DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee
Wednesday, May 13, 2026 at 6:30 PM
Shepherd Hill Regional High School
68 Dudley Oxford Rd.
Dudley, MA 01570
https://vimeo.com/event/5476824

Minutes

I. Call Meeting to Order

The meeting was called to order at 6:32pm
In attendance:

Jeanne Costello, Chair	Kristin Martin
Anthony Aube	Kelly Szela
Cathleen Carmignani	Caitlynn Panczyk

A. Chair declaration: In accordance with Mass. General Law Charter 30(A), Sec 20 and in accordance with Chapter 2 of the Acts of 2023 I announce this meeting is being recorded by the (Dudley Charlton Regional School District) and I ask if there is anyone else present that is recording today's meeting?
No one else was recording the meeting.

II. Pledge of Allegiance

III. Moment of Silence

IV. Welcome New Member Kristin Martin

V. Consent Agenda Items

A. Approval of the Warrant
B. Approval of Minutes Regular Meeting
C. Washington DC Middle Schools Field trip request [Policy IJOA]
D. DMS, 8th Grade, Danby, CT [Policy IJOA]

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

Jeanne Costello	Kristin Martin
Anthony Aube	Kelly Szela
Cathleen Carmignani	Caitlynn Panczyk

VI. Communications

- The next SEPAC meeting is May 20th at the Shepherd Hill Library. Board members meet at 6:30 and the meeting will start at 7pm. This is the last meeting of the school year and the month elections are held for all positions.
- SEPAC will host their final Coffee & Conversation on Friday June 5th, 9am at the Dudley location of Sturbridge Coffee Roasters
- Town meeting is Monday

VII. Student Representative's

Hayley Phommala and Danika Marcotte gave a report on events happening at Shepherd Hill.

VIII. Superintendent's Report - Steven Lamarche

- The last day of School for students is currently scheduled for Tuesday, June 16, 2026, which will be a half day for students.
- Principal Laura Ramos will not be returning to Charlton Elementary School for the 2026-2027 school year. The District has formally begun the search process for the next Principal of Charlton Elementary School.
- I would like to recognize a Heritage Elementary School 4th grade student, Monty, who recently presented to a small group regarding Marfan Syndrome awareness and advocacy as she and her family prepare for next year's transition to CMS. The District is proud to support Monty and her family through the upcoming Marfan Walk for Victory in Boston.
- I would like to congratulate Stephanie Moison, who was recently recognized at the state level during the aMAzing Educators Ceremony held on May 5, 2026.
- I would like to recognize the continued work of the Dudley-Charlton Leadership Council (DCLC) and thank the students who have participated throughout the year.
- I would like to provide an update regarding the District's Generative AI Working Group that began its work this spring.
  The purpose of the working group is to explore both the opportunities and challenges associated with AI in education. The group includes representation from district and school administration, educators, student services, the School Committee, and students.

IX. Public Comment

There was no public comment

X. New Business

A. DCLC (Dudley-Charlton Leadership Council) Presentation
Tom Dolan and Aiden Dzik gave a presentation about DCLC and answered any questions from the School Committee members.

B. Heritage Elementary School Report - Principal Peter Olson
Principal Olson gave a presentation regarding Heritage School both culturally and academically. He answered all questions from the School Committee members.

C. Integrated Monitoring Review - Director Heather Harriman
Director Harriman gave a presentation about the Integrated Monitoring Review that happened this last winter. She answered all questions from the School Committee members.
Assistant Superintendent True also spoke and answered all questions from the School Committee members.

D. Annual IDEA LEA Determinations - Director Heather Harriman
Director Harriman gave a presentation and answered all questions from the School Committee members.

E. NEASC Collaborative Conference Outcome - Principal Darren Elwell
Principal Elwell discussed the outcome of the 2day Collaborative Conference that was held in October. He answered all questions from School Committee members.

F. International Exchange Student request - Policy JFABB - Principal Darren Elwell
Principal Elwell asked the School Committee to consider the application and approve the International Exchange Student request. This student will be entering 11th grade and has demonstrated the level of english proficiency we look for as well as the other requirements we look at for enrollment purposes.

A motion by A. Aube, seconded by K. Szela to approve the International Exchange student passed unanimously.

Jeanne Costello	Kristin Martin
Anthony Aube	Kelly Szela
Cathleen Carmignani	Caitlynn Panczyk

G. Director of Finance and Operations Report - Joseph DeSantis

1. CES Fire Panel Bids
DCRSD has closed the bid window for the replacement of the CES Fire Panel. DCRSD is recommending DMH Electric. DMH Electric was the second lowest bidder and does not have any reputational issues, or any other category of concern. 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.

Director DeSantis recommended that the School Committee vote to approve DMH Electric as the vendor for the CES Fire Panel completion.

A motion by A. Aube, seconded by K. Szela to approve DMH Electric as the vendor for the CES Fire Panel completion passed unanimously.

Jeanne Costello	Kristin Martin
Anthony Aube	Kelly Szela
Cathleen Carmignani	Caitlynn Panczyk

2. MSBA Statement of Interest Submission- HES & SHRHS
DCRSD submitted on April 17, 2026 to MSBA, Statements of Interest for both Heritage School and Shepherd Hill Regional High School. A School Committee vote authorizing the submission of the applications is respectfully requested.
Having convened in an open meeting on Wednesday, May 13, 2026, the Dudley-Charlton Regional School Committee of Dudley and Charlton, in accordance with its charter, bylaws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 17, 2026, for Heritage School, located at 34 Oxford Road, Charlton, which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future Priority #5-replacement renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility, and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the Dudley-Charlton Regional School District to filing an application for funding with the Massachusetts School Building Authority.

A motion by A. Aube, seconded by K. Szela authorizing the submission of the Statement of Interest to MSBA for Heritage School passed unanimously.

Jeanne Costello	Kristin Martin
Anthony Aube	Kelly Szela
Cathleen Carmignani	Caitlynn Panczyk

Having convened in an open meeting on Wednesday, May 13, 2026, the Dudley-Charlton Regional School Committee of Dudley and Charlton, in accordance with its charter, bylaws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 17, 2026, for Shepherd Hill Regional High School, located at 68 Dudley Oxford Road, Dudley, which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future Priority #5- replacement renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility, and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the Dudley-Charlton Regional School District to filing an application for funding with the Massachusetts School Building Authority.

A motion by A. Aube, seconded by K. Szela authorizing the submission of the Statement of Interest to MSBA for SHRHS passed unanimously.

Jeanne Costello, Chair	Kristin Martin
Anthony Aube	Kelly Szela
Cathleen Carmignani	Caitlynn Panczyk

3. 2022 Capital Borrowing
In September 2022, the towns of Dudley and Charlton voted to authorize the borrowing of up to $7,566,838 to fund multiple Capital projects. The CES Fire panel is the only project yet to be completed of the 2024 Bond in which $4,200,000 was borrowed. Therefore, we believe the unborrowed remainder can be rescinded via a School Committee vote. The final amount to be rescinded is $3,366,838.

Director DeSantis recommended that the School Committee vote to authorize rescinding the remaining authorized borrowing amount of $3,366,838.

A motion by A. Aube, seconded by K. Szela to authorize rescinding the remaining authorized borrowing amount of $3,366,838 passed unanimously.

Jeanne Costello	Kristin Martin
Anthony Aube	Kelly Szela
Cathleen Carmignani	Caitlynn Panczyk

4. FY25 Excess & Deficiency (E&D)
   On May 1, 2026, DCRSD received, from the Massachusetts Department of Revenue, Excess and Deficiency certification of $2,002,542. This value is under the 5% threshold for excess funds to be returned to member towns. I respectfully request the School Committee vote to authorize the use of E&D funds of $1,400,000 in support of the upcoming FY2027 Budget, as presented and voted on March 11, 2026.

   Director DeSantis requested that the School Committee vote to authorize the use of E&D funds of $1,400,000 in support of the upcoming FY2027 Budget, as presented and voted on March 11, 2026.

   A motion by A. Aube, seconded by K. Martin to authorize the use of E&D funds of $1,400,000 in support of the upcoming FY2027 Budget, as presented and voted on March 11, 2026 passed unanimously.

Jeanne Costello	Kristin Martin
Anthony Aube	Kelly Szela
Cathleen Carmignani	Caitlynn Panczyk

5. FY26 Budget Status & Transfer Requests
   The winter of 2025-2026 was a difficult road to navigate with the combination of severe cold, near record-high snow accumulation, and skyrocketing costs of heating and vehicle fuels. The year-to-date budget report included will reflect the overages incurred in the “Facilities & Utilities” category specifically related to these conditions, as well as a continually aging infrastructure. Fortunately, the operating budget freeze implemented earlier this year has allowed the district to absorb these overages.
   Final cost center transfers will be brought to the School Committee in June. I am currently requesting one transfer. A health insurance premium “holiday” was authorized by the Dept. of Revenue as an appropriate method to spend down remaining funds from the DCRSD Health Insurance Trust account and offset the DCRSD budget. The dollar value of the holiday is $879,745.03, and benefits all entities (DCRSD, Active Employees, Retirees). I am respectfully requesting the cost of the holiday be transferred from the DCRSD Health Insurance Trust Account to the General Fund.
   Director DeSantis requested that the School Committee vote to transfer the cost of the holiday, $879,745.03, from the DCRSD Health Insurance Trust Account to the General Fund.

   A motion by C. Panczyk, seconded by K. Martin to transfer the cost of the holiday, $879,745.03, from the DCRSD Health Insurance Trust Account to the General Fund passed unanimously.

Jeanne Costello	Kristin Martin
Anthony Aube	Kelly Szela
Cathleen Carmignani	Caitlynn Panczyk

6. FY27 Budget Update
   While initial estimates were $75/per pupil, the Senate approved $160/per pupil. The Student Opportunity Act is fully funded, as well as Transportation Reimbursement estimated between 85%-90%, on target with DCRSD’s FY2027 budget.

XI. Adjourn

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

J. Costello	K. Martin
A. Aube	K. Szela
C. Carmignani	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 Districts' 10-Year Capital Plan to ensure financial sustainability and equitable student outcomes.

Next Meeting Dates:

School Committee Meeting: Wednesday, June 10th 2026, 6:30 PM @CMS
Policy Review Subcommittee: Thursday May 28th 2026, 4:00 PM In-Person at the District Office
Curriculum for Teaching and Learning: TBD Video Conference
Capital Outlay/Safety Subcommittee: Wednesday, May 27th 2026, 9:30 AM Video Conference
Budget and Finance Subcommittee: - Tuesday, May 19th 2026, 10:30 AM Video Conference
Executive Sessions Minutes Review: TBD

Future Agenda Items: Special Education/English Learner/ 504, PAES Showcase, Quo Vadis, DCRSD Retirees, School Committee Summer Workshop

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Agenda

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A. Chair declaration: In accordance with Mass. General Law Charter 30(A), Sec 20 and in accordance with Chapter 2 of the Acts of 2023 I announce this meeting is being recorded by the (Dudley Charlton Regional School District) and I ask if there is anyone else present that is recording today's meeting? Please let the minutes reflect.

II. Pledge of Allegiance

III. Moment of Silence

IV. Welcome New Member Kristin Martin

V. Consent Agenda Items

A. Approval of the Warrant
B. Approval of Minutes Regular Meeting
C. Washington DC Middle Schools Field trip request [Policy IJOA]
D. DMS, 8th Grade, Danby, CT [Policy IJOA]

VI. Communications

VII. Student Representative's

VIII. Superintendent's Report - Steven Lamarche

IX. Public Comment

X. New Business

A. DCLC (Dudley-Charlton Leadership Council) Presentation
B. Heritage Elementary School Report - Principal Peter Olson
C. Integrated Monitoring Review - Director Heather Harriman
D. Annual IDEA LEA Determinations - Director Heather Harriman
E. NEASC Collaborative Conference Outcome - Principal Darren Elwell
F. International Exchange Student request - Policy JFABB - Principal Darren Elwell
G. Director of Finance and Operations Report - Joseph Desantis
    1. CES Fire Panel Bids
    2. MSBA Statement of Interest Submission-HES & SHS
    3. 2022 Capital Borrowing
    4. FY25 Excess & Deficiency (E&D)
    5. FY26 Budget Status & Transfer Requests
    6. FY27 Budget Update

XI. Adjourn

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District Office, DCRSD <districtoffice@dcrsd.org>

Request #340 for your review

1 message

Form Approvals <districtoffice@dcrsd.org>
To: districtoffice@dcrsd.org

Wed, Apr 29, 2026 at 9:03 PM

REQUEST #340 | RECIPIENTS: 4 of 8 | APR 30, 2026

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

You have been requested to review the following:

Principal/School:	gdesto@dcrsd.org
Email Address:	slynch@dcrsd.org
Field Trip/Event Title:	8th Grade End of Year Trip
Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:	Jun 04, 2026
Departure Time:	8:00:00 AM
Return Time:	4:30:00 AM
Address/Destination of Field Trip/Event Must include street address, city/town and state:	High Meadow 311 North Granby Rd, North Granby, CT 06060
Grade/Group:	8
Location Contact/Telephone Number:	JoAnn Clark cell:

	203.525.2934
Number of Students:	Entire 8th grade
Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.:	10
List the Names of the Chaperones/Adults:	Stacy M Lynch, Kelly Bonner, Jarrod Ashton, Lesa Patrock, Deb Para, Steve Ide, Anthony McDonald, Kayla Jenkins, Kristin Lavitt, Amanda White
Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:	Yes
Three weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)
Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)
Total Cost of the Field Trip/event including transportation:	7,961$
Per Student Cost:	75$
Funding Source:	Dudley PTO
As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:	End of Middle School Celebration
Additional Funding Source or N/A:	Students/Families
In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:	End of Middle School Memories

Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:	No
Administrative Assistant/School:	dzieminski@dcrsd.org
Special Education Coordinator:	smartin@dcrsd.org
School Nurse:	awhite@dcrsd.org
Is this an overnight trip request?:	No

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District Office, DCRSD <districtoffice@dcrsd.org>

Request #341 for your review

1 message

Form Approvals <districtoffice@dcrsd.org>
To: districtoffice@dcrsd.org

Tue, May 5, 2026 at 1:31 PM

REQUEST #341 | RECIPIENTS: 4 of 8 | MAY 05, 2026

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

You have been requested to review the following:

Principal/School:	kbogosh@dcrsd.org
Email Address:	jdyson@dcrsd.org
Field Trip/Event Title:	Charlton Washington D.C Trip 2027
Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:	Apr 12, 2027
Departure Time:	7:30:00 AM
Return Time:	11:00:00 PM
Address/Destination of Field Trip/Event Must include street address, city/town and state:	Washington D.C.

Grade/Group:	8th Grade Charlton Middle
Location Contact/Telephone Number:	866-273-2500
Number of Students:	150 possible but in the past it has been 100
Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.:	15 possible but in the past it has been 10
List the Names of the Chaperones/Adults:	To be determined.
Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:	Yes
Three weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)
Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)

Total Cost of the Field Trip/event including transportation:	$185,700 based on 150 students attending.
Per Student Cost:	$1,238
Funding Source:	Students/Families
As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:	Traveling to Washington, D.C. offers students a multitude of benefits, including civic education through first-hand exposure to government institutions, a deeper understanding of American history through visits to monuments and museums, and cultural exposure that fosters appreciation for diversity. Exploring the city encourages critical thinking as students analyze political and social issues, while also developing teamwork, independence, and communication skills through planning and navigating their surroundings. These experiences create lasting memories and inspire continued learning beyond the trip, making it a transformative educational opportunity for students.
Additional Funding Source or N/A:	N/A
In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:	Students will complete a cross curriculum project when they return from the trip.
Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:	Yes, we have hired about two substitute teachers in the past to cover classes.
Administrative Assistant/School:	pkasierski@dcrsd.org
Special Education Coordinator:	mprince@dcrsd.org
School Nurse:	dbakerlis@dcrsd.org
Is this an overnight trip request?:	Yes
If YES, you must upload more information for review, e.g., itinerary:	File Upload 1

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April 12 - 15, 2027











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For over 30 years, Educational Travel Adventures has partnered with thousands of schools and taken hundreds of thousands of students on tours throughout the world. We've made it our *mission* to provide the very best, unique learning opportunities *outside the classroom* that meet your specific educational goals! Though we are based here in the United States, we successfully operate tours across the United States and around the globe!

