (3) The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year. (4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary	This language addresses required revisions in accordance with criterion CR 10A.

	offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension. (5) The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.	

p. 40 Except for emergency removal or an in-school suspension of less than 10 days, a principal must provide the student and the parent/caregiver oral and written notice, and provide the student an opportunity for a hearing and the parent/caregiver an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The principal shall provide both oral and written notice to the student and parent/caregiver in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation.	Add the following language after the current language: The notice shall set forth in plain language: (a) the disciplinary offense; (b) the basis for the charge; (c) the potential consequences, including the potential length of the student's suspension; (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (e) the date, time, and location of the hearing; (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate; (g) if the student may be placed on long-term suspension following the hearing with the principal: the rights set forth in 603 CMR 53.08 (3)(b);	This language addresses required revisions in accordance with criterion CR 10A.

	and the right to appeal the principal's decision to the superintendent.	
p. 87	Under the Misconduct/Disciplinary Action heading, insert the following: Suspension from school as a consequence for offences covered under M.G.L. c. 71 ss 37H3/4 shall not be used until alternative remedies have been tried and documented, except as follows: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school.	This language addresses required revisions in accordance with criterion CR 10A.

p. 67	Create a new section entitled Video Recording with the language below. Video recording, audio recording, and body-worn cameras are strictly limited in order to protect privacy, maintain a safe and orderly school environment, and comply with applicable law. Students are not permitted to wear or use body-worn cameras or other continuous recording devices at any time on school grounds, on school transportation, or at school-sponsored activities. The use of video or audio recording on personal electronic devices, including cell phones, smartwatches, and tablets, is generally prohibited during the school day and permitted only with prior approval from school administration. Students may not record other students, school staff, classrooms or instructional activities, hallways, offices, or other non-public school spaces. Recording is never permitted in restrooms, locker rooms, health offices, or any location where there is a reasonable expectation of privacy. Unauthorized audio recording is prohibited under Massachusetts law, which requires consent for the recording of oral	Adds additional clarity around electronic devices.

	communications. Unauthorized video recording may also implicate privacy rights. Any device used in violation of this section may be seized and held in the main office for retrieval by a parent or caregiver. Violations may result in disciplinary action consistent with the Student Code of Conduct. The administration may work with a student's parent or caregiver to establish a personal electronic device plan when misuse of recording technology becomes a concern.	
p. 75 Alternative Education Programs The following programs are available to students with behavioral or academic needs which cannot be met in the traditional school environment. These programs are available to students (grades 9-12) who meet the requirements of the Special Needs Department. More information may be obtained through the guidance office. Project COFFEE Project GROW Project COPE RISE Academy	Remove.	No longer offered.

p. 65 We encourage students to embrace their cultural heritage in their outfits. Items such as bonnets, doo rags, jewelry, bandannas, saris, hijabs, etc. are allowed and encouraged by our faculty. If one feels targeted for representing their cultural heritage, speak out and address the issue with the administration.	We encourage students to embrace their racial, ethnic, or religious identity in their outfits. Items such as bonnets, durags, jewelry, bandanas, saris, hijabs, etc. are allowed and encouraged by our faculty. If one feels targeted for representing their racial, ethnic or religious identity, speak out and address the issue with the administration.	Updated language.

2025-2026 Proposed Handbook Changes
Dudley Middle School Charlton Middle School

(Note: Routine grammatical and formatting changes not included.)