- US Owned & Operated
- 30+ Years leading tours globally
- Respected and well-known industry leader
- Member of the National Tour Association
- Member of the SYTA Student & Youth Travel Association

ETA is committed to the safety & well-being of our travelers and offers 24 7 live support for our groups on the road. ETA is a proud member of Student Youth Travel Association (SYTA), the leading, most respected student tour association in the world. a designation awarded to a small group of companies meeting a rigorous set of safety standards.

SYTA The Voice of Student & Youth Travel®

NTA National Tour Association

IATA

ABA AMERICAN BUS ASSOCIATION

ON TOUR SUPPORT!

Dedicated Tour Manager

Tour Manager who is with your group from the moment you arrive to the moment you say goodbye—so you always have support with your group. Our Tour Managers are experts on the destinations they serve, and will ensure your group has an incredible trip! And the best part is they will handle just about all of the logistics and details—even if things shift—so that you can enjoy your time with the group.

24/7 live support on-tour

Travel can be unpredictable and sometimes there are delays or unforeseen circumstances that can be stressful. We offer a live team of real humans who are available 24/7 for our groups on tour should unexpected circumstances arise.

Optional Dedicated security for the group

As an additional layer of peace-of mind, many of our middle school groups have an added security at the hotel overnight so chaperones can rest easy while uniformed guards ensure students remain in their room.



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online

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ITINERARY

DAY 1
- Travel
- Meet Tour Manager
- Smithsonian Museums
- Dinner

DAY 2
- Breakfast
- Arlington National Cemetery
- Iwo Jima Memorial
- Museum of American History
- Lunch
- The Capitol
- Library of Congress
- Supreme Court
- Memorial Tour
- Dinner

DAY 3
- Breakfast
- Mt Vernon
- The White House
- Lunch
- Memorial Tour
- Holocaust Museum
- Dj Dinner Cruise

DAY 4
- Breakfast
- Ford's Theatre
- National Air & Space Museum
- Travel home – lunch enroute











TRIP CANCELLATION INSURANCE

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While insurance is not required, it is highly recommended.

CANCEL FOR ANY REASON...
up to 48 hours before departure and receive 70% of all monies paid into your trip, (minus the cost of the i**nsurance**).

CANCEL FOR ANY COVERED MEDICAL REASON...
and you will receive 100% of the monies paid into your trip, (minus the cost of insurance). Applies to any condition covered in the policy.

RATES

TRIP COST	PREMIUM
$1-$500	$79
$501-$1000	$119
$1001-$1500	$160
$1501-$2000	$195
$2001-$3000	$250
$3001-$4000	$328
$4001-$5000	$382
$5001-$6000	$459
$6001-$7000	$498
$7001-$8000	$575
$8001-$9000	$637
$9001-$10000	$691



Insurance must be purchased within 15 days of the first payment.



Quad Room
4 people / 2 beds
$1238

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April 12 - 15, 2027

TOUR INCLUDES

- Private Bus transportation throughout your tour
- Professional tour manager with your group
- 3 nights in the Washington DC Area
- 3 breakfasts, 3 Lunches, 4 Dinners
- Admission to Mt Vernon
- Professional Group Photo in front of the Capitol Building
- Photo stop outside the White House (Taken by group)

Visit to

- Smithsonian Museums of your choice that is not ticketed
- Smithsonian Museum of American History
- Library of Congress
- Einstein Memorial
- Iwo Jima Memorial
- Holocaust Museum (subject to availability)
- Ford's Theatre and the Petersen House
- National Air & Space Museum
- Supreme Court

Tour of

- Arlington National Cemetery
- Memorials
- Capitol Building

- Dedicated nightly security guard
- Gratuities for the tour manager & bus driver
- Website where travelers can register







QUAD ROOM
$1238







Trip Code: charlton27

educational travel adventures

QUESTIONS?
info@etadventures.com
866-273-2500
www.etadventures.com

District Office, DCRSD <districtoffice@dcrsd.org>

Request #342 for your review

1 message

Form Approvals <districtoffice@dcrsd.org> Wed, May 6, 2026 at 8:47 AM
To: districtoffice@dcrsd.org

REQUEST #342 | RECIPIENTS: 4 of 8 | MAY 06, 2026

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

You have been requested to review the following:

Principal/School:	gdesto@dcrsd.org
Email Address:	lpatrock@dcrsd.org
Field Trip/Event Title:	Washington D.C.
Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:	Mar 22, 2027
Departure Time:	7:00:00 AM
Return Time:	9:30:00 PM
Address/Destination of Field Trip/Event Must include street address, city/town and state:	Washington D.C. (Staying at the Holiday Inn Express 6401 Brandon Ave. Springfield, Virginia)
Grade/Group:	8th grade

Location Contact/Telephone Number:	(703) 468 - 1081 (Hotel)
Number of Students:	Hoping for 100
Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.:	Yes
List the Names of the Chaperones/Adults:	Lesa Patrock, Mike Tucker, Scott Provost, Kelly Bonner, Amanda White (nurse) or other 8th grade teachers if they choose to go or as needed.
Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:	Yes
Three weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)
Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)
Total Cost of the Field Trip/event including transportation:	This depends on the amount of students that go
Per Student Cost:	$1,287.00
Funding Source:	Students/Families
As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:	What an amazing experience, to SEE Washington D.C. and learn hands on so much about the 8th grade

	Civics curriculum!
Additional Funding Source or N/A:	Students/Families
In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:	Students will be able to share information about what they saw and learned with other students and it will reinforce classroom discussions.
Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:	Yes, for every teacher/nurse that goes
Administrative Assistant/School:	dzieminski@dcrsd.org
Special Education Coordinator:	smartin@dcrsd.org
School Nurse:	awhite@dcrsd.org
Is this an overnight trip request?:	Yes
If YES, you must upload more information for review, e.g., itinerary:	File Upload 1

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


8TH GRADE
WASHINGTON, DC TRIP 2027
Dudley Middle School
MARCH 22–25, 2027
Get Ready for the Trip of a Lifetime!
Trip Highlights
U.S. Capitol & Memorials
Arlington Cemetery
Mount Vernon Tour
Why You Should Go ✓
Travel with Friends
Experience History
Make Memories
What's Included
Transportation
Hotel Stay
Fun Activities
Who Can Attend?
All Dudley 8th Grade Students
MORE INFO COMING SOON!
Interest Meeting Coming Soon!
DON'T MISS OUT!
WASHINGTON, DC • MARCH 22-25, 2027
Start Getting Excited NOW!

educational travel adventures

JOIN DUDLEY MIDDLE SCHOOL FOR A TOUR OF WASHINGTON DC





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$149
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March 22 - 25, 2027

INCLUSIONS

- 3 nights in DC area
- Private bus transportation
- Professional tour manager
- 3 Breakfasts, 3 Lunches, 4 Dinners

Experience

- Photo Stop outside the White House
- Admission to Mt. Vernon
- Tour at the Capitol Building
- Professional Group Photo in front of the Capitol Building
- Tour at Arlington National Cemetery
- Tour of the Memorials

Visit to

- Smithsonian Museums
- National Air & Space Museum
- Museum of African American History
- Holocaust Museum
- Ford's Theatre
- Library of Congress

- Hotel security
- Gratuities
- FREE website for registration & payment





Quad Room
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dudley27

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DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee
05.13.2026

I have several important items to share this evening.

Last Day of School

Based on the school calendar and weather-related closures to date, the last day of school for students is currently scheduled for Tuesday, June 16, 2026, which will be a half day for students.

Charlton Elementary School Principal Search

As previously communicated, Principal Laura Ramos will not be returning to Charlton Elementary School for the 2026–2027 school year. The District has formally begun the search process for the next Principal of Charlton Elementary School.

To support this process, surveys have been distributed to both CES families and staff in order to gather feedback regarding the qualities, priorities, and leadership characteristics the school community believes are important in the next principal. While the District will not utilize a formal search committee structure for the initial screening process, staff and community members will have the opportunity to participate in a public finalist forum and question-and-answer session once finalists are identified later this spring.

The position has been posted through SchoolSpring, and we appreciate the continued professionalism and support of the CES staff and community throughout this transition process.

Marfan Awareness and Advocacy

I would also like to recognize a Heritage Elementary School 4th grade student, Monty, who recently presented to a small group regarding Marfan Syndrome awareness and advocacy as she and her family prepare for next year's transition to Charlton Middle School. The presentation highlighted the Monty's courage, leadership, and commitment to increasing awareness and understanding surrounding this important medical condition.

In addition, the District is proud to support Monty and her family through the upcoming Marfan Walk for Victory in Boston. Flyers of awareness and program information related to the event are attached for the Committee's review.

aMAzing Educators Ceremony

I would also like to congratulate Stephanie Moison, who was recently recognized at the state level during the aMAzing Educators Ceremony Tuesday, May 5, 2026.

This recognition reflects Stephanie's dedication, professionalism, and continued commitment to supporting students and education. We are proud to see members of our staff recognized for the positive impact they have within our schools and broader educational community.

The program from this year's celebration is attached.

Dudley-Charlton Leadership Council (DCLC)

I would also like to recognize the continued work of the Dudley-Charlton Leadership Council (DCLC) and thank the students who have participated throughout the year. The DCLC continues to provide students with opportunities for leadership development, student voice, collaboration, and engagement across the district.

This year's participating students include:

Alexa Zannotti, Andrew Heywood, Brianna Ndegwa, Carter Gendron, Chelsea Twumasi-Ankrah, Elyse Peculis, Elyse Resener, Emma Kokocinski, Erin Gormley, Hallie Dzivasen, Hayley Phommala, Jean Sebastian Bardier, Jillian Clarke, Joya Adib, Kate Moran, Kennedy Davis, Maxwell Sanchez, Natalie Megas, Natallie Habib, Paige Warner, Sadie Landrum, Sarah Miller, Sinead Ennis, and William King.

In addition, I would like to recognize the student officers:

- Aiden Dzik – President
- Adrianne Warner – Vice President
- Jayden Njoroge – Secretary
- Thomas Dolan – Treasurer

We appreciate the leadership and engagement these students continue to demonstrate within our schools and community.

Generative Artificial Intelligence (GAI/AI) Working Group

I would also like to provide the Committee with a brief update regarding the District's Generative Artificial Intelligence (GAI/AI) Working Group, which formally began its work this spring.

The purpose of the working group is to explore both the opportunities and challenges associated with artificial intelligence in education while helping inform future district guidance, expectations, and policy development. The group includes representation from district and school administration, educators, student services, the School Committee, and students.

Current working group participants include:

Aimee Vitkus, Christopher Audette, Darren Elwell, Heather Harriman, Jamie Congdon, Jeanne Costello, Kristin Martin, Kelly McDonald, Kelly True, Rachel Lemansky, Raymond Sullivan, Sarah Zoschak, Jayden Njoroge and guest participant Kealyn Lamarche.

To date, the working group has focused discussions in several priority areas, including:

- Staff use of AI and the importance of maintaining professional judgment
- Student use of AI related to learning, integrity, and skill development
- Data privacy, confidentiality, and digital footprint concerns
- Equity, accessibility, and consistency of use across classrooms
- Academic integrity, critical thinking, and human connection
- AI accuracy, misinformation, and "AI hallucinations"
- Governance, guardrails, and district expectations for responsible use

A consistent theme throughout the discussions has been that artificial intelligence should support learning, creativity, productivity, and accessibility, but will never replace human judgment, critical thinking, or authentic relationships within education. The group also emphasized that student and staff privacy protections, including FERPA and COPPA compliance, must remain non-negotiable.

In addition, the working group has begun reviewing a draft district policy related to artificial intelligence and generative artificial intelligence that establishes guiding principles, expectations for student and staff use, data privacy protections, and procedures for district review of AI tools.

The group will continue meeting throughout the spring as the District works toward the development of administrative guidance and potential policy recommendations for future School Committee consideration.

Respectfully Submitted:

Steven M. Lamarche
Superintendent

Here a few important dates in 2026

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 16, 2026 – Early Release All Students – Last Day of School 2025-2026 SY

HELLO MY NAME IS MONTY

FAVORITE SUBJECT
MATH

LOVES RIDING 4 - WHEELERS

WHEN SHE ISN'T AT SCHOOL SHE IS



I AM PROUD OF **MYSELF** BECAUSE I NEVER LET **MARFAN** BRING ME DOWN.

I AM GOING TO CHANGE THE WORLD BY **HELPING ANIMALS**



FAVORITE FOODS



EXCITED ABOUT **LEARNING** HOW TO RUN A CHRISTMAS TREE FARM

MARFAN SYNDROME

WHAT TEACHERS NEED TO KNOW

What is Marfan Syndrome?

Marfan syndrome is a genetic condition that affects connective tissue in the body.

It can affect the heart, blood vessels, eyes, bones, and joints.

Students with Marfan syndrome often look typical but may be taller, thinner, and more flexible than their peers. Every student with Marfan has unique medical conditions and physical characteristics.

Health & Safety Considerations

The student may have heart or blood vessel involvement and is usually followed closely by a team of doctors. Physicians may set specific activity restrictions and/or recommendations

They may need to avoid sudden intense physical strain.

If the student reports sudden chest pain, severe shortness of breath, fainting, or unusual pain, follow school emergency procedures immediately. These situations are rare, but awareness matters.

Fatigue, joint pain, shortness of breath, headaches, and chronic pain may occur more easily.

The student should be allowed to stop, rest, or modify activities without penalty.

For specific accommodations, please refer to the students 504 Plan , IEP and/or medical plan.

Impacts on the Student

Joint pain, fatigue, and low muscle tone are common. Writing as well as sitting for long periods of time may be difficult.

Often affects eyesight and may cause vision issues that require accommodations.

Frequent medical appointments are necessary, therefore increased absences are common, requiring flexibility with attendance and assignments.

Mental health concerns and low self-esteem may occur due to different physical differences and/or feelings of isolation

For additional information visit the Marfan Foundation: marfan.org

THE MARFAN FOUNDATION

WALK FOR VICTORY

SCAN Here

to donate or join her team

Please Help Support Monty

Monty is a student of DCRSD. She was diagnosed with Marfan Syndrome as an infant. She is a fierce advocate for herself and others. She is raising money and participating in the Walk For Victory at Christopher Columbus Park in Boston, MA on June 14, 2026.



2026

CELEBRATION HONORING EXCELLENCE IN TEACHING



dese

MASSACHUSETTS
Department of Elementary
and Secondary Education

May 5, 2026 | Devens Common Center

Program

Cocktail reception (5:00 p.m.)

Dinner buffet open (6:00 p.m.)

Welcome – Special Assistant to the Commissioner Regina M. Robinson

Remarks – Education Secretary Steve Zrike

Remarks – Elementary and Secondary Education Commissioner Pedro Martinez

Remarks – Wellpoint General Manager David Morales

Presentation of Awards
- Patriots Hall of Fame presented by RTX 2025 Massachusetts STEM Teachers of the Year
- History Teacher of the Year
- 2025-26 Massachusetts Milken Award Winner
- School Nurse Awards (Massachusetts School Nurse Organization)
- School Counselor of the Year (Massachusetts School Counselors Association)
- School Administrator Awards (Massachusetts School Administrators' Association)

Performance: Lowell High School's *"Sound Impressions"*

Presentation of Awards, *Continued*
- Superintendent of the Year (Massachusetts Association of School Superintendents)
- Teacher of the Year Semifinalists
- Teacher of the Year Finalists
- 2025 Teacher of the Year Luisa Sparrow
- 2026 Teacher of the Year Tara Goodhue

Closing Remarks – Dr. Robinson

2025 STEM Teacher of the Year



Elizabeth Mundy

Chemistry Teacher
Watertown High School
Watertown Public Schools

Liz Mundy has been a science teacher at Watertown High School since 2013, when she moved to Massachusetts after attending Michigan State University. She is passionate about teaching chemistry to all levels of students, with a particular focus on English learners. At WHS, she advises many clubs, including the Feminist Coalition, GSA, and Interact Club, and prioritizes building relationships with students by advocating for them when they aren't able to and empowering them to self-advocate when they can. By serving on the board of directors for a local non-profit that she helped found, CoLAB, she has connected students with local STEM companies in the community. Scientists come into the classroom to perform scientific investigations with students and present on their career paths, and students go into the local STEM companies as part of a mentoring program and for field trips. Her goal as a teacher is to make scientists out of students, to foster lifelong curiosity, and to help students take charge of their learning and, as a result, of their future.

2025 STEM Teacher of the Year



Tammy Rumplik

STEM Teacher
Roberta G. Doering School
Agawam Public Schools

Tammy Rumplik is an experienced educator with a diverse background spanning elementary, middle school, and special education. Her career in education began as a paraprofessional, where she developed a strong foundation in supporting student growth and learning. Since then, she has served as a special education teacher, kindergarten teacher, elementary STEM teacher, and middle school STEM teacher.

Tammy holds a master's degree and a STEM Certificate from Worcester Polytechnic Institute. She is also a certified Project Lead The Way Launch and Gateway teacher, as well as a PLTW Teacher Trainer.

Tammy loves doing robotics with her students, leading hands-on activities, and engaging learners in environmental projects. She is especially proud of creating a highly popular summer science, engineering, and enrichment camp that continues to inspire students. Throughout her career, she has remained passionate about fostering curiosity, creativity, collaboration, critical thinking, and confidence while helping students develop skills for future success in school and beyond.

History Teacher of the Year



Jenny Staysniak

History Teacher
Lincoln-Sudbury Regional High School
Lincoln-Sudbury Regional School District

Rooted in a deep commitment to social justice, Dr. Jenny Staysniak has dedicated her 14-year career to building equitable, compassionate communities. An acclaimed educator, she has received extensive national recognition, including being named the 2025 Massachusetts History Teacher of the Year and a Top 10 Finalist for National History Teacher of the Year. Her expertise has been featured by Time Magazine, The Boston Globe, and NPR. Jenny is a recipient of the Boston EdTalks Innovative Teacher Award, the Facing History and Ourselves Margot Stern Strom Innovation Award, and the Lola Stein Institute International Excellence in Teaching Award. Through her conceptualization of the Armenian Genocide oral history project and the Voices of Activism initiative, she has demonstrated a profound commitment to preserving underrepresented narratives while bridging the gap between students and their local communities. By guiding students through the rigorous process of conducting, transcribing, and publishing primary source interviews, Jenny empowers her students to become active curators of social justice history. She earned her Doctorate of Education from Vanderbilt University, where her doctoral capstone focused on the persistence and retention of first-generation college students, a testament to her passion for fostering inclusive academic environments. Jenny resides in Hudson.

2025-26 Massachusetts Milken Award Winner



Elizabeth Metts

History Teacher
Excel Academy Charter High School in East Boston

Elizabeth Metts is a ninth-grade history teacher, team leader, and teaching fellow mentor at Excel Academy Charter High School in East Boston. Elizabeth coordinates the National Honor Society. She has served as teacher coach, professional development facilitator, curriculum designer, advisory board member for The Teacher Collaborative, and contractor for the Obama White House's Turnaround Arts initiative. Elizabeth was named her school's Educator of the Year by the Class of 2025 and, most recently, a Milken Educator. She began her teaching career as a Princeton Public Service Fellow and then as an AmeriCorps member. She is a National Board Certified Teacher, Teach Plus Massachusetts Policy Fellow, and CURATE Fellow for DESE. Elizabeth earned her BA in art history from Princeton University, MA in arts administration from Teachers College at Columbia University, and master's in effective teaching from the Charles Sposato Graduate School of Education (Match Education).

School Nurse of the Year



Laurie Sheridan

School Nurse
Hawthorne Brook Middle School
North Middlesex Regional School District

Laurie Sheridan has been a nurse for over 35 years, with the past 19 years spent working at Hawthorne Brook Middle School in Townsend. She earned her Bachelor of Science in nursing from the University of Massachusetts Lowell, became a nationally certified school nurse in 2013, and obtained her Massachusetts Department of Elementary and Secondary Education certification in 2009.

Her background includes medical-surgical nursing, home care, long-term care, and rehabilitation. She is also an active member in the district, serving as a certified American Heart Association CPR instructor, where she provides training to staff members. In addition to her role as school nurse, Sheridan runs the school's spring Garden Club, where students learn landscaping, seed starting, and how to grow vegetables and flowers that are then sold within the community.

To be named School Nurse of the Year, nominees must be a Massachusetts School Nurse Organization (MSNO)/National School Association of School Nurses (NASN) member for two years, be currently be employed as a school nurse, demonstrate expertise in school nursing and effective management of a comprehensive school health program, display excellence in health teaching, have a role in nursing research, and demonstrate leadership or participation in professional organizations.

School Nurse Administrator of the Year



Stephanie Moisan

School Nurse Leader
Dudley-Charlton Regional School District

Stephanie Moisan is a dedicated nursing professional with nearly two decades of experience in clinical and educational health settings. She serves as School Nurse Leader for the Dudley-Charlton Regional School District, where she oversees health operations across seven schools and leads a team of registered nurses and licensed practical nurses. She provides strategic leadership, strengthens district-wide health practices, and advocates for comprehensive student health services to ensure safe, supportive learning environments.

Stephanie earned her Bachelor of Science in Nursing from Quinnipiac University in 2007. She is a Nationally Certified School Nurse (NCSN). She began her nursing career in hospital-based practice, spending 14 years building a strong clinical foundation in medical-surgical nursing and labor and delivery. In 2019, Stephanie transitioned to school nursing and quickly recognized it as her true professional calling. Since assuming the School Nurse Leader role in 2021, she has focused on mentoring and supporting her team, advancing public health initiatives, and fostering interdisciplinary collaboration. She believes that a strong, unified nursing team is essential to promoting health, safety, and academic success of students.

Inspired early on by her grandmother, a nurse manager who exemplified compassionate leadership and patient-centered care, Stephanie continues to lead with those same values.

School Counselor of the Year



Henry Wan

School Counselor
Harrington Elementary School
Lexington Public Schools

Henry Wan of the Harrington Elementary School in Lexington was honored as the 2026 School Counselor of the Year by the Massachusetts School Counselors Association (MASCA), having made outstanding contributions as an elementary school counselor at Harrington.

Henry's goal as part of the Counseling Department at Harrington Elementary is to help students believe that We All Belong. He pursues this through systemic goals like acceptance and belonging school-wide through the K-5 counseling curriculum and playground lessons, advocating for students with special needs, bringing healing to interpersonal conflicts via restorative justice practices, spearheading the unique initiatives of We All Belong Wednesdays and affinity groups, or collaborating with students through student-led groups, he strives to make this goal a reality.

2026 Paul J. Hunter Assistant Principal of the Year



Michael Lavelle

Assistant Principal
Quaboag Regional Middle & High School
Quaboag Regional School District

Michael Lavelle, assistant principal of Quaboag Regional Middle & High School in Warren, has been named the 2026 MSAA Assistant Principal of the Year. He has served at Quaboag Regional Middle & High School for the past four years. Michael earned an associate degree from Springfield Technical Community College, a bachelor's degree from Westfield State College, and a master's degree from Westfield State University.

Prior to his current role as assistant principal, Michael led the New England Center for Change as the head therapeutic socialization counselor. He also taught history for eight years at the Baird Middle School in Ludlow. He has served the Commonwealth as an assistant principal in the towns of Belchertown, Auburn, and Oxford respectively.

Michael grew up in Chicopee and currently resides in Ludlow with his wife Erica (a second-grade teacher) and his dog Jameson. He also has 13 nieces and nephews that he is the proud uncle to.

Outside of work, Michael finds joy in visiting the ocean, watching his family grow and compete in sporting events, playing and listening to music and attending live concerts, watching and attending Boston Celtics games, celebrating his Irish heritage, and serving his community as a Town Meeting member and serving at his local church as a eucharistic minister.

2026 Thomas C. Passios Elementary Principal of the Year Award



Liz Garden

Principal
Henry P. Clough Elementary
Mendon-Upton Regional School District

Liz Garden has been the principal of Henry P. Clough Elementary School in Mendon for four years. She is in her 18th year of school leadership, having served as a principal of the Leroy E. Mayo School in the Wachusett Regional School District and the Florence Roche School in Groton-Dunstable. She was also the assistant principal of the early childhood program in Leominster. Before becoming an administrator, she was a teacher for 11 years; she spent the last five before leaving the classroom as a second-grade teacher in Westborough. Liz is a fellow with the National Association of Elementary School Principals' Center for Innovative Leadership. Liz has a master's degree in child development and just completed her MFA in Creative Nonfiction Writing from Bay Path University. She lives in Shrewsbury with her musician husband and her two middle schoolers, Emerson and Cayce.

2026 Edmund K. Fanning Middle School Principal of the Year Award



Sarah Houle

Principal
Southbridge Middle School
Southbridge Public Schools

Sarah Houle earned her bachelor's degree from Boston University and holds master's degrees from UMass Boston and Endicott College. She is currently pursuing her Ed.D. at Clark University in Transformative Education. Prior to her work in Southbridge, Sarah was a high school social studies teacher with a passion for developing critical thinkers and active citizens who chart their own course. She started her career at Cathedral High School in Boston, teaching a diverse population of often first-generation high school graduates. After spending some time in a suburban district, Sarah followed her heart back to urban education and has been in Southbridge working with stakeholders to improve the middle school. Sarah is most proud of the team of passionate and pragmatic educators she works with. They persevere together to find ways to overcome the obstacles that often impede progress in urban settings.

Sarah grew up in Massachusetts and currently lives on a farm with her husband and best friend, Eric, and their children: Emalie, Trevor, and Tucker. In her free time, Sarah most enjoys doing anything with her family, but especially camping in their vintage Airstream, reading, watching her kids play sports, and volunteering at her church.

2026 Bertram H. Holland High School Principal of the Year Award



Scott Palladino

Principal
Wareham High School
Wareham Public Schools

Scott Palladino is in his 33rd at Wareham High School. He has served as principal for the past 16 years, following three years as vice principal and 14 years as a health teacher. During his teaching years, Scott also coached three sports for a decade. What has kept him in Wareham throughout his entire career is the compassionate faculty, the diverse student body and the close-knit families who continually support their schools and community. Many of Scott's current students are the children of Wareham High School graduates who he taught earlier in his career.

Scott earned his bachelor's degree from Springfield College, his master's degree from Cambridge College, and an Administration Certificate from Bridgewater State University. Scott was born and raised in Plymouth, Mass., and is a proud product of the Plymouth Public Schools. He comes from a strong family of educators.

Outside of work, Scott is involved in his children's academic and athletic activities. Scott contributes to the MIAA, serving on the Ice Hockey and Field Hockey Committees, and is a board member of the Cranberry Federal Credit Union (formerly the Plymouth County Teachers Federal Credit Union). In the winter, he also serves as an MIAA high school hockey referee.

Superintendent of the Year



Karen Crebase

Superintendent
Hopedale Public Schools

Karen Crebase has worked for 30 years as a school administrator, including working for the past 10 years as the superintendent for the Hopedale Public Schools. She also worked as the assistant superintendent for curriculum and instruction in Nashua, N.H., and spent 20 years as an elementary school principal and/or assistant principal in Title I and non-Title I schools.

Karen has enjoyed working as an administrative mentor and assisting new administrators in developing leadership and visionary skills. Currently, she is a facilitator in Massachusetts for a group of veteran superintendents, and she leads them in examining problems of practice, professional articles, and current trends. She has also worked as a consultant/coach helping K-12 school districts when they are implementing new standards and curriculum.

Karen attended Colby College in Maine and taught elementary school in Houston, Texas before returning to the East Coast to complete her graduate work at Harvard University. She has been fortunate to present at many conferences across the country. She chaired the Blackstone Valley Superintendents Consortium for many years, has been a member of the M.A.S.S. Executive Committee for the past five years and serves as the president of M.A.S.S., and was a 2023 National Blue Ribbon Award Recipient.

2026 Teacher of the Year Semifinalist



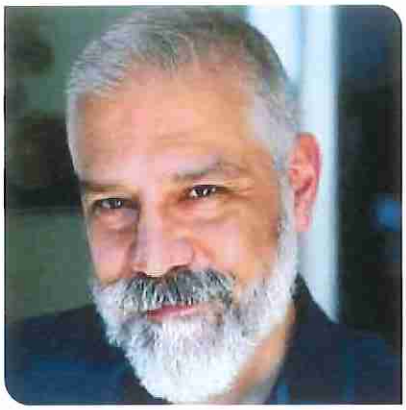
Amy Adamski

Math Teacher
Hampshire Regional High School
Hampshire Regional School District

Amy Adamski has over 20 years of teaching experience, including four years at the elementary level, eight years teaching middle school math, and the past 10 years as a high school math teacher. She currently teaches at Hampshire Regional High School in Westhampton, where she also serves as the math program leader. Her classroom fosters an engaging and inclusive environment in which students are encouraged to think critically, ask questions, and collaborate to solve problems.

Amy holds a bachelor's degree in education with a concentration in mathematics from Framingham State University, as well as a master's degree in math education from Lesley University.

2026 Teacher of the Year Semifinalist

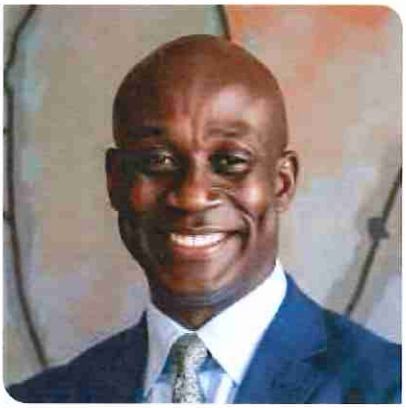


Michael López

Drama Teacher
Lynn English High School
Lynn Public Schools

Michael López has been a theater educator in some form or another for over 20 years. He has taught students from pre-K up to adult and senior populations, as well as special needs populations, including students with autism, intellectual impairment, and hearing and vision loss. In his current position, he has the privilege of teaching a large number of English language learners and immigrants. He also manages to keep his professional life as a theater artist alive by acting, directing, producing and playwriting, both locally and in New York City. He is the author of many plays, including the theatrical adaptation of his novel "The Thousand Natural Shocks," commissioned by the St. Louis Shakespeare Festival. He lives in a dollhouse in Lowell with his visual artist husband Tim Palin and their three dogs: Edith, Esteban and Lavinia.

2026 Teacher of the Year Semifinalist



Anderson Manuel

First-Grade Teacher
General John Nixon Elementary School
Sudbury Public Schools

Anderson Manuel is a passionate early childhood educator with 27 years of experience teaching K–3 students in the Boston and Sudbury Public Schools. He holds an undergraduate degree in business and a master's degree in early childhood education from Boston College, where his academic training deepened his commitment to nurturing the whole child. For the past 25 years, he has also served as a music leader in Sudbury and Concord, using song, rhythm, and joy to help elementary and high school students discover the power of music, community, and belonging.

Beyond the classroom, Anderson mentors student teachers and new educators, helping them step into the profession with confidence and care. He also works as a classroom management consultant and writes articles encouraging teachers to recognize the extraordinary power they hold to shape lives every day. Married to his wife Cyndi for 29 years and a father to two young men, Isaiah and Jordan, Anderson believes that the greatest gift a teacher can give is helping children fall in love with learning and grow into kind, compassionate, and effective citizens. To him, there is no finer calling than educating young people and showing them that they matter.

2026 Teacher of the Year Semifinalist



Lisa Yendriga-Norberg

History/Social Studies Teacher
Sumner G. Whittier School
Everett Public Schools

Lisa Yendriga-Norberg has taught middle school social studies for 25 years, driven by the belief that every student has something real to contribute to their classroom, their community, and beyond. For the past 20 years, she has been a dedicated teacher at the Sumner G. Whittier School in Everett. The support of her fellow teachers, teammates, administrators, and mentors has been central to her growth as an educator. In her classroom, students don't just learn about government—they engage with it. Lisa gives students real voice and choice so they care about the work and own it, leaving them not just with an understanding of civics, but knowing they can take an active role in shaping their community. Outside the classroom, Lisa serves on the DESE MCAS Civics Assessment Development Committee and as a building representative for the Everett Teachers Association. When she's not teaching, she enjoys the outdoors, family time, cheering her son on from the sidelines, and getting lost in a good book.