Page	Current	Proposed	Rationale
Table of contents	"Agenda Books"	Remove “Agenda Books” from table of contents	We no longer provide agenda books
10	Be required to immediately report any instance of bullying or retaliation that they have witnessed or become aware of to the principal or his designee, who shall promptly conduct an investigation. If the principal or his designee determines bullying has occurred, he will:	Be required to immediately report any instance of bullying or retaliation that they have witnessed or become aware of to the principal or their designee, who shall promptly conduct an investigation. If the principal or their designee determines bullying has occurred, they will: will:**change from "he" to "their"/”they**	Updated language
10	Dudley-Charlton Regional School District policy can be found at http://www.dcrsd.org/district.cfm?subpage=3619	Dudley-Charlton Regional School District policy can be found at https://www.dcrsd.org/about-dcrsd/district-policies	Link does not work
11	School cancellations due to inclement weather will be made over radio stations WESO in Southbridge, WTAG in Worcester, WSRS in Worcester, and WORC in Webster; in addition, television stations WBZ and ABC Channel 5; and, the school website (www.dcrsd.org).	School cancellations due to inclement weather will be posted on the District website (www.dcrsd.org) and notifications sent to parents, faculty, staff, via email and/or text notification.	Too specific. Do we still use local radio stations for delays/no school?Can this information be posted on our webpage?

Page	Current	Proposed	Rationale
11	Additionally, principals or designee must ensure that notification is provided to the parent or guardian of a student who has five (5) or more unexcused absences within a school year. School principals, or a designee, must make a reasonable effort to meet with the parent or guardian of a student who has five (10) or more unexcused absences to develop a plan that includes the specific action steps necessary to address the student's poor attendance.	Additionally, principals or designee must ensure that notification is provided to the parent or guardian of a student who has five (5) or more unexcused absences within a school year. School principals, or a designee, must make a reasonable effort to meet with the parent or guardian of a student who has ten (10) or more unexcused absences to develop a plan that includes the specific action steps necessary to address the student's poor attendance.	Paragraph #7 (sentence beginning with "effort" the word "five" has a number "10" next to it.
12	In addition: ● During school hours if you are going to pick up your child for any reason, you must come to the office and sign him/her out. ● Students should not arrive or be dropped off at school prior to 7:30 A.M	In addition: ● During school hours if you are going to pick up your child for any reason, you must notify the front office via phone or email ● Students should not arrive or be dropped off at school prior to 7:30 A.M	Omit: you must come to the office and sign him/her out; this is not a practice in middle school and limits the unnecessary traffic in and out of the school
13	Students who come in late to school must: ● bring an acceptable note signed by a parent/guardian; ● upon entering school, check in with the main office and obtain a late slip.	Students who come in late to school must upon entering school, check in with the main office and obtain a late slip.	Omit: bring an acceptable note signed by parent/guardian under "late to school" This has not been a practice
13	Students who are being dismissed early must: ● bring in an acceptable note by a parent/guardian with the following information 1. Student name 2. Reason for dismissal 3. Time of dismissal 4. Person picking up student and a telephone number to confirm if necessary	Students who are being dismissed early must: ● bring in an acceptable note **or send an email signed to the front office** by a parent/guardian with the following information 1. Student name 2. Reason for dismissal 3. Time of dismissal 4. Person picking up student and a telephone number to confirm if necessary	Add and "email" to acceptable notes

Page	Current	Proposed	Rationale
13	We encourage students to embrace their cultural heritage in their outfits. Items such as bonnets, doo rags, jewelry, bandannas, saris, hijabs, etc. are allowed and encouraged by our faculty. If one feels targeted for representing their cultural heritage, speak out and address the issue with the administration.	We encourage students to embrace their racial, ethnic, or religious identity in their outfits. Items such as bonnets, durags, jewelry, bandanas, saris, hijabs, etc. are allowed and encouraged by our faculty. If one feels targeted for representing their racial, ethnic or religious identity, speak out and address the issue with the administration.	spelling errors under "DRESS CODE" Doo rags should be "durags, and bandannas should be "bandana" Change cultural heritage to racial or religious identity
14	WINN/enrichment block classes are graded using the designations Pass (P) and Fail (F).	Omit the sentence altogether	We do not grade these classes at this time.
14	No mention of AI in cheating section	Use of generative AI tools will only be allowed for an assignment with prior teacher approval. If the teacher permits the use of an AI tool, and if it is utilized by the student, the student must cite the source and treat it like any other cited material that is not their own.	Needs to be added as it is a new technology in which students can access and pose as their own work
15	AGENDA BOOKS Each student will be provided with one daily agenda book free of charge. This book is the responsibility of the student. If a student loses or destroys his/her book, replacement books are available for sale from the main office for the sum of $6.00, while supplies last.	Omit this section	We do not provide agenda books.