2026 Teacher of the Year Finalist



Sarah Costello

First-Grade Teacher
South Row Elementary School
Chelmsford Public Schools

Sarah Costello is a first-grade teacher at South Row Elementary School in Chelmsford. Her passion for teaching began as a child when she taught her stuffed animals, babysitters, and family members in the classroom in her basement. She attended Salve Regina University with a major in early childhood education and a minor in special education. She was the president of the Council for Exceptional Children and organized Best Buddies events for adults with all abilities.

After college, Sarah taught first grade in Watertown, Conn. and received her master's in education, specializing in English language learners. She values inclusive social-emotional learning alongside hands-on academics to provide her students with a safe learning environment in which students of all abilities can shine. She incorporates DEI and multi-tiered systems of support practices to make sure each student gets what they need to succeed. Throughout the day, students earn individualized and classroom compliments and can cash in the compliments to earn prizes. In addition, Sarah created a schoolwide Connections Calendar highlighting all abilities, cultures, heritages, holidays, and traditions.

2026 Teacher of the Year Finalist



Thomas Simmons

English Language Arts Teacher
Mario Umana Academy
Boston Public Schools

Thomas Simmons is a dedicated educator, instructional leader, and advocate for equity in education with nearly two decades of experience serving students and communities across the United States and internationally. With a B.A. from Boston College and an M.Ed. in teaching and curriculum from Harvard University, Tommy holds certifications in English, ESL, history, mathematics, reading intervention, and bilingual education.

Throughout his career, Tommy has taught grades 3 through 8 in public, charter, and pilot schools, consistently fostering high levels of academic growth while building inclusive, culturally responsive classrooms. He has served on instructional leadership teams, mentored teachers, led professional development for educators and families, and partnered with organizations such as Facing History and Ourselves and the Boston Bar Association to design impactful, justice-centered curriculum. Tommy also founded the Umana wrestling program through Beat the Streets New England.

Tommy began his career as a Peace Corps volunteer in Mozambique, where he developed English language curriculum and trained educators—an experience that continues to shape his commitment to global citizenship and educational access. Known for his empathy, innovation, and unwavering belief in students' potential, Tommy works to empower young people to become confident learners, critical thinkers, and engaged members of their communities.

2026 Teacher of the Year Finalist



Beatriz Thomas

Social Studies Teacher
Somerville High School
Somerville Public Schools

Beatriz grew up in Somerville and is a proud graduate of Somerville Public Schools. She started her career as a seventh-grade social studies teacher and then transitioned to ninth-grade social studies at SHS in 2020. In Somerville, she is lucky to be able to share her Salvadoran roots and culture with her students. Beatriz currently teaches ninth-grade world history and a dual enrollment women's and gender studies course through Syracuse University.

In 2019, the Massachusetts Council for Social Studies recognized her with the Richard Aieta Award for being a Promising New Teacher. Additionally, in 2021 she completed a Latinx Teachers Fellowship through Latinos for Education, inspiring her to co-create her school's Latinx Student Union club. Beatriz is currently enrolled in the Perrone-Sizer Institute for Creative Leadership, which she was awarded a district scholarship to attend. She enacts positive change for her students; her capstone project focuses on the use of restorative justice circles and community building for ninth-grade students through a peer mentorship program. She strongly feels schools should be a safe community for all students. In her free time, Beatriz enjoys watching sports, lounging with her French Bulldog, and traveling with her husband.

2026 Teacher of the Year



Tara Goodhue

Science Teacher
Lowell High School
Lowell Public Schools

Tara Goodhue teaches science and is head of the science department at Lowell High School. She shows her students that nature is all around them, even in an urban setting, and involves them in scientific work through Harvard Forest, Mass Audubon, the National Park Service, and other entities. Tara is an adjunct faculty member at University of Massachusetts Lowell, a curriculum design and science communication consultant with Fort Hill Consulting in New Hampshire, and a mentor teacher with the Harvard Forest Schoolyard Ecology program. She is also a member of the Lowell "Nature Everywhere" Team with the Children and Nature Network.

Before coming to Lowell High, Tara worked at Greater Lowell Technical High School in Tyngsboro for 14 years. Tara holds a Doctor of Education in leadership in schools with a STEM concentration from UMass Lowell; a Master of Education in curriculum and instruction in secondary education, also from UMass Lowell; and a Bachelor of Arts in biology with a minor in music performance from Clark University in Worcester. In 2020, the National Association of Biology Teachers named her Environmental Educator of the Year. When Tara isn't teaching science, you might find her hiking or knitting.

Dudley-Charlton Leadership Council

2025-2026

Who are we?

Tommy Dolan - Treasurer, responsible for managing committee finances and expenses.

Jayden Njoroge - Secretary, primarily responsible for correspondence with district staff and other necessary parties.

Adrianne Warner - Vice President, aids in major decision-making and leadership

Aiden Dzik - President, responsible for all committee affairs, organization, and leadership.

What do we do?

The purpose of the Dudley-Charlton Leadership Committee, or DCLC, is to bring positive student-driven change to all schools in the Dudley-Charlton district, but primarily at Shepherd Hill. We bring about this change by starting and committing to year long, or multiple-year long projects that seek to either revise a current system, or bring about a new one. Every year we have plenty of projects that do both.

This School year’s Accomplishments

- Mental Health Initiative: Positive displays around school and mental health weeks dedicated to awareness
- Alumni Network: Gathered contacts and support for an alumni/job fair that is planned to occur next year.
- After School Snacks for Athletes: Request sent to the State to get approval to serve food after hours and plan set with cafeteria staff

Plans for next year?

Projects being continued:

- DCRSD Guidance Network
- Compost/Environmental Initiatives

New Cabinet Members:

- Carter Gendron - President
- Elyse Peculis - Vice President
- Jean Bardier - Secretary
- Jillian Clarke - Treasurer

Thank You for Listening!

MASSACHUSETTS
Department of Elementary
and Secondary Education

Dudley-Charlton Regional School District

Integrated Monitoring Review Report

Office of Public School Monitoring

For Group B Universal Standards

Dates of Onsite Visit: January 20-21, 2026
Date of Report: March 4, 2026
Corrective Action Plan Due Date: April 1, 2026

Department of Elementary and Secondary Education Onsite Team Members:
Corey Steinman, Chairperson
Jessica McCloskey

Pedro Martinez
Commissioner of Elementary and Secondary Education

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Integrated Monitoring Review Report

Dudley-Charlton Regional School District

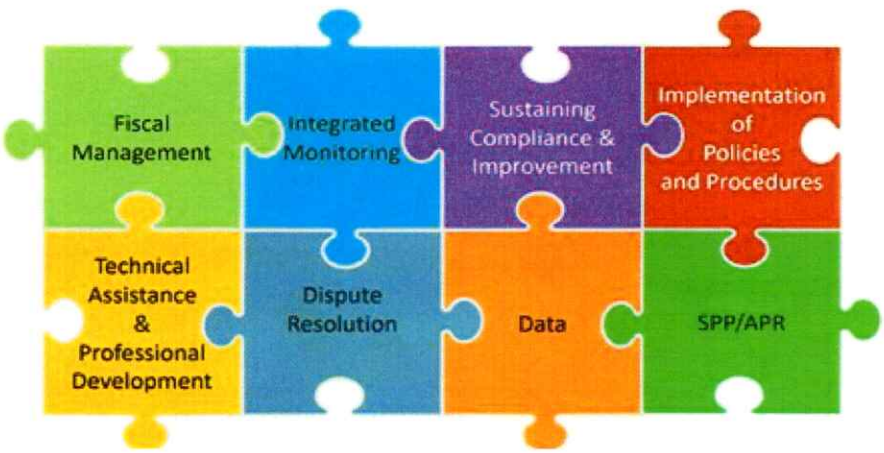
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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Office of Public School Monitoring

Integrated Monitoring Review Report Introduction

During the 2025-2026 school year, Dudley-Charlton Regional School District participated in an Integrated Monitoring Review (IMR) conducted by the Department of Elementary and Secondary Education's (DESE or Department) Office of Public School Monitoring (PSM). The purpose of the Integrated Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Components of the Integrated Monitoring Review



Integrated Monitoring is one of eight components of a state's general supervision system. One aspect of Integrated Monitoring is the Integrated Monitoring Review. Each school district, charter school, vocational school, and virtual school undergoes an Integrated Monitoring Review every three years. The Department's Office of Public School Monitoring (PSM) is responsible for conducting these reviews and works closely with offices throughout the Department including, but not limited to, the Office of Special Education Planning and Policy (SEPP), Problem Resolution System Office (PRS), and the Office of Approved Special Education Schools (OASES) to promote cohesion and collaboration across the Department's general supervision system. As set forth in the diagram above, Integrated Monitoring Review is one of the multilayered, cohesive, and formal processes employed by the Department to examine and evaluate all Local Education Agencies' (LEA) implementation of IDEA with a particular emphasis on educational results, functional outcomes, and compliance.

The monitoring cycle is posted at Integrated Monitoring Review Three Year Cycle.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

The Department has also reserved a specific set of criteria, collectively known as Focused Standards, which are reviewed if the Department deems appropriate due to concerns with those particular standards. In those circumstances, the identified Focused Standards are assessed in addition to the Universal Standards.

Universal Standards and Focused Standards are aligned with the following regulations:

Special Education (SE)

- Selected requirements from the federal Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 *et seq* and accompanying regulations at 34 CFR Part 300.
- Massachusetts General Law Chapter 71B, and the Massachusetts Special Education regulations (603 CMR 28.00).

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- Specific federal civil rights requirements, including requirements under the Every Student Succeeds Act (ESSA); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, together with select state requirements under M.G.L. c. 76, § 5 and M.G.L. c. 269 §§ 17 through 19.
- Specific requirements from the Massachusetts Physical Restraint regulations (603 CMR 46.00).
- Specific requirements from the Massachusetts Student Learning Time regulations (603 CMR 27.00).
- Specific requirements from the Massachusetts Student Records regulations (603 CMR 23.00).
- Various requirements under other federal and state laws and regulations.

Integrated Monitoring Review Process:

Discovery: During the Discovery stage, the PSM chairperson analyzes data and information to prepare for the onsite visit. The chairperson also reviews documents submitted by the LEA.

Engagement: The Engagement stage of the Integrated Monitoring Review includes all activities conducted onsite and/or virtually through the issuance of the Integrated Monitoring Review Report. Such activities may include record review, interviews, and observations.

Close-out: Once the Report is issued, the Close-out stage begins for the schools and districts with any identified findings of noncompliance. The Close-out stage includes the development of the Correction Action Plan and completion of subsequent progress reports to ensure all instances of noncompliance are resolved within one year of the issuance of the Integrated Monitoring Review Report.

PSM Team:
Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days.

Report for Integrated Monitoring Reviews:
The Integrated Monitoring Review Report will be issued within approximately 30 days of the conclusion of the onsite visit.

Pre-finding Corrections:
During the Discovery and Engagement stages of the review, PSM staff may find that the district/school violated an IDEA requirement prior to the issuance of a finding in the Integrated Monitoring Review Report. In such cases, PSM staff may implement the pre-finding correction protocol. If PSM staff verify that the identified noncompliance is resolved prior to the issuance of the report, no finding is made. However, a list of any pre-finding corrections will be included in the Integrated Monitoring Review Report. More information regarding the pre-finding correction protocol can be found in the PSM procedures at https://www.doe.mass.edu/psm/procedures.docx.

Ratings: In the Integrated Monitoring Review Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are "Commendable," "Implemented," "Implementation in Progress," "Partially Implemented," "Not Implemented," "Not Applicable," and "Prior Noncompliance - Corrective Action Under Review."

The onsite team includes a comment in the Integrated Monitoring Review Report for each criterion that it rates "Commendable," "Partially Implemented," "Not Implemented," or "Prior Noncompliance - Corrective Action Under Review," explaining the basis for the rating.

Corrective Action: Where criteria are found "Partially Implemented" or "Not Implemented," a corrective action plan (CAP) is developed to bring those areas into compliance with the relevant statutes and regulations. Department staff work with districts and charter schools on the development of an appropriate CAP.

PSM staff also provide ongoing technical assistance as the school or district is implementing the approved CAP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Final Monitoring Report.**

Where criteria are rated "Prior Noncompliance - Corrective Action Under Review," the district/charter school will work with staff from the specific Department office that identified the noncompliance to develop a corrective action plan.

For more information regarding the Integrated Monitoring Review Process, including district and parent resources, please visit < https://www.doe.mass.edu/psm/integrated/default.html>.

Integrated Monitoring Review Details
for Dudley-Charlton Regional School District

The Massachusetts Department of Elementary and Secondary Education conducted an Integrated Monitoring Review in Dudley-Charlton Regional School District during the week of January 19, 2026, to evaluate the implementation of Group B Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

District Civil Rights Self-Assessment Phase:

- Review of civil rights documentation for required elements including document uploads.
- Upon completion, the civil rights self-assessment was submitted to the Department for review.

Discovery Phase:

- Review of key data points focused on educational results and functional outcomes. For more details regarding the data review, please see the PSM procedures at https://www.doe.mass.edu/psm/procedures.docx.

Engagement Phase:

- Interviews of administrative and instructional staff consistent with those criteria selected for onsite verification.
- Interview of a special education parent advisory council (SEPAC) representative.
- Focus Groups: The Department facilitated a series of focus groups with administrative and instructional staff.
- Review of additional documents for special education and civil rights.
- Review of student-specific documentation to determine whether procedural requirements regarding child find have been met.
- Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

The Integrated Monitoring Review Report includes those criteria that were found by the team to be implemented in a "Commendable" manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," "Implementation in

Progress", and "Prior Noncompliance - Corrective Action Under Review." (Refer to the "Definition of Compliance Ratings" section of the report.) Reports do not include criteria receiving a rating of "Implemented" or "Not Applicable." This will allow the district/school and the Department to focus their efforts on those areas requiring corrective action. Districts/schools are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans.

Definition of Compliance Ratings

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Prior Non-Compliance - Corrective Action Under Review	A finding of non-compliance was made by another office in the Department and the school/district is currently undergoing corrective action activities.
Not Applicable	The requirement does not apply to the school district or charter school.

Dudley-Charlton Regional School District

Summary of Compliance Criteria Ratings

Compliance Criteria Rating	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 32, SE 35, SE 36, SE 50, SE 52, SE 52A, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7A, CR 7C, CR 8, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25
PARTIALLY IMPLEMENTED	SE 15, SE 51	CR 7B, CR 10A, CR 10B, CR 10C
NOT IMPLEMENTED	None	
NOT APPLICABLE	None	

For general information regarding the requirements please visit PSM Integrated Monitoring Review General Information.

Special Education Legal Standards, Compliance Ratings, and Findings

Criterion Number: SE 15

Criterion Title: Outreach by the School District (Student Find)

Legal Standard:
The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education:

1. professionals in community
2. private nursery schools
3. day care facilities
4. group homes
5. parent organizations
6. clinical /health care agencies
7. early intervention programs
8. private/parochial schools
9. other agencies/organizations
10. the school or schools that are part of the district, including Horace Mann charter schools
11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Students
12. agencies serving highly mobile, including migrant, children or youth.

The use of tiered interventions or screening tools may not be used to delay or deny a full and individualized evaluation of a child suspected of having a disability as required under 34 C.F.R. §§ 300.111 and 300.301. An evaluation of a student may be conducted at the same time as a student receives tiered interventions and supports.

State Requirements:

Federal Requirements: 34 CFR 300.111; 300.131; 300.209

Rating: Partially Implemented

District Response Required: Yes

Department of Elementary and Secondary Education Findings:
A review of documents and staff interviews indicated that for high school students in tiered interventions, the district does not consistently document the following:

- *Progress monitoring; and*
- *Discussions around remaining in tiered interventions and/or referring the student for a special education evaluation.*

Criterion Number: SE 51

Criterion Title: Appropriate special education teacher licensure

Legal Standard:
Except at Commonwealth charter schools, individuals who design and/or provide direct special education services described in IEPs are appropriately licensed.