Page	Current	Proposed	Rationale
16	All electronic devices (phones, computers, smartwatches, Airpods, Tablets, etc.) are allowed to be brought to school and should be turned off, or put on Silent-Mode, in their locker. Personal electronic devices may be used freely before or after school academic hours as long as the student is adhering to the Acceptable Use Policy (Page 47-51).	All electronic devices (phones, computers, smartwatches, Airpods, tablets, etc.) are allowed to be brought to school and should be turned off, or put on Silent-Mode, in their locker. Personal electronic devices may be used freely before or after school academic hours as long as the student is adhering to the Acceptable Use Policy (Page 42-46).	wrong pp. listed under electronic devices, need to change to pp. 42-46
16	Any such devices not adhering to the Acceptable Use Policy and/or not being used for an educational purpose that are approved and directed by a teacher will be confiscated and the discipline guideline found on page **41.**	Any such devices not adhering to the Acceptable Use Policy and/or not being used for an educational purpose that are approved and directed by a teacher will be confiscated and the discipline guideline found on page **37.**	Cafeteria: add "refer to page 37", not 41.
16	Addition	Add under heading: Food in Academic Areas at bottom of page 16 Students are to talk and not shout in the cafeteria and maintain appropriate personal space between peers.	
16	Addition	Video recording, audio recording, and body-worn cameras are strictly limited in order to protect privacy, maintain a safe and orderly school environment, and comply with applicable law. Students are not permitted to wear or use body-worn cameras, SMART/AI/Meta Glasses, or other continuous recording devices at any time on school grounds, on school transportation, or at school-sponsored activities.	

Page	Current	Proposed	Rationale
		The use of video or audio recording on personal electronic devices, including cell phones, smartwatches, and tablets, is generally prohibited during the school day and permitted only with prior approval from school administration. Students may not record other students, school staff, classrooms or instructional activities, hallways, offices, or other non-public school spaces. Recording is never permitted in restrooms, locker rooms, health offices, or any location where there is a reasonable expectation of privacy. Unauthorized audio recording is prohibited under Massachusetts law, which requires consent for the recording of oral communications. Unauthorized video recording may also implicate privacy rights. Any device used in violation of this section may be seized and held in the main office for retrieval by a parent or caregiver. Violations may result in disciplinary action consistent with the Student Code of Conduct. The administration may work with a student's parent or caregiver to establish a personal electronic device plan when misuse of recording technology becomes a concern.	
17	Remove "card playing, etc." Redundant	GAMBLING Gambling will not be permitted at any time.	Remove "card playing, etc." Redundant

Page	Current	Proposed	Rationale
21	There is no language for notification and due process consistent with MGL. Proposed to add under “In School Suspension” section.	For any suspension, the principal of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or a designee, can document reasonable efforts to include the parent or guardian in that meeting.	IN-School suspension: Due process procedures must be spelled out and consistent with 53.10: In-School Suspension under M.G.L. c. 71, § 37H/

Page	Current	Proposed	Rationale
22	Notice of Suspension Except for emergency removal or an in-school suspension of less than 10 days, a principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The principal shall provide both oral and written notice to the student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian	Notice of Suspension Except for emergency removal or an in-school suspension of less than 10 days, a principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The principal shall provide both oral and written notice to the student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. See 53.06: Notice of Suspension and Hearing under M.G.L. c. 71, § 37H ¾. To conduct a hearing without a parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian	Reads as follows, "The notice shall include the rights enumerated in law and regulation". Must spell out the required content of the notice, See 53.06: Notice of Suspension and Hearing under M.G.L. c. 71, § 37H ¾.
21	A **written** 24 hour notice will be given to the student and communicated to parents. This must be signed and returned to the teacher or administrator. Failure to return the notice will result in a call to the parent. Detentions are the first responsibility for all students and take priority over any extracurricular activities or responsibilities. Skipping detentions will result in consequences consistent with the disciplinary guidelines on p. 38.	A 24 hour notice will be given to the student and communicated to parents. This must be signed and returned to the teacher or administrator. Failure to return the notice will result in a call to the parent. Detentions are the first responsibility for all students and take priority over any extracurricular activities or responsibilities. Skipping detentions will result in consequences consistent with the disciplinary guidelines on p. 37.	Remove word "written" and simply just use "notice"; and should be "starting on p. 37" not 38.