Commonwealth Charter Schools – Special Education Teacher Qualifications:
To come into compliance with IDEA, Commonwealth charter schools must use "qualified" teachers to provide specialized instruction or have a "qualified" teacher consult with or provide direct supervision for someone who is not qualified but is delivering specialized instruction. This is an IDEA requirement. "Qualified" teachers must hold a valid license in special education or have successfully completed an undergraduate or graduate degree in an approved special education program. See also Charter School Technical Advisory 20-1: Educator Qualifications in Commonwealth and Horace Mann Charter Schools Commonwealth Charter School Staff Qualification Requirements for IEP Services Delivery (Updated April 27, 2012) at http://www.doe.mass.edu/charter/sped/staffqualifications.html .

State Requirements: M.G.L. c. 71, s. 38G; s. 89(qq); 603 CMR 1.07; 7.00; 28.02(3)

Federal Requirements: 34 CFR 300.156; IDEA § 34 CFR 300.156(a)

Rating: Partially Implemented

District Response Required: Yes

Department of Elementary and Secondary Education Findings:
A review of documents and staff interviews indicated that five individuals who design and provide direct special education services described in IEPs are not appropriately licensed.

Civil Rights Methods of Administration (CR) and Other Related General Education Requirements

Legal Standards,
Compliance Ratings and
Findings

Criterion Number: CR 7B

Criterion Title: Structured learning time

Legal Standard:

1. The school district ensures that its structured learning time is time during which students are engaged in regularly scheduled instruction, learning, or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02 (including physical education, required by M.G.L. c. 71, s. 3). The district's structured learning time may include directed study (activities directly related to a program of studies, with a teacher available to assist students), independent study (a rigorous, individually designed program under the direction of a teacher, assigned a grade and credit), technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.
2. The district ensures that its structured learning time does not include time at breakfast or lunch, passing between classes, in homeroom, at recess, in non-directed study periods (study halls), participating in optional school programs, or receiving school services such as health screening, speech, or physical and occupational therapy, except where those services are prescribed by a student's IEP or Section 504 Accommodation Plan.
3. The hours spent in any type of structured learning time are verified by the school district. Where the school district counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified.

State Requirements: 603 CMR 27.02, 27.04

Federal Requirements:

Rating: Partially Implemented

District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents and staff interviews indicated that physical education is not taught as a required subject for students in grade 12, as required by M.G.L. c. 71, s. 3.

Criterion Number: CR 10A

Criterion Title: Student handbooks and codes of conduct

Legal Standard:

1. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students that:
   a. prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel;
   b. restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds;
   c. prohibit bullying as defined in section 37O and shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by said section 37O;
   d. include a nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school's non-tolerance for harassment or discrimination, including that based upon race, color, sex, gender identity, religion, national origin or sexual orientation.
   e. include the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and
   f. state the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.
2. The district's code of conduct for students shall contain the following:
   a. Procedures ensuring due process in disciplinary proceedings, including:
      i. standards and procedures for suspension and expulsion of students;
      ii. procedures for the discipline of students with disabilities in accordance with IDEA and Section 504;
      iii. standards and procedures to assure school building security and safety of students and school personnel; and
      iv. the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights.
   b. Procedures enduring students are re-engaged in learning, including:
      i. A requirement that any principal, headmaster, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding consequences for the student, shall consider ways to reengage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases 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 upon another person while in school.
      ii. A list of alternative remedies which may include but shall not be limited to:

(i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent, or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

3. The principal of every school containing grades 9-12, in consultation with the school council, prepares a student handbook and distributes it to all students, parents, and school personnel annually; the school council reviews and revises the student code of conduct every spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time.
4. The district's policies pertaining to the conduct of teachers contains relevant sections of the Bullying Prevention and Intervention Plan relating to the duties of faculty and staff and relevant sections addressing the bullying of students by a school staff member.
5. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan.

State Requirements: M.G.L. c. 71, § 37H; M.G.L. c. 71, § 37H 3/4; 603 CMR 53.00; 603 CMR 26.08 as amended by Chapter 199 of the Acts of 2011; M.G.L. c.71, s.37H3/4(b), as amended; M.G.L. c. 71 s.37O

Federal Requirements: Section 504

Rating: Partially Implemented

District Response Required: Yes

Department of Elementary and Secondary Education Findings:
A review of documents and staff interviews indicated that the district's student handbooks and codes of conduct do not include the following requirements:

- *Procedures ensuring students are re-engaged in learning;*
- *A list of alternative remedies which may include, but shall not be limited to: mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving; and*
- *Procedures assuring due process in disciplinary proceedings for students not yet determined eligible. Please also see CR 10C.*

Furthermore, the district's procedures for assuring due process in disciplinary proceedings for students with disabilities do not include:

- *Within 10 school days of the decision to remove the student for disciplinary reasons, the district, the parent, and relevant members of the IEP Team (as determined by the parent and the district) 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; and

- *No later than the date of the decision to take disciplinary action, the district notifies the parents of that decision and provides them with the written notice of procedural safeguards.*

A review of documents and staff interviews also indicated that the district's elementary level code of conduct does not address all required elements to ensure due process in disciplinary proceedings. In addition, the definition of bullying in the elementary level code of conduct does not include members of school staff.

Criterion Number: CR 10B

Criterion Title: Bullying intervention and prevention

Legal Standard:

1. Each school district, charter school, and collaborative school shall develop, adhere to and update, at least biennially, a plan to address bullying prevention and intervention. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.
2. The plan shall recognize that certain students may be more vulnerable to bullying or harassment based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.
3. The plan shall include the specific steps that each school district, charter school, and collaborative school shall take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.
4. The plan shall be posted on the website of each school district, charter school, or collaborative school.
5. All schools and school districts must implement, for all school staff, professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying.

6. Each year all school districts and schools must give students and parents or guardians annual written notice of the student-related sections of the local Bullying Prevention and Intervention Plan.
7. Relevant sections of the plan relating to the duties of faculty and staff must be included in a school district or school employee handbook.

State Requirements: M.G.L. c. 71, s. 37H and M.G.L. c. 71, s. 37O.

Federal Requirements:

Rating: Partially Implemented

District Response Required: Yes

Department of Elementary and Secondary Education Findings:
A review of documents and staff interviews indicated that the district's Bullying Prevention and Intervention Plan (Plan) does not include the following:

- *A statement indicating that certain students may be more vulnerable to bullying and harassment, based on actual or perceived characteristics, including race; color; religion; ancestry; national origin; sex; socioeconomic status; homelessness; academic status; gender identity or expression; physical appearance; pregnant or parenting status; sexual orientation; mental, physical, developmental, or sensory disability; or by association with a person who has or is perceived to have one or more of these characteristics;*
- *The specific steps the district will take to create a safe and supportive environment for more vulnerable student populations;*
- *Protection for all students regardless of their legal status under the law;*
- *Administration of a student survey every four years to assess school climate and the prevalence, nature, and severity of bullying in schools; and*
- *Information for parents/guardians about the Department's problem resolution system process for seeking assistance or filing a claim.*

Criterion Number: CR 10C

Criterion Title: Student discipline

Legal Standard:
Each school committee and board of trustees shall ensure that policies and procedures are in place in public preschool, elementary, and secondary schools and programs under its jurisdiction that meet, at a minimum, the requirements of M.G.L. c. 71, section 37H, section 37H 1/2, section 37H 3/4, section 37H3/4(b) as amended, M.G.L. c. 76, section 21, and 603 CMR 53.00.

These policies and procedures must address or establish, but are not limited to:

1. District-wide or school-wide model to reengage students in learning;
2. Procedures for alternative remedies for each incident such as mediation, conflict resolution, restorative justice and collaborative problem solving;
3. Procedures for documenting the use and results of alternative remedies for each incident;
4. Procedures for documenting why an alternative remedy is unsuitable or counter-productive;
5. The notice of suspension and hearing;
6. Procedures for emergency removal;
7. Procedures for principal hearings for both short and long-term suspension;
8. Procedures for in-school suspension;
9. Procedures for superintendent hearing;
10. Procedures for education services and academic progress (School-wide Education Service Plan);
11. A system for periodic review of discipline data by special populations;
12. Alternatives to suspension.

State Requirements: M.G.L. c. 71, section 37H 3/4; M.G.L. c. 76, section 21; M.G.L. c. 71, section 37H 1/2; M.G.L. c. 71, section 37H; 603 CMR 53.00

Federal Requirements:

Rating: Partially Implemented

District Response Required: Yes

Department of Elementary and Secondary Education Findings:
While a review of data indicated that the district utilizes in-school suspension as an alternative to suspension, a review of documents and staff interviews indicated that the district's student discipline policy does not include procedures for in-school suspension as set forth in 603 CMR. 53.10.

This Integrated Monitoring Review Report is also available at:
https://www.doe.mass.edu/psm/integrated/reports/default.html.
Profile information supplied by each charter school and school district, including information for individual schools within districts, is available at
http://profiles.doe.mass.edu/.

File Name: Dudley-Charlton Regional School District Integrated Monitoring Review Report
Last Revised on: 03/04/2026
Prepared by: ABK/CS/AP
Template Version: 260210

SE Criterion #15 - Outreach by the School District (Student Find)

A review of documents and staff interviews indicated that for high school students in tiered interventions, the district does not consistently document the following: Progress monitoring; and Discussions around remaining in tiered interventions and/or referring the student for a special education evaluation.

District/Agency Corrective Action Plan

* Title/Role(s) of Responsible Person(s)	High School Principal, Director of Pupil Personnel Services	* Expected Date of Completion December 1, 2026	
* Description of Root Cause Analysis	Following a root cause analysis, the district determined that high school intervention teams did not have a clear, consistent process for documenting progress monitoring data and recording discussions about whether students should remain in interventions or be referred for a special education evaluation. Additionally, the meeting forms being used did not include specific fields to capture this information.		
* Evidence of Completion of Corrective Action	The district will provide the following documentation to demonstrate progress toward addressing the noncompliance: ● Revised tiered intervention documentation forms/templates that include required fields for progress monitoring data and intervention/referral discussions ● Written protocols or procedural guidelines distributed to all high school teachers outlining documentation requirements ● Agendas and sign-in sheets from staff training sessions on updated documentation expectations ● Copies of any updated student intervention tracking logs or databases		
* Description of Internal Monitoring Process	On a monthly basis, the building principal will: ● Review a sample of intervention team meeting records to verify that progress monitoring data and discussions about student placement or referral for special education evaluation are being consistently documented. ● Provide direct feedback to intervention team facilitators when gaps in documentation are identified and will ensure any issues are resolved promptly. On a quarterly basis, the building principal will share monitoring findings with the Director of Special Education, and together they will determine whether additional training, support, or adjustments to the process are needed.		

	The Director of Pupil Personnel Services will be available as a resource to the building principal and intervention teams, but the building principal retains primary responsibility for ensuring documentation expectations are met at the building level.

SE Criterion #51 - Appropriate special education teacher licensure

A review of documents and staff interviews indicated that five individuals who design and provide direct special education services described in IEPs are not appropriately licensed

District/Agency Corrective Action Plan

* Title/Role(s) of Responsible Person(s)	Director of Pupil Personnel Services, Superintendent, Principals	* Expected Date of Completion November 1, 2026	
* Description of Root Cause Analysis	Following a root cause analysis, the district identified two contributing factors. First, the district has experienced significant difficulty recruiting and hiring licensed special education teachers, particularly when vacancies occur late in the summer or after the start of the school year. This leaves limited time to identify fully certified candidates. Second, three pre-kindergarten teachers hold Early Childhood Education licenses with and without disabilities and DESE recently clarified that this license is not a special education license.		
* Evidence of Completion of Corrective Action	The district will provide the following documentation to demonstrate progress toward addressing the noncompliance: ● Copies of licensure or approved licensure waivers obtained from the state for special education teachers PreK-grade 12 ● Documentation of job postings for licensed special education teacher vacancies for PreK-grade 12, including evidence that positions were posted prior to the end of the school year ● Documentation of supervision, consultation, and oversight provided by licensed special education teachers to pre-kindergarten teachers in early childhood buildings, including schedules, meeting logs, or sign-in sheets		

* Description of Internal Monitoring Process	The Director of Pupil Personnel Services and building principals will: ● Maintain an up-to-date log of all staff providing special education services, including their current licensure status, waiver status, and anticipated certification completion dates; and ● Review the licensure log at the start of each school year and again mid-year to identify any staff who are not fully licensed and confirm that appropriate waivers are in place.

CR Criterion #7B - Structured learning time

A review of documents and staff interviews indicated that physical education is not taught as a required subject for students in grade 12, as required by M.G.L. c. 71, s. 3.

District/Agency Corrective Action Plan

* Title/Role(s) of Responsible Person(s)	High School Principal, Assistant Superintendent	* Expected Date of Completion August 1, 2026	
* Description of Root Cause Analysis	Following a root cause analysis, the district determined that physical education had not been built into the master schedule as a required course for 12th grade students. Over time, scheduling priorities and graduation requirement structures shifted in a way that allowed physical education to become an elective or optional component for seniors rather than a mandated subject. This practice continued without recognition that it was out of compliance with state law.		
* Evidence of Completion of Corrective Action	The district will provide the following documentation to demonstrate progress toward addressing the noncompliance: ● Revised master schedule for the 2026-2027 school year reflecting physical education as a required course for all 12th grade students ● Updated graduation requirements or program of studies documenting physical education as a mandatory subject for grade 12 ● Enrollment data confirming that all 12th grade students are enrolled or taking physical education ● Updated student handbooks or course catalogues reflecting the change		

* Description of Internal Monitoring Process	• Prior to the finalization of the master schedule each spring, the High School Principal will verify that physical education is scheduled as a required course for grade 12 and confirm that all students are enrolled. • Any scheduling conflicts or barriers that prevent full implementation will be escalated to the Superintendent immediately for resolution prior to the start of the school year.

CR Criterion #10A - Student handbooks and codes of conduct

A review of documents and staff interviews indicated that the district's student handbooks and codes of conduct do not include the following requirements: Procedures ensuring students are re-engaged in learning; A list of alternative remedies which may include, but shall not be limited to: mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving; and Procedures assuring due process in disciplinary proceedings for students not yet determined eligible. Please also see CR 10C. Furthermore, the district's procedures for assuring due process in disciplinary proceedings for students with disabilities do not include: Within 10 school days of the decision to remove the student for disciplinary reasons, the district, the parent, and relevant members of the IEP Team (as determined by the parent and the district) 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; and No later than the date of the decision to take disciplinary action, the district notifies the parents of that decision and provides them with the written notice of procedural safeguards. A review of documents and staff interviews also indicated that the district's elementary level code of conduct does not address all required elements to ensure due process in disciplinary proceedings. In addition, the definition of bullying in the elementary level code of conduct does not include members of school staff.

District/Agency Corrective Action Plan

* Title/Role(s) of Responsible Person(s)	Principals, Assistant Superintendent	* Expected Date of Completion 4/1/2026		

* Description of Root Cause Analysis	Following a root cause analysis, the district determined that while staff practices were in accordance with updated regulations, state and federal laws governing student discipline, due process, and codes of conduct are updated frequently and the district's written handbooks and codes of conduct had not been revised in a timely manner to reflect all current requirements. The district has since conducted a comprehensive review of all handbooks and codes of conduct to ensure that the written language is fully aligned with current regulations and accurately reflects the practices already in place.
* Evidence of Completion of Corrective Action	Revised student handbooks and codes of conduct for all levels (elementary, middle, and high school) that include all required components, specifically: ● Procedures ensuring students are re-engaged in learning following a disciplinary removal ● A list of alternative remedies including mediation, conflict resolution, restorative justice, and collaborative problem solving ● Procedures assuring due process in disciplinary proceedings for students not yet determined eligible for special education ● Updated procedures for due process in disciplinary proceedings for students with disabilities, including the requirements that 1) Within 10 school days of a decision to remove a student, the district, parent, and relevant IEP Team members review all relevant information in the student's file; and 2) No later than the date of the disciplinary decision, parents are notified and provided with written notice of procedural safeguards ● Revised elementary level code of conduct reflecting all required due process elements and an updated definition of bullying that includes members of school staff.
* Description of Internal Monitoring Process	The Assistant Superintendent will confirm that any mid-year changes to state or federal requirements are communicated to building principals promptly so that student handbook and codes of conduct updates can be made in a timely manner. Building principals will review and update their building-level student handbooks and codes of conduct annually to ensure that they meet all current applicable state and federal requirements. Revisions will be submitted to the Assistant Superintendent for final review and approval prior to the start of each school year. In addition, building principals will ensure that updated student handbooks and codes of conduct are distributed to all students and families at the start of each school year and that staff in their buildings are familiar with the updated disciplinary procedures. The Director of Pupil Personnel Services will review all sections of the student handbooks and codes of conduct related to students with disabilities and students

	not yet determined eligible to ensure ongoing alignment with special education regulations.

CR Criterion #10B - Bullying Intervention and Prevention

A review of documents and staff interviews indicated that the district's Bullying Prevention and Intervention Plan (Plan) does not include the following: A statement indicating that certain students may be more vulnerable to bullying and harassment, based on actual or perceived characteristics, including race; color; religion; ancestry; national origin; sex; socioeconomic status; homelessness; academic status; gender identity or expression; physical appearance; pregnant or parenting status; sexual orientation; mental, physical, developmental, or sensory disability; or by association with a person who has or is perceived to have one or more of these characteristics; The specific steps the district will take to create a safe and supportive environment for more vulnerable student populations; Protection for all students regardless of their legal status under the law; Administration of a student survey every four years to assess school climate and the prevalence, nature, and severity of bullying in schools; and Information for parents/guardians about the Department's problem resolution system process for seeking assistance or filing a claim.

District/Agency Corrective Action Plan

* Title/Role(s) of Responsible Person(s)	Principals, Assistant Superintendent	* Expected Date of Completion 4/21/2026	
* Description of Root Cause Analysis	Following a root cause analysis, the district determined that the district's written Bullying Prevention and Intervention Plan (Plan) was not revised in a timely manner to reflect all current requirements. As a result, several required components were absent from the written Plan despite the district's commitment to maintaining a safe and supportive environment for all students.		
* Evidence of Completion of Corrective Action	A revised Bullying Prevention and Intervention Plan (Plan) to include: - ● A new section for vulnerable populations which includes specific steps to be taken to create a safe environment -Explicit legal status protection language ● Administration of a student survey every four years to assess school climate and the prevalence, nature, and severity of bullying in schools		

	• Updated language in the parent section regarding DESE's Problem Resolution System (PRS) Documents and Evidence to Support This Corrective Action: • A finalized Plan with all revisions included • School Committee minutes reflecting the adoption of the new Plan • Superintendent signed attestation confirming the updated Plan is in effect • Professional development agenda, presenter credentials, and staff sign-in sheets for training on bias-based bullying and vulnerable population support • Documentation of at least one support structure in place for vulnerable students (e.g., LGBTQ+ support group charter, counseling referral data in aggregate, student handbook language) -Updated parent/guardian annual notification letter reflecting updated legal status protection language • Documentation of the selected survey instrument (name, source, and brief description) • District calendar entry or memo establishing the next scheduled survey administration date • Updated annual parent/guardian notification letter with PRS information included • Screenshot or printed webpage showing PRS information posted on the district's website bullying prevention page
* Description of Internal Monitoring Process	The Assistant Superintendent is designated as the district's BPIP Compliance Coordinator. Annual Compliance Review Protocol Each August, prior to the opening of school, the Assistant Superintendent will conduct a formal review of the Plan using a written compliance checklist cross-referencing the Plan against: (a) G.L. c. 71, Sec 37O; (b) the current DESE Model Plan; and (c) any updated DESE guidance issued since the prior review. Annual Staff Professional Development All building principals are responsible for ensuring that staff receive annual professional development on bullying prevention. This training must include, at minimum: (a) overview of the BPIP and staff reporting obligations; (b) bias-based bullying and the needs of vulnerable populations; (c) investigation and documentation procedures. Documentation (agendas and sign-in sheets) will be maintained in a central file by the Assistant Superintendent. Quarterly Incident Data Review The Assistant Superintendent will compile aggregate bullying incident data on a quarterly basis and review trends with building principals. Four-YearStudent Climate Survey Cycle The district will administer a DESE-approved (or equivalent) school climate survey no less than once every four years to assess school climate and the prevalence, nature, and severity of bullying. Results will be presented to the School Committee and posted publicly in accordance with G.L. c. 71, Section 37O. The next scheduled administration date will be documented in the BPIP and the district's school year calendar. Civil Rights Self-Assessment Every two years, the Superintendent and District Legal Counsel will conduct a civil rights compliance self-assessment covering the Plan and related policies. The assessment will use the

	DESE self-assessment framework or equivalent. Any identified gaps will be addressed through an internal corrective action memo within 60 days.

CR Criterion #10C - Student Discipline

While a review of data indicated that the district utilizes in-school suspension as an alternative to suspension, a review of documents and staff interviews indicated that the district's student discipline policy does not include procedures for in-school suspension as set forth in 603 CMR. 53.10.

District/Agency Corrective Action Plan

* Title/Role(s) of Responsible Person(s)	Principals, Assistant Superintendent	* Expected Date of Completion: 4/1/2026	
* Description of Root Cause Analysis	Following a root cause analysis, the district determined that while in-school suspension has been utilized in practice as an alternative to out-of-school suspension, the written discipline policy had not been updated to include the specific procedural requirements for in-school suspension as outlined in 603 CMR 53.10. The district's written policy had not been revised in a timely manner to reflect all current requirements, even though the district's practices were already aligned with the intent of the regulation.		
* Evidence of Completion of Corrective Action	The district will provide the following documentation to demonstrate progress toward addressing the noncompliance: ● A revised student discipline policy that includes all required procedures for in-school suspension as set forth in 603 CMR 53.10, including: ○ The conditions under which in-school suspension may be assigned ○ The rights of students during an in-school suspension, including access to academics and the ability to make academic progress ○ Procedures for notifying parents and guardians of an in-school suspension ○ Student handbooks and codes of conduct contain updated in-school procedures and are approved by the school committee.		

	○ Evidence that the updated policy has been posted on the district's website and distributed to students, families, and staff.
* Description of Internal Monitoring Process	The Assistant Superintendent will serve as the primary person responsible for ensuring that the student discipline policy remains aligned with current state regulations, including 603 CMR 53.10. Building Principals will: ● Be responsible for ensuring that in school suspension procedures are consistently followed in their buildings ● Maintain records of all in-school suspensions, including documentation of parent notification and academic support provided during the suspension.

MASSACHUSETTS
Department of Elementary and Secondary Education
Pedro Martinez | Commissioner

May 1, 2026

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

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

Dear Administrator Heather Harriman:

Earlier this week you received notification that the Department posted the Annual LEA Special Education Determinations under IDEA Part B. There will be a technical assistance (TA) webinar to review the changes to this year's Determination matrix and next steps on **Tuesday, May 5th** at **11 AM**.

Dudley-Charlton Reg was determined to **Need Assistance** with a score of **69%** earning **24 points out of 35 possible points**. Attached below is the Matrix containing all the data used and scores for Dudley-Charlton Reg. Please refer to the Special Education Policy Memo SY2025-2026 — 6: 2025-2026 Determinations of Need for Special Education Technical Assistance or Intervention for more information about how the 2025-2026 LEA determinations were made and examples of the targeted assistance your LEA may receive.

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

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

1. prohibited from using the flexibility available under the Maintenance of Effort (MOE) provisions of IDEA and is required to expend for special education in 2026-2027 at least as much state and local funds in the aggregate or per pupil as it spent the last year the district met MOE.

2. required to participate in technical assistance webinar(s), as well as engage in root cause analysis, and improvement planning in the identified as area(s) of need, as

indicated by the LEA matrix. More information regarding mandatory technical assistance will be forthcoming. Your LEA's administrators should access the 2025-2026 technical assistance resources at our Special Education Determination website.

Additionally, the Department continues to prioritize improving the quality of technical assistance and intervention provided to schools and LEAs in special education by coordinating assistance and intervention available from multiple offices including, the Special Education Planning and Policy office (SEPP), Office of Public School Monitoring (PSM), Charter Schools & School Redesign (CSSRD), Effective Pratices and Partnerships (OEPI), Statewide System of Support (SSOS), and Strategic Transformation (OST).

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

Sincerely,

Jamie L. Camacho
Acting State Director of Special Education

C: Steven M Lamarche, Superintendent

Annual Special Education Determination Matrix
Dudley-Charlton Reg 0658 2025-2026

Percentage (%)	Determination Rating
69%	Needs Assistance (NA)

Scoring

	Total Possible Points Available	Points Earned
Performance	16	6
Compliance	16	15
Other Considerations	3	3
Total	35	24

Performance Matrix				
	LEA Performance (%)	**State Target**	**Score**	
Exiting Results				
District Total Exiters ***Criteria will only be used if the district had 10 or more exiters in the 2023-24 school year.***			**16**	
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma **(Indicator 1)**	62.50%	80.33%	0	
Percentage of Children with Disabilities who Dropped Out **(Indicator 2)**	31.25%	11.97%	0	
Assessment Results Reading MCAS				
Proficiency Percentage of 4th Grade Children with Disabilities Against Grade Level Standards **(Indicator 3B)**	14.93%	24%	1	1
Proficiency Percentage of 8th Grade Children with Disabilities Against Grade Level Standards **(Indicator 3B)**	8.96%	15%	1	
Proficiency Percentage of High School Children with Disabilities Against Grade Level Standards **(Indicator 3B)**	11.43%	30%	1	
Assessment Results Math MCAS				
Proficiency Percentage of 4th Grade Children with Disabilities Against Grade Level Standards **(Indicator 3B)**	13.64%	15%	1	0
Proficiency Percentage of 8th Grade Children with Disabilities Against Grade Level Standards **(Indicator 3B)**	3.13%	11%	0	
Proficiency Percentage of High School Children with Disabilities Against Grade Level Standards **(Indicator 3B)**	5.88%	19%	0	
Educational Environments Results				
Percentage of School Aged Children with Disabilities who are in a regular classroom 80% or more of the day **(Indicator 5A)**	62.63%	67.49%	1	
District Total Ages 3-5 (not in K) ***Criteria will only be used if the district had 10 or more SwD ages 3-5 in the 2023-24 school year.***			**51**	
Percentage of Pre-School Children with Disabilities attending and receiving the majority of their special education and related services in a regular preschool setting **(Indicator 6A)**	30.00%	53.36%	0	
Outcome Results				
Percentage of Children with Disabilities who entered preschool program below expectations and made gains by the time they turned 6 years of age or exited the program **(Indicator 7A)**	97.22%	87%	2	
Percentage of youth no longer in secondary school and enrolled in higher education, in some other postsecondary education or training program, or competitively employed or in some other employment **(Indicator 14C)**	100.00%	83%	2	

Compliance Matrix				
	Data	**Compliance Review**	**Score**	
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of long-term suspension and expulsion, and have noncompliant policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	No Status	No Status	2	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	No Status	No Status	2	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	No Status	No Status	2	2
Indicator 11: Child Find (Timely Initial Evaluation)	N/A		N/A	
Indicator 12: Early Childhood Transition	N/A		N/A	
Indicator 13: Secondary Transition	N/A		N/A	
Number of Findings of Noncompliance (SY2024-2025) * • **Public School Monitoring (PSM)** • **Problem Resolution Systems (PRS)**	1		1	
Noncompliance not Corrected within 1 Year (Findings from 2023-2024 not corrected within 1 year)*	0		2	
Fiscal Monitoring/Audit Findings of Noncompliance	***These criteria will not be used in the 2025-2026 LEA Determinations but will be included in future years.***			
Fiscal/Audit Noncompliance not Corrected within 1 Year				

Additional Criteria Matrix		
Fiscal Considerations		
• **Was Maintenance of Effort met in FY24?**	Yes	1
Timely and Accurate LEA Reported Data		
• **Equitable Services Child Count (2024-2025) Submitted on Time**	Yes	1
• **Equitable Services Child Count (2024-2025) Accurate and Reliable**	Yes	1

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

For more information about scoring and criteria used in this year's LEA Determination Matrix, please refer to the Frequently Asked Questions MA Local Education Agencies' (LEA) Special Education Determinations website.

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

Shepherd Hill Regional High School
NEASC - Priority Areas for Growth
Tentative 2026-2027 Plan

Growth Area	Actions	Responsible Parties	Estimated Completion
(FOUNDATIONAL ELEMENT) The school will create and implement a vision of the learner that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success, and embed this vision into the teaching and learning, culture, and work of the school.	**This Year** ● Finalize a plan for next year --- **Next Year** ● Establish a diverse committee of stakeholders in August 2026 ● Participate in NEASC professional development in Fall 2026 ● Create and implement an updated vision of the learner	● Administration ● Faculty and Staff ● Parents and Families ● Community Members ● Students	Spring 2027

(FOUNDATIONAL ELEMENT) The school will complete the process of writing curriculum maps for all courses that include scope and sequence with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content and skills, and assessments aligned with those expected course outcomes.	**This Year** ● Early release and PD time allocated on October 10, December 12, March 6 for curriculum inventorying --- **Next Year** ● Allocate PD and department meeting time to continue updating scope and sequence documents and units of study	● Administration ● Department Coordinators ● Teachers	Fall 2027

The school will develop and fully implement processes and supports to ensure that the school community takes further collective responsibility for the well-being of every student and can demonstrate how each student is known, valued, and connected to the school.	**This Year** ● RULER Implementation Team trained in March on Tier 1 SEL approach --- **Next Year** ● Pilot a hybrid advisory period ● Conduct next rounds of RULER training ● Establish a master schedule change committee	● Administration ● Department Coordinators ● Teachers	Ongoing
The school will complete a review of the systems and supports to determine and implement future strategies to ensure that all students receive appropriate intervention strategies to support their academic, social, and emotional success, with a focus on Tier 1, II, and III supports, along with the needed professional learning to fully implement these strategies.	**This Year** ● Post a 1.0 Interventionist position ● Continue MAP assessments for grade nine with fidelity --- **Next Year** ● Expand MAP to grade ten ● Strengthen Tier 1 core instruction by reinforcing UDL professional learning ● Implement Tier 2 academic supports in ELA and Math	● Administration ● Department Coordinators ● Teachers	Ongoing

NEASC
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

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May 1, 2026

Darren C. Elwell
Principal
Shepherd Hill Regional High School
68 Dudley-Oxford Road
Dudley, MA 01571

Dear Mr. Elwell:

The Commission on Public Schools was delighted to review the report from the recent Collaborative Conference Visit to Shepherd Hill Regional High School at its March 8-9, 2026 meeting. We are pleased to share that the Commission voted to award the school continued accreditation in the New England Association of Schools and Colleges. This decision reflects the thoughtful work, dedication, and commitment to students demonstrated by your entire school community. The Commission was truly impressed by the strengths evident during the visit and is pleased to recognize the following commendations:

- the availability of the staff to support students' emotional and physical well-being enabled by accessible in-school personnel
- the deeply positive and inclusive school culture demonstrated through deliberate, caring relationships fostered by instructional staff
- the mentoring and coaching of teachers to improve practice delivered by department coordinators
- the supportive learning environment for students in need provided through implementation of a Therapeutic Learning Classroom
- the pride, dedication, commitment of the facilities team working to maintain and beautify an aging infrastructure
- the physically safe school environment for students and adults ensured by strategically designed infrastructure
- the frequent, varied, meaningful use of formative assessments implemented across classes, courses, and levels
- the development of family-facing, post-secondary information and mental health supports advanced through the work of the guidance department
- the frequent opportunities for creative, inquiry-driven, and higher order thinking created through instructional practices that require problem-solving
- the increased college participation evidenced by the College Instant Admission Day

The Commission was also encouraged to see that the school has met six of the eight Foundational Elements in the Standards for Accreditation, an important accomplishment that reflects strong collaboration and focus. Commission noted that the following Foundational Elements have not yet been met and have been identified as Priority Areas for Growth, and we support the school's ongoing improvement efforts:

- The school has a written document describing its core values, beliefs about learning, and vision of a learner that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success (1.2a).
- The school has written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, and assessments aligned with expected course outcomes (2.2a).