Page	Current	Proposed	Rationale
25	Proposed for Amendment First Reading: Wednesday, September 10, 2014 Second Reading and Adoption: Wednesday, September 24, 2014	Omit: Remove "Proposed for Amendment" It is outdated?	Remove "Proposed for Amendment" It is outdated or necessary?
27	Incorrect telephone number listed for CMS	CMS 508-248-1423	Incorrect the telephone number for CMS 508-248-1423
30	Principal Kristina Bogosh Charlton Middle School 2 Oxford Rd. Charlton, MA 01507 508-248-9145 smonette@dcrsd.org	Principal Kristina Bogosh Charlton Middle School 2 Oxford Rd. Charlton, MA 01507 508-248-1423 kbogosh@dcrsd.org	Incorrect telephone and email address
30	Brian Ackerman at 508-943-6888, ext. 282	Add Kelly True at 508-943-6888 ext. 282, instead of Brian Ackerman	No longer employed here; Kelly is in the position

Page	Current	Proposed	Rationale
37-39	It is universally understood that teachers cannot effectively teach and students cannot effectively learn when disruptive and/or unsafe behaviors occur in a school. Therefore, Dudley and Charlton Middle Schools will utilize a thoughtful and comprehensive approach to student discipline that adheres to modern laws and best practices. Disciplinary practices will remain at an individual level with an increased focus on re-teaching expected behaviors when incidents occur. Disciplinary consequences are cumulative in nature. This is often referred to as progressive discipline. Minor offenses may result in a warning, apology, lunch detention, parent conference, etc. Major and cumulative offenses may result in office (after school) detention, parent conferences, etc. Habitual major offenses and those offenses which are harmful and dangerous to others result in more severe consequences including in-school and out-of-school suspensions, all the way up to expulsion. In all cases, the administration will give careful consideration to the safety and well-being of the student body, and also to the most likely course of action to improve the behavior of the offending student. Families, counselors, administrators and specific school staff are all important participants in the overall disciplinary process.	It is universally understood that teachers cannot effectively teach and students cannot effectively learn when disruptive and/or unsafe behaviors occur in a school. Therefore, Dudley and Charlton Middle Schools will utilize a thoughtful and comprehensive approach to student discipline that adheres to modern laws and best practices. Disciplinary practices will remain at an individual level with an increased focus on re-teaching expected behaviors when incidents occur. Disciplinary consequences are cumulative in nature. This is often referred to as progressive discipline. Minor offenses may result in a warning, apology, lunch detention, parent conference, etc. Major and cumulative offenses may result in office (after school) detention, parent conferences, etc. Habitual major offenses and those offenses which are harmful and dangerous to others result in more severe consequences including in-school and out-of-school suspensions, all the way up to expulsion. In all cases, the administration will give careful consideration to the safety and well-being of the student body, and also to the most likely course of action to improve the behavior of the offending student. Families, counselors, administrators and specific school staff are all important participants in the overall disciplinary process.	General Discipline Guidelines: This section must make clear that suspension from school as a consequence for offences covered under § 37H34 shall not be used until alternative remedies have been tried and documented, except as follows: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school.

Page	Current	Proposed	Rationale
		Please note that suspension from school as a consequence for offences covered under § 37H 3/4 shall not be used until alternative remedies have been tried and documented, except as follows: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school.	
38	Currently no check mark under “School-Based Response”	Grid: add a "check mark" to "School Based Response" to "Fighting/Physical Aggression"	Need to have a school based response possibility for this category, especially to be consistent with MGL

2025-2026 Proposed Handbook Changes for DESE

Elementary School Handbook: Charlton Elementary School, Heritage School, Mason Road School, Dudley Elementary School

Current	Proposed	Rationale
New Language- page 16	1. The Individuals with Disabilities Education Act (IDEA) provides six key protections for eligible students with disabilities: a Free Appropriate Public Education (FAPE), Appropriate Evaluation, an Individualized Education Program (IEP), placement in the Least Restrictive Environment (LRE), Parent Participation in educational decisions, and Procedural Safeguards for resolving disagreements. These protections ensure that students receive a customized education tailored to their needs and that parents are actively involved and have a voice in their child's education.	Per recommendation from DESE
New Language- page 22	**VIDEO AND AUDIO RECORDING** Video recording, audio recording, and body-worn cameras are strictly limited in order to protect privacy, maintain a safe and orderly school environment, and comply with applicable law. Students are not permitted to wear or use body-worn cameras or other continuous recording devices at any time on school grounds, on school transportation, or at school-sponsored activities. "The use of video or audio recording on personal electronic devices, including cell phones, smartwatches, and tablets, is generally prohibited during the school day and permitted only with prior approval from school	To add language around an issue that was previously unaddressed in earlier iterations

	administration. Students may not record other students, school staff, classrooms or instructional activities, hallways, offices, or other non-public school spaces. Recording is never permitted in restrooms, locker rooms, health offices, or any location where there is a reasonable expectation of privacy. Unauthorized audio recording is prohibited under Massachusetts law, which requires consent for the recording of oral communications. Unauthorized video recording may also implicate privacy rights. Any device used in violation of this section may be seized and held in the main office for retrieval by a parent or caregiver. Violations may result in disciplinary action consistent with the Student Code of Conduct. The administration may work with a student's parent or caregiver to establish a personal electronic device plan when misuse of recording technology becomes a concern."	
New Language- page 24	"Bullying", the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional	Per recommendation from DESE
Removed previous policy and added current policy- page 25	AC-R - Non-Discrimination Policy Including Harassment and Retaliation	Per recommendation from DESE

New Language- page 34	• Before suspending or expelling a student under § 37H3/4, the school **will first try alternative remedies** (like mediation, restorative practices, conflict-resolution, etc.) to re-engage the student in learning. Suspension or expulsion should be a last resort, unless there is a documented reason why alternatives won't work — or if the student poses a serious danger to others. • If the school proposes a suspension or expulsion, it will give **notice** (written and oral) to the student *and* the parent/guardian, explaining the charges, the possible consequences, the time/date/location of a hearing, and both parties' rights (e.g. to present evidence, have a hearing, etc.). Schools must also attempt to notify parents in their home language if not English. • Students (or their parents/guardians) have the right to **appeal** any suspension or expulsion of more than 10 school days — they must request the appeal in writing within days of the suspension/expulsion. The appeal hearing must happen promptly, and the student has rights like presenting testimony, cross-examining witnesses, and being represented by counsel. • Also: under § 37H3/4, a student cannot be suspended/expelled for more than 90 school days in total for a single infraction.	Per recommendation from DESE
Page 37 ~~A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern~~	2. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team	Per recommendation from DESE

~~are considered to represent a change in placement.~~ ~~1. Prior to suspension that constitutes a change in placement of a student with disabilities, the Team convenes~~ ~~a. to develop or review a functional behavioral assessment of the student's behavior to modify a behavior intervention plan or develop an assessment plan;~~ ~~b. to identify appropriate alternative educational setting(s); and~~ ~~c. to determine the relationship between the disability and the behavior – "a manifestation decision" (Is the IEP or Section 504 Plan appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?)~~	(as determined by the parent and the LEA) will review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine— **(i)** If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or **(ii)** If the conduct in question was the direct result of the LEA's failure to implement the IEP.	