The Commission was further pleased that the school, in concert with the Collaborative Conference visiting team, confirmed the following Priority Areas for Growth. These areas will serve as the basis for developing the School Growth/Improvement Plan:

- The school will create and implement a vision of the learner that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success, and embed this vision into the teaching and learning, culture, and work of the school.
- The school will complete the process of writing curriculum maps for all courses that include scope and sequence with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content and skills, and assessments aligned with those expected course outcomes.
- The school will develop and fully implement processes and supports to ensure that the school community takes further collective responsibility for the well-being of every student and can demonstrate how each student is known, valued, and connected to the school.
- The school will complete a review of the systems and supports to determine and implement future strategies to ensure that all students receive appropriate intervention strategies to support their academic, social, and emotional success, with a focus on Tier 1, II, and III supports, along with the needed professional learning to fully implement these strategies.

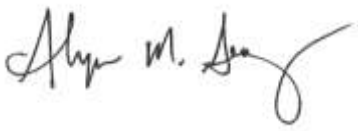
The Commission extends its sincere congratulations to the school administration and faculty for successfully completing key milestones in the Accreditation process: the Self-Reflection and the Collaborative Conference Visit. The next steps include developing, submitting, and implementing the School Growth/Improvement Plan. Once completed, please submit the plan to cpsreports@neasc.org. Please submit the plan to the office no later than October 1, 2026 Additional information and the School Growth/Improvement Plan template can be found in the *Accreditation Handbook* available on the website at https://www.neasc.org/resources-members/public-schools.

The school is scheduled to host its Decennial Accreditation Visit from October 17-20, 2027. The focus of the decennial visit will be on the school's implementation of the Priority Areas for Growth as included in the School Growth/Improvement Plan. During this time, the volunteer team of peers will have the opportunity to see firsthand the progress the school has made toward the Priority Areas for Growth outlined in the School Growth/Improvement Plan. The Commission looks forward to discussing the school's Decennial Accreditation Report and

accreditation status. In the meantime, we would appreciate receiving any updates to the principal's or superintendent's name and email address; these can be shared with the Commission office at cpsannual@neasc.org.

Wishing you and your school every continued success.

Sincerely,



Alyson M. Geary

AMG/mv

cc: Steven M. Lamarche, Superintendent, Dudley-Charlton Regional School District
Kelly Szela, Chair, Dudley-Charlton Regional School Committee
Carl Johnson, Chair of the Visiting Team
Amy Cetner, Chair, Commission on Public Schools

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

TO: School Committee

FROM: Joseph DeSantis - Director of Finance & Operations

DATE: May 13th, 2026

SUBJECT: Finance Director Update

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1. **Charlton Elementary School Fire Panel Update**: DCRSD has closed the bid window for the replacement of the CES Fire Panel. A summary of pricing sheets and a recommendation of awarded vendor is attached. The lowest bidder, Pappas Industries, had multiple issues of concern, including from the Town of Yarmouth, a filed complaint related to wage issues. After DCRSD experienced the previous CES Fire Panel vendor, H&S Electric, becoming defunct, we are recommending DMH Electric. DMH Electric was the second lowest bidder and does not have any reputational issues, or any other category of concern. 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. **MSBA Statements of Interest**: DCRSD submitted on April 17, 2026 to MSBA, Statements of Interest for both Heritage School and Shepherd Hill Regional High School. Copies of both applications are included. A School Committee vote authorizing the submission of the applications is respectfully requested.

3. **2022 Capital Borrowing**: In Septemeber 2022, the towns of Dudley and Charlton voted to authorize the borrowing of up to $7,566,838 to fund multiple Capital projects. The CES Fire panel is the only project yet to be completed of the 2024 Bond in which $4,200,000 was borrowed. Therefore, we believe the unborrowed remainder can be rescinded via a School Committee vote. The final amount to be rescinded is $3,366,838.

4. **FY25 Excess & Deficiency (E&D)**: On May 1, 2026, DCRSD received, from the Massachusetts Department of Revenue, Excess and Deficiency certification of $2,002,542. This value is under the 5% threshold for excess funds to be returned to member towns. I respectfully request School Committee vote to authorize the use of E&D funds of $1,400,000 in support of the upcoming FY2027 Budget, as presented and voted March 11, 2026.

5. **FY26 Budget Status & Transfer Requests:** With five remaining weeks in the 2025-2026 School Year, DCRSD is in a stable position to end the year. There is 1.16% of the Operating Budget yet to be utilized. This percentage includes all Salaries, Contracts and Encumbered purchases for the remainder of the year. The winter of 2025-2026 was a difficult road to navigate with the combination of severe cold, near record-high snow accumulation, and skyrocketing costs of heating and vehicle fuels. The year to date budget report included will reflect the overages incurred in the "Facilities & Utilities" category specifically related to these conditions, as well as a continually aging infrastructure. Fortunately, the operating budget freeze implemented earlier this year has allowed the district to absorb these overages.

   Final cost center transfers will be brought to School Committee in June. I am currently requesting one transfer. A health insurance premium "holiday" was authorized by the Dept. of Revenue as an appropriate method to spend down remaining funds from the DCRSD Health Insurance Trust account and offset the DCRSD budget. The dollar value of the holiday is $879,745.03, and benefits all entities (DCRSD, Active Employees, Retirees). I am respectfully requesting the cost of the holiday be transferred from the DCRSD Health Insuarnce Trust Account to the General Fund.

6. **FY27 Budget Status**: The state Senate has finalized its recommendations for the FY27 state budget. There weren't dramatic shifts, with the exception of per pupil funding. While initial estimates were $75/per pupil, the Senate approved $160/per pupil. Student Opportunity Act is fully funded, as well as Transportation Reimbursement estimated between 85%-90%, on target with DCRSD's FY2027 budget.

20 Conant Street
Danvers, MA 01923
978.750.9062
gienapparchitects.com

Memo

Date: May 12, 2026
To: School Committee – Dudley-Charlton Regional School District
Cc: Joseph DeSantis - DCRSD, Steve Pusateri - DCRSD
From: Gienapp Architects
Project: Charlton Elementary School – Fire Alarm System Replacement Proj #: 841.1

Members of the School Committee:

The Dudley-Charlton Regional School District recently concluded the public bidding process for the Charlton Elementary School Fire Alarm System Replacement Project. The project was publicly bid and the bidding process included the issuance of four addenda responding to bidder questions and clarifying the scope of work.

The bidders were as follows:

- Pappas Industries, Inc.
- DMH Electric, Inc.
- Jupiter Electric, Inc.
- Universal Electric

Following review of the submitted bids and supporting bid documentation, the District has selected DMH Electric, Inc. as the successful bidder for the project.

The bid review process included evaluation of the submitted bid forms, acknowledgement of addenda, responsiveness to the bidding requirements, and review of the qualifications and apparent capability of the bidders to perform the required work. The project generally consists of replacement and upgrading of the existing fire alarm system at Charlton Elementary School, including integration of the existing Notifier fire alarm control panel, replacement and installation of notification and detection devices, testing of existing wiring, and associated related work.

Based upon the information submitted during the procurement process, DMH Electric, Inc. was determined to be the responsive and responsible low bidder best suited to perform the work required under the contract documents.

Accordingly, it is recommended that the District proceed with award of the contract to DMH Electric, Inc. for the Charlton Elementary School Fire Alarm System Replacement Project.

Please let us know if the School Committee requires any additional information regarding the bidding process or recommendation of award.

Sincerely,

Geoff Rogers
Gienapp Architects, LLC

cc: File

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

CHARLTON FIRE PANEL BID

DATE: May 13th, 2026

RE: CES Fire Panel Bid Results & Recommendation

CONTRACTOR	PROPOSED CONTRACT PRICE
Pappas Industries, 14 Bosuns Lane, Bourne MA 02532	$129,000.00
DMH Electric, 29 Legate Hill Road, Sterling, MA 01564	$158,900.00
Jupiter Electric, 140 Lafayette Road, Salisbury, MA 01952	$159,800.00
Universal Electric 79 Wayside Avenue, West Springfield, MA 01089	$171,025.00

Massachusetts School Building Authority

Next Steps to Finalize Submission of your 2026 Statement of Interest("SOI")

Thank you for submitting a 2026 SOI to the Massachusetts School Building Authority (the "MSBA") electronically. Please note, the District's submission is not yet complete if the District selected Statutory Priority 1 or Statutory Priority 3. If either of these Statutory Priorities were selected, the district must upload the required documentation, described below, in order for the SOI to be considered complete. Hard copies will no longer be accepted.

ADDITIONAL DOCUMENTATION REQUIRED TO BE UPLOADED FOR SOI STATUTORY PRIORITIES 1 AND 3 IN ORDER TO BE CONSIDERED COMPLETE. HARD COPIES WILL NO LONGER BE ACCEPTED:

- **If the District selects Statutory Priority 1:** Replacement or renovation of a building, which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires an electronic version of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The district must also submit photographs of the problematic building area or system to the MSBA electronically. The SOI will not be considered complete unless this information is uploaded as part of the SOI submission.
- **If the District selects Statutory Priority 3:** Prevention of a loss of accreditation, the SOI will not be considered complete unless an electronic summary of the accreditation report(s) focusing on the deficiencies as stated in the SOI must be uploaded in the SOI system in order to submit an SOI.

ADDITIONAL INFORMATION: In addition to the information required above, the district may also elect to provide reports, pictures, or other information that may give the MSBA a better understanding of the issues identified at the SOI facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

If you have any questions about the SOI process please contact the MSBA at SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Dudley-Charlton Reg

District Contact Steven M Lamarche Title: Superintendent TEL: (508) 943-6888

Name of School Heritage

School Address 34 Oxford Road, Charlton, MA - 01507

Submission Date 4/17/2026

Statement of Interest ("SOI") CERTIFICATION

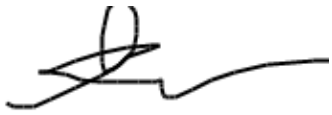
To be eligible to submit an SOI, a district must certify the following:

- ☑ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☑ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☑ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☑ The district hereby acknowledges that this SOI is for one existing public school in the district that is currently used or will be used to educate public school students in grades Pre-K through 12 as reported to the Department of Elementary and Secondary Education (the "DESE") and that the school for which the SOI is being submitted does not solely serve the district's Pre-K student population.
- ☑ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts. Please note that meeting minutes are NOT required to be uploaded to the "Vote" tab.
- ☑ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts. Please note that meeting minutes are NOT required to be uploaded to the "Vote" tab.
- ☑ The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the Statutory Priorities for which the SOI is being submitted.
- ☑ The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead. Please note that meeting minutes are NOT required to be uploaded to the "Vote" tab.
- ☑ The district hereby acknowledges that this SOI submission will not be considered complete unless all required supporting documentation for Statutory Priority 1 and/or Statutory Priority 3, if either is selected is uploaded as part of the SOI submission. If Statutory Priority 1 is selected, the district's SOI will not be considered complete unless the district provides the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system is uploaded as part of the SOI submission. If Statutory Priority 3 is selected, the district's SOI will not be considered complete unless the district provides a summary of the accreditation

report focused on the deficiencies as stated in this SOI as part of the SOI submission. The documentation noted above must be uploaded as part of the SOI submission.

ADDITIONAL INFORMATION: In addition to the information required above, the district may also elect to provide reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR (E.g., Mayor, Town Manager, Board of Selectmen)

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Steven Lamarche	Jeanne Costello	Steven Lamarche
Superintendent		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/17/2026 9:45:24 AM	4/17/2026 2:33:08 PM	4/17/2026 9:44:39 AM

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Dudley-Charlton Reg

District Contact Steven M Lamarche Title: Superintendent TEL: (508) 943-6888

Name of School Heritage

School Address 34 Oxford Road, Charlton, MA - 01507

Submission Date 4/17/2026

Note

SOI Program: Core
Potential Project Scope: Renovation\ Addition
Is this a Potential Consolidation? No

The following summary of the Statutory Priorities as set forth in M.G.L. c. 70B, § 8 have been included in the Statement of Interest (for the Core Program, select as many as are applicable):

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollment.
5. ☑ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.
7. ☐ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

☑ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific governing bodies, in a format **using the language provided by the MSBA**. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted in a form that is acceptable to the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

Each district must prioritize one Core Program Statement of Interest from all of the Statements of Interest that the district has submitted or prepopulated, including any SOIs that may be in the MSBA's capital pipeline. At no time shall a district have more than one prioritized SOI on file with the MSBA.

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: 2026 Heritage

Is this part of a larger Master Facilities Plan and/or Educational Plan within the past five years that includes facility goals for this building and all school buildings in the District? No

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide a brief summary of the plan(s) including its goals and how the school facility that is the subject of this SOI fits into that plan:

Has an energy and/or decarbonization study been completed within the past five years that includes facility goals for this building or all buildings in the District? No

If "YES", please provide the following:

Energy / Decarbonization Study Date:

Study Firm:

Please provide a brief summary of the study(ies) including its goals and how the school facility that is the subject of this SOI fits into that plan:

Does the District have a dedicated sustainability officer or energy manager, employed either by the school department and/or the City/Town? No

If "YES", please describe

Does the District monitor energy usage at each of its facilities and/or work with local utilities to understand potential areas for improvement? No

If "YES", please describe.

Does the District's transportation services currently include electric buses or does the District plan to switch to electric buses? No

If "YES", please describe.

Provide, if applicable, the most recent budget approval process that resulted in an operating budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities). Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum. If no recent teacher layoffs and/or staff reductions have occurred, please enter "Does Not Apply".

"Does Not Apply"

Please provide a description of the local actions and approvals needed to secure both funding for a feasibility study and project funding for a potential building project with the MSBA. Please include schedule information for both funding actions(i.e. Town Meeting, City Council/Town Council meetings, Regional School Committee Meetings).

The budget process begins with an assessment of student learning and District needs. Student performance on the most recent state-wide assessments are analyzed in order to discern the need for additional Tier II and Tier III supports for students in order to meet students' academic needs. The principal meets with the Superintendent and the Finance Director to discuss the operational budget, staffing needs, and capital improvements. A proposed budget is presented to the School Committee. Meetings with the Charlton Select Board, the Superintendent, Finance Director and School Committee are scheduled, and a fiscal budget is presented through public hearing. The School Committee reviews the budget several times before voting on a final district budget. Each municipal allocation and assessment is voted upon by the respective community at annual town meetings

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations including modular units (maximum of 5000 characters).

Heritage School located at 34 Oxford Road, Charlton, has been serving the Charlton community since it was originally built in 1989 to house students in grades three through six. In addition to the central core of the building which contains the library, cafeteria, gymnasium, main offices and auditorium, there are four academic wings. Currently the school houses grades two through four, with the remaining wing housing a computer lab, specialists classrooms, an ELL classroom, and a multi-age program that has been designed to support special education students with the services they need to remain within the Dudley-Charlton Regional School District. There have been no renovations or additions to the building.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions (field one below) and/or modular units (field two below).

Original Building Plus Additions Square Footage 86740
Modular Units Square Footage

SITE DESCRIPTION: Please provide a detailed description of the current site, including confirming the address of the school, who has ownership, control, and use of the site, and any known existing conditions that would impact a potential project at the site (e.g. wetlands, easements etc.). Please note whether there are any other buildings, public or private, that share this current site with the school and/or if there are multiple schools housed within the same building. What is the use(s) of this building(s)? (maximum of 5000 characters).

Heritage School located at 34 Oxford Road, Charlton, Massachusetts. The school sits on an 87-acre lot shared with Charlton Middle School. Assessor's Map No. 53. It is also adjacent to an open 46-acre lot. Both properties consist of hilly wooded terrain with mixed in wet lands areas. There are also Tennessee Gas Pipeline and National Grid right of ways that run through both properties which may pose restrictions on future building expansion on both properties.

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The building is of block design with a brick facade and slab foundation. 6" – 8". CMU with insulation layer and 4" Split face or scored CMU.
ROOF: Original Standing Seam Metal Roof System 37,000 sq/ft and Original EPDM Roof 11,000 sq/ft.
WINDOWS: Original Hollow metal frame, double pane windows. Many units have faulty seals.
BMS: A mix of two systems – Johnson Controls & Automated Logic
Existing exterior CMU walls are deteriorating The solution is as follows: Remove existing CMU veneer, repair insulation and air & vapor retarder. Install new rainscreen wall cladding system. Estimated cost $39.6M
Exterior aluminum doors and frames are deteriorating at the bottom.
Exterior door and window sealants and weatherstripping are deteriorating.
EPDM Roof is well past end of life.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY)
Description of Last Major Repair or Replacement:

Total Roof Square Footage 48000

Age of Oldest Roof Section 37

Roof Section A
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Total Window Count 478

Age of Oldest Window Section 37

Window Section A
Is the District seeking replacement of the Windows Section? NO
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

ELECTRICAL SYSTEMS: Please provide a detailed description of the current electrical systems, including system age(s), and any known problems or existing conditions (maximum of 5000 characters).