~~the general curriculum, to continue receiving services identified on the IEP or Section 504 Plan, and provides services to address the problem behavior.~~		
New Language- page 38	a. the interim alternative education setting enables the student to continue ~~in~~ to receive educational services, as provided in § 300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP	Per recommendation from DESE
		Once changes are approved, the table of contents will be adjusted accordingly

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

(NEW) EFBA

SCHOOL FOOD AND NUTRITION – MEAL MODIFICATIONS

The Dudley-Charlton Regional School District is committed to complying with the United States Department of Agriculture (USDA) nondiscrimination regulations (7 CFR 15b) governing the Child Nutrition Program, as well as the requirements of the Massachusetts Department of Elementary and Secondary Education (DESE) Office for Food and Nutrition Programs.

In accordance with USDA and DESE regulations, the Dudley-Charlton Regional School District will provide reasonable meal substitutions or modifications at no additional cost for students who are unable to consume the standard meal offering due to a disability or other documented special dietary need. Requests will be reviewed and approved on a case-by-case basis.

1. The district will ensure that school meals offered through the School Food and Nutrition Program meet USDA meal pattern requirements.
2. The district will provide meal substitutions or modifications at no extra charge for students whose disabilities or other special dietary needs restrict their diet, as determined on an individual basis.
3. Families must complete the required request form, which can be provided by School Food and Nutrition Program staff or accessed using the link below.

LEGAL REF: USDA SP 59-2016: Policy Memorandum on Modifications to Accommodate Disabilities in the School Meal Programs and CACFP 14-2017, SFSP 10-2017 Modifications to Accommodate Disabilities in the Child and Adult Care, Program (SFSP) sponsors
DESE Meal Modifications I Child Nutrition Programs
Meal Modification Request Form

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

(Amended) **IKF – Graduation Requirements**

To graduate from the Dudley-Charlton Regional School District, students must fulfill the credit requirements established in the Shepherd Hill Regional High School (SHRHS) Program of Studies and meet all applicable state accountability requirements, including the Competency Determination (CD).

Competency Determination
The Competency Determination consists of the following two requirements:

1. Demonstration of mastery of academic skills in English language arts, mathematics, and science.
2. Satisfactory completion of coursework aligned to the academic standards measured by the Massachusetts high school MCAS assessments in English language arts, mathematics, and science.

Coursework and Credit Requirements
To meet graduation and CD requirements, students must satisfactorily complete coursework in accordance with the district's grading policy and the credit structure outlined below.
Credits toward graduation are awarded based on successful completion of coursework. A full-year course constitutes one (1.0) credit toward graduation. A semester or half-year course constitutes one-half (0.5) credit toward graduation.
To be eligible for graduation from Shepherd Hill Regional High School, students must earn a minimum of twenty-two (22) total credits, inclusive of all required and elective coursework.
To meet CD requirements, students must satisfactorily complete the following coursework:

English Language Arts
Equivalent of two (2) years of high school English language arts coursework. Courses must be completed in grades 9 through 12.

Mathematics
Equivalent of one (1) year of Algebra I and one (1) year of Geometry, or Integrated Mathematics I and II. Middle school coursework may be certified when aligned to high school standards.

Science
Equivalent of one (1) year of Biology, Physics, Chemistry, or Technology/Engineering. Coursework must be completed in grades 9 through 12.

United States History (beginning with the Class of 2027)
Equivalent of one (1) year of United States history. Coursework must be completed in grades 9 through 12.

The specific distribution of required credits by subject area, elective options, and any program-specific requirements is detailed in the Shepherd Hill Regional High School Program of Studies, which is reviewed and approved annually by the School Committee. Students and families are expected to consult the Program of Studies for comprehensive and current graduation information.

Demonstration of Mastery
To demonstrate mastery in each required subject area, a student must successfully complete, in accordance with the district's grading policy, at least one (1) of the following:

- The final assessment for the course
- A capstone or portfolio project
- Another district-approved measure aligned to the applicable academic standards

Elective Credits and Additional Requirements
In addition to meeting CD requirements and the 22-credit graduation threshold, students must complete elective and program-specific requirements as outlined in the Program of Studies. Students are encouraged to select electives aligned with individual interests and postsecondary goals.

Students with Disabilities
Students with disabilities must meet both local graduation requirements and CD requirements. Consistent with federal and state law, the district shall provide a Free and Appropriate Public Education (FAPE) and ensure that IEP services support graduation planning. Students placed in out-of-district day or residential programs remain subject to the Dudley-Charlton Competency Determination policy.

English Learners
The district shall ensure that English learners have equitable access to coursework required for the Competency Determination. ESL coursework may be certified as meeting the English language arts requirement only for students at foundational English proficiency levels, defined as ACCESS Levels 1 and 2, when such coursework integrates grade-level English language arts and English language development standards with appropriate instructional supports.

Transfer and Late-Enrolling Students
Students enrolling in a Massachusetts public high school after grade 9 shall be afforded the opportunity to earn the Competency Determination. Eligibility shall be determined through one

(1) or more of the following:

- Review of the student's transcript
- Completion of additional coursework, as needed
- In limited circumstances, attainment of a qualifying MCAS score or a district-certified equivalent

Exceptions shall be reviewed by a SHRHS committee consisting of the principal, a member of the Guidance Department, and the relevant Department Coordinator.
When prior coursework cannot be documented, a student may satisfy the CD requirement by either:

- Achieving a score of Meeting Expectations or Exceeding Expectations on the applicable high school MCAS assessment
- Demonstrating mastery through a district-certified equivalent aligned to the same academic standards

Use of this provision shall be documented and is subject to review or audit by the Massachusetts Department of Elementary and Secondary Education.

Appeals and Transcript Review
A student, parent, or guardian may appeal a decision regarding the awarding of a Competency Determination. Appeals shall be reviewed by the principal and a designated school-based committee, which may include a guidance counselor and the Special Education Coordinator. The review may include a transcript audit and other evidence of mastery. Current or former students may also request a transcript review to verify completion of graduation and Competency Determination requirements.

Legal References
M.G.L. c. 69, § 1D
M.G.L. c. 71B
603 CMR 30.00
603 CMR 4.00

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

(NEW) Policy JIH – Student Searches and Seizure

Purpose
The Dudley-Charlton Regional School District is committed to maintaining a safe and orderly learning environment while respecting the constitutional and statutory rights of students. This policy establishes standards governing searches of students, student property, student vehicles, and student-owned electronic devices conducted by school officials.

Legal Authority
Student searches conducted by school officials are governed by the Fourth Amendment to the United States Constitution, Article 14 of the Massachusetts Declaration of Rights, applicable Massachusetts General Laws, and relevant case law. School searches must be reasonable in scope and justified at their inception.

General Standard for Student Searches
School officials may conduct a search of a student or the student's personal property only when there are reasonable grounds to suspect that the search will reveal evidence that the student has violated or is violating the law, School Committee policy, or school rules.

Searches shall be:
- Reasonable at inception; and
- Reasonably related in scope to the circumstances that justified the search.

The scope of a search shall be limited to what is necessary to address the suspected violation and shall be conducted in a manner that is respectful of the student's privacy and dignity.

Searches of Student Property
Student property subject to search may include, but is not limited to, backpacks, bags, lockers, desks, and personal effects brought onto school property or to school-sponsored activities. Lockers and desks remain the property of the district and may be searched consistent with this policy and with notice provided to students and families through the Student Handbook and/or building procedures.

Searches of Student Vehicles
Student vehicles parked on school district property or present at school-sponsored activities are subject to school rules and expectations. The privilege of bringing a vehicle onto school property is conditioned on compliance with district policies and school rules.

School officials may conduct a search of a student's vehicle when there are reasonable grounds to suspect the vehicle contains evidence that the student has violated or is violating the law, School Committee policy, or school rules, including possession of prohibited items or materials that may pose a safety concern.

Any vehicle search shall be:
• Reasonable at inception; and
• Reasonably related in scope to the circumstances that justified the search.

The scope of a vehicle search shall be limited to areas reasonably likely to contain the item(s) sought, including the passenger compartment and unlocked containers, and shall be conducted in a manner that is respectful of the student's privacy and dignity.

If a student refuses to cooperate with a reasonable request to access the vehicle, the district may take administrative action, including loss of parking privileges and student discipline consistent with the Student Handbook. Where appropriate due to the nature of the concern, the district may also contact law enforcement.

Searches of Student Cellular Telephones and Electronic Devices
Student-owned cell phones, smartphones, tablets, laptops, smart watches, and other personal electronic devices contain highly private digital information and are subject to heightened privacy protections.

Accordingly, searches of the digital contents of a student's personal electronic device are strongly limited and shall be conducted only under the circumstances outlined below.

Seizure vs. Search
School officials may temporarily seize a student's electronic device when there is reasonable suspicion that the device has been used in violation of school rules or policy. Seizure of a device does not authorize review of its digital contents.

Digital Content Searches
School officials shall not search the digital contents of a student's personal electronic device, including but not limited to text messages, photographs, videos, emails, social media content, call logs, or internet history, without parent or guardian consent, except as provided below.

A search of digital content may occur only when one or more of the following conditions is met:

1. Parent or Guardian Consent
   The student's parent or guardian provides informed, written consent authorizing the search and defining its scope; or
2. Student Consent
   In the case of a student who is 18 years of age or older, the student may voluntarily provide informed consent [(1)] authorizing the search and defining its scope. Such consent must be documented and may be withdrawn by the student at any time prior to or during the search. Consent must be clear, specific, and not the product of coercion; or
3. Exigent Circumstances
   School officials have a reasonable belief that an immediate search is necessary to prevent:
   - Imminent danger to the health or safety of the student or others; or
   - The imminent destruction of evidence related to a serious safety concern.

In exigent circumstances, the search shall be strictly limited in scope and duration to addressing the immediate concern, and the parent or guardian shall be notified as soon as practicable.

Any authorized search of digital content shall be narrowly tailored to the suspected violation and limited to the minimum information necessary to address the concern.

Law Enforcement Involvement
If school officials believe the contents of a student's electronic device may contain evidence of criminal activity, the device shall be secured and referred to law enforcement. School officials shall not conduct a digital search on behalf of law enforcement or act as agents of law enforcement.

Scope and Documentation
Any search of a student or student property, including electronic devices, shall be limited to what is reasonably necessary and shall be documented by the administrator conducting the search.

Documentation shall include: the reason for the search, the scope of the search, whether parent or guardian consent was obtained, and the outcome of the search.

A written report summarizing the search and its outcome shall be provided to the student's parent or guardian upon request and as soon as practicable following the search, unless doing so would compromise a student safety concern or a law enforcement investigation.

Students with Disabilities
Searches involving students with disabilities shall take into account the student's age, disability-related needs, and IEP or Section 504 plan, where applicable. Nothing in this policy alters the district's obligations under federal or state special education law.

Non-Retaliation
No student shall be disciplined or retaliated against solely for refusing to provide access to the digital contents of a personal electronic device in the absence of parent or guardian consent, student consent, or exigent circumstances.

Delegation of Authority
Only building principals or their designees may authorize searches under this policy, except in emergencies requiring immediate action to protect student safety.

(1) Under Massachusetts law, a person under the age of eighteen is generally considered a minor and does not have full legal authority to provide independent informed consent, except in limited circumstances authorized by statute, including those outlined in M.G.L. c.112 §12F.

Legal References
Fourth Amendment to the United States Constitution
Article 14, Massachusetts Declaration of Rights
M.G.L. c. 71
M.G.L. c. 71B
M.G.L. c.112 §12F