The current building was constructed 1989, and all electrical distribution systems are currently 37 years old. It is comprised of a 2000 AMP Challenger main breaker feeding an Challenger MDP with capacity for expansion. Challenger electrical panels and their breakers have known safety issues, including overheating and failure to trip, leading to fire hazards, modern replacement breakers must be carefully selected, often favoring Eaton Type BR or similar compatible types, but the safest and recommended solution is often to replace the entire panel due to the age and inherent risks. The building also has a standby diesel DMT 100 Kw generator that supports Coolers, freezers, egress lighting, exit signs.

MECHANICAL HEATING SYSTEMS: Please provide a detailed description of the current mechanical heating systems, including system age(s), and any known problems or existing conditions. Please describe the current heat system source (i.e. natural gas, propane, fuel oil, electric resistance, air source heat pump, ground source heat pump, other) and describe the current heat distribution (i.e. air handling units, fan coil units/cabinet heaters, unit ventilators, fuel furnaces, variable refrigerant flow (VRF), air source split systems or mini-splits, packaged rooftop units, water source heat pumps, fin tube/baseboard, radiant panels/beams, air displacement, other) (maximum of 5000 characters).

The building is supported by two (2) H.B. Smith 2.4M BTU/HR oil fired burners. Boilers have cracked sections and are beyond their useful service life expectancy.
Each boiler is supported by a pair of redundant lead-lag circulating pumps. Pumps and motors are continually being repaired and are beyond their useful life.
Heating distribution is provided by 65 water source heat pumps. They are continually being repaired and are beyond their useful life.
The system is filled with straight water and is not mixed with Propylene glycol.

MECHANICAL COOLING SYSTEMS: Please provide a detailed description of the current mechanical cooling systems, including system age(s), and any known problems or existing conditions. Describe the current cooling system source (i.e. air-cooled chiller, water-cooled chiller, mini-splits/DX, ground source heat pump, other, none) and describe the current cooling distribution (i.e. air handling units or rooftop units, fan coil units,

unit ventilators, chilled beams, variable refrigerant flow (VRF), packaged rooftop units, water source heat pumps, air displacement, other, none) (maximum of 5000 characters).

Building cooling tower is failing and requires replacement. The cooling tower is supported by a pair of redundant lead-lag circulating pumps. Pumps and motors are continually being repaired and are beyond their useful life. Cooling distribution is provided by 65 water source heat pumps. They are continually being repaired and are beyond their useful life.

Total Building Boilers 2

Boiler Section Boiler 1
Is the District seeking replacement of the Boiler? NO
Is there more than one boiler room in the Building?
What percentage of the Building is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

What percentage of the building is mechanically ventilated? 100%

What percentage of the building has mechanical cooling (not temporary or transportable i.e. window units)? 90%

Has there been a Major Replacement of the HVAC SYSTEM? NO
Year of Last Major Replacement:(YYYY)
Description of Last Major Replacement:

Amperage of the main breaker 1601-2000

Voltage of the main breaker 480/277 three phase

Phase of the main breaker Three Phase

Has there been a Major Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Replacement:(YYYY)
Description of Last Major Replacement:

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

Non-structural CMU block interior with VCT, ceramic tile and carpet flooring on concrete slab; connecting corridors and locker rooms are concrete slabs mesh cement. Lighting has been upgraded to LED. All spaces have 2X4 drop ceilings with the exception of the Gym, Art Room and mechanical spaces.
Gym has a composite rubber floor.
Four (4) Boys Rooms
Four (4) Girls Rooms
Eight (8) Single bathrooms
One (1) each Boys & Girls locker rooms.

SPACES AND PROGRAMS: Please provide a description of the number and sizes (in square feet) of all spaces. Please also provide the current grade structure and programs offered. If a vocational or comprehensive high school offering Chapter 74 Programs and/or Career Technical Education, please include the number of programs currently offered (maximum of 5000 characters).

23 General Education Rooms 960 sq/ft
3 Special Education Rooms 960 sq/ft
2 ILC rooms - 960 sq/ft
4 are used as OT, PT, Speech, Reading Intervention, Math Intervention - 960 sq/ft
1 Music - 960 sq/ft
1 Tech - 960 sq/ft
1 ELL Room - 500 sq/ft
1 Art Room – 1,200 sq/ft
1 Media Center 4,100 sq/ft
1 GYM - 4,925 sq/ft

TOTAL SCHOOL STUDENT ENROLLMENT: Please provide the current student enrollment at the school as of the SOI filing. 436

CURRENT GRADES SERVED AT SOI FACILITY: 2,3,4

SCHOOL TYPE: Regional

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

TBD

Is there overcrowding at the school facility? NO
If "YES", please describe in detail, including specific examples of the overcrowding and describe steps taken by the administration to address capacity issues.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 21

Please indicate if the ratio is a goal, practice or a class size policy adopted by the School Committee
Practice (how the numbers work) based on School Committee 25:1

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 23

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices within the past five years, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

TBD

Please indicate if the District's annual budget includes training for its maintenance staff. YES
If "YES", please describe.
we do not have a specific line item for custodial training, but we utilize funds from different accounts

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

Currently the building does not have a fire suppression system and requires an entire fire alarm upgrade.

Previously provided in the following General Description Sections:

BUILDING ENVELOPE:
ELECTRICAL SYSTEMS:
MECHANICAL HEATING SYSTEMS:
MECHANICAL COOLING SYSTEMS:

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

None of the major systems have been replaced/upgraded. The district has performed minor repairs/component replacements as necessary. Prolonged deterioration from deferred maintenance becomes more costly over time.

In 2024 the school district employed the services of Maheeb & Associates to conduct a Facilities Condition Assessment and Student Capacity Report, as approved by the towns of Dudley and Charlton, on all seven schools within the Dudley-Charlton Regional School District. The Facilities Condition Assessment was developed to address the physical structure, mechanical, electrical, plumbing, fire protection and sewage disposal systems of the schools and surrounding site areas. This assessment describes current conditions and provides priority recommendations and budget estimates for repair or replacement of deficient building components and systems, which are intended to be used for short and long-term capital planning. The goal being to utilize this assessment in context with the facilities goals, as defined by the Dudley-Charlton Regional School District, for the development of a 10-year Capital Improvement Plan.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The condition of the school's existing facility significantly interferes with its ability to deliver the educational program it is designed to provide. Deficiencies related to the roof, heating and cooling systems, aging interior finishes, and inadequate site drainage directly affect instructional continuity, student health and safety, staff effectiveness, and the district's ability to meet current educational standards and expectations. pasting

Collectively, these facility deficiencies create an environment that is not conducive to effective teaching and learning. Instruction is frequently disrupted, learning spaces are unreliable, and students and staff are adversely affected by conditions that compromise health, safety, and educational effectiveness. These limitations hinder the district's ability to deliver its educational program equitably and consistently. Addressing these deficiencies through an MSBA-supported project is essential to providing a safe, healthy, and educationally appropriate facility that supports student achievement and staff performance.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility and how it will improve your district's educational program.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

Addressing aging mechanical and electrical systems improves the educational program by creating a comfortable, safe, and modern learning environment that directly enhances student focus, health, and academic performance. Upgraded HVAC and lighting systems reduce classroom distractions, decrease absenteeism, and support flexible, technology-driven teaching methods.

Addressing the identified deficiencies in the roof, heating and cooling systems, interior finishes, and site drainage will significantly improve the district's ability to deliver its educational program in a safe, consistent, and effective manner. Improvements to these facility systems will directly support instructional quality, student engagement, staff effectiveness, and educational equity.

Replacement of the roof and correction of moisture-related issues will eliminate leaks and water intrusion that currently disrupt instruction and damage instructional materials and technology. Reliable, dry learning environments will reduce classroom interruptions and relocations, preserve instructional resources, and improve indoor air quality. These improvements will allow teachers to deliver instruction without interruption and enable consistent use of classroom technology and specialized instructional spaces.

Upgrading the heating and cooling systems will provide consistent temperature control throughout the building, creating learning environments that support student comfort, focus, and readiness to learn. Stable thermal conditions will improve student engagement and behavior, reduce health-related nurse visits, and allow teachers to focus on curriculum delivery rather than classroom management related to temperature extremes. Improved HVAC performance will also support appropriate ventilation, enhancing indoor air quality and overall occupant health.

Replacement of aging interior rugs will improve cleanliness, safety, and indoor air quality within instructional spaces. New flooring materials will reduce allergens, improve acoustics, and create classrooms that are welcoming, well-maintained, and conducive to learning. These improvements will positively influence student engagement and staff morale while reducing ongoing maintenance demands.

Collectively, these facility improvements will result in reliable, healthy, and equitable learning environments across the building. Teachers will be able to implement the district's educational program as intended, students will benefit from consistent access to appropriate instructional spaces, and the district will be better positioned to meet curriculum standards, integrate technology, and support diverse learning needs. Addressing these deficiencies is essential to providing an educational environment that supports student achievement and long-term program success.

If not located elsewhere in this SOI, please also provide the following information:

Have the systems identified above been examined by an engineer or other trained building professional?:
NO

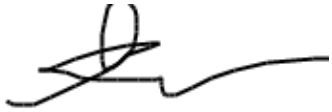
If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

The date of the inspection:

A summary of the findings (maximum of 5000 characters):

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and submitted hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Steven Lamarche	Jeanne Costello	Steven Lamarche
Superintendent		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/17/2026 9:45:24 AM	4/17/2026 2:33:08 PM	4/17/2026 9:44:39 AM

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

MSBA Statement of Interest Submission

DATE: May 13th, 2026

RE: MSBA Statement of Interest – Heritage School (Priority Voted)

Resolved: Having convened in an open meeting on Wednesday, May 13, 2026, the Dudley-Charlton Regional School Committee of Dudley and Charlton, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 17, 2026, for Heritage School, located at 34 Oxford Road, Charlton, which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future Priority #5-replacement renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility, and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the Dudley--Charlton Regional School District to filing an application for funding with the Massachusetts School Building Authority.

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

MSBA Statement of Interest Submission

DATE: May 13th, 2026

RE: MSBA Statement of Interest – Shepherd Hill Regional High School

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Resolved: Having convened in an open meeting on Wednesday, May 13, 2026, the Dudley-Charlton Regional School Committee of Dudley and Charlton, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 17, 2026, for Shepherd Hill Regional High School, located at 68 Dudley Oxford Road, Dudley, which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future Priority #5-replacement renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility, and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the Dudley--Charlton Regional School District to filing an application for funding with the Massachusetts School Building Authority.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your 2026 Statement of Interest("SOI")

Thank you for submitting a 2026 SOI to the Massachusetts School Building Authority (the "MSBA") electronically. Please note, the District's submission is not yet complete if the District selected Statutory Priority 1 or Statutory Priority 3. If either of these Statutory Priorities were selected, the district must upload the required documentation, described below, in order for the SOI to be considered complete. Hard copies will no longer be accepted.

ADDITIONAL DOCUMENTATION REQUIRED TO BE UPLOADED FOR SOI STATUTORY PRIORITIES 1 AND 3 IN ORDER TO BE CONSIDERED COMPLETE. HARD COPIES WILL NO LONGER BE ACCEPTED:

- **If the District selects Statutory Priority 1:** Replacement or renovation of a building, which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires an electronic version of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The district must also submit photographs of the problematic building area or system to the MSBA electronically. The SOI will not be considered complete unless this information is uploaded as part of the SOI submission.
- **If the District selects Statutory Priority 3:** Prevention of a loss of accreditation, the SOI will not be considered complete unless an electronic summary of the accreditation report(s) focusing on the deficiencies as stated in the SOI must be uploaded in the SOI system in order to submit an SOI.

ADDITIONAL INFORMATION: In addition to the information required above, the district may also elect to provide reports, pictures, or other information that may give the MSBA a better understanding of the issues identified at the SOI facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

If you have any questions about the SOI process please contact the MSBA at SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Dudley-Charlton Reg

District Contact Steven M Lamarche Title: Superintendent TEL: (508) 943-6888

Name of School Shepherd Hill Regional High

School Address 68 Dudley Oxford Road, Dudley, MA - 01571

Submission Date 4/17/2026

Statement of Interest ("SOI") CERTIFICATION

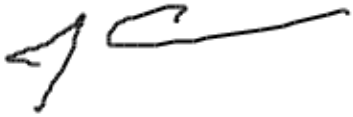
To be eligible to submit an SOI, a district must certify the following:

- ☑ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☑ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☑ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☑ The district hereby acknowledges that this SOI is for one existing public school in the district that is currently used or will be used to educate public school students in grades Pre-K through 12 as reported to the Department of Elementary and Secondary Education (the "DESE") and that the school for which the SOI is being submitted does not solely serve the district's Pre-K student population.
- ☑ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts. Please note that meeting minutes are NOT required to be uploaded to the "Vote" tab.
- ☑ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts. Please note that meeting minutes are NOT required to be uploaded to the "Vote" tab.
- ☑ The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the Statutory Priorities for which the SOI is being submitted.
- ☑ The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead. Please note that meeting minutes are NOT required to be uploaded to the "Vote" tab.
- ☑ The district hereby acknowledges that this SOI submission will not be considered complete unless all required supporting documentation for Statutory Priority 1 and/or Statutory Priority 3, if either is selected is uploaded as part of the SOI submission. If Statutory Priority 1 is selected, the district's SOI will not be considered complete unless the district provides the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system is uploaded as part of the SOI submission. If Statutory Priority 3 is selected, the district's SOI will not be considered complete unless the district provides a summary of the accreditation

report focused on the deficiencies as stated in this SOI as part of the SOI submission. The documentation noted above must be uploaded as part of the SOI submission.

ADDITIONAL INFORMATION: In addition to the information required above, the district may also elect to provide reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR (E.g., Mayor, Town Manager, Board of Selectmen)

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Steven Lamarche	Jeanne Costello	Steven Lamarche
Superintendent of Schools		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/17/2026 12:41:00 PM	4/17/2026 2:32:06 PM	4/17/2026 12:43:20 PM

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Dudley-Charlton Reg

District Contact Steven M Lamarche Title: Superintendent TEL: (508) 943-6888

Name of School Shepherd Hill Regional High

School Address 68 Dudley Oxford Road, Dudley, MA - 01571

Submission Date 4/17/2026

Note

SOI Program: Core
Potential Project Scope: Renovation\ Addition
Is this a Potential Consolidation? No

The following summary of the Statutory Priorities as set forth in M.G.L. c. 70B, § 8 have been included in the Statement of Interest (for the Core Program, select as many as are applicable):

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollment.
5. ☑ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.
7. ☐ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

☑ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific governing bodies, in a format **using the language provided by the MSBA**. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted in a form that is acceptable to the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

Each district must prioritize one Core Program Statement of Interest from all of the Statements of Interest that the district has submitted or prepopulated, including any SOIs that may be in the MSBA's capital pipeline. At no time shall a district have more than one prioritized SOI on file with the MSBA.

Is this SOI the District Priority SOI? No

School name of the District Priority SOI: 2026 Heritage

Is this part of a larger Master Facilities Plan and/or Educational Plan within the past five years that includes facility goals for this building and all school buildings in the District? No

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide a brief summary of the plan(s) including its goals and how the school facility that is the subject of this SOI fits into that plan:

Has an energy and/or decarbonization study been completed within the past five years that includes facility goals for this building or all buildings in the District? No

If "YES", please provide the following:

Energy / Decarbonization Study Date:

Study Firm:

Please provide a brief summary of the study(ies) including its goals and how the school facility that is the subject of this SOI fits into that plan:

Does the District have a dedicated sustainability officer or energy manager, employed either by the school department and/or the City/Town? No

If "YES", please describe

Does the District monitor energy usage at each of its facilities and/or work with local utilities to understand potential areas for improvement? No

If "YES", please describe.

Does the District's transportation services currently include electric buses or does the District plan to switch to electric buses? No

If "YES", please describe.

Provide, if applicable, the most recent budget approval process that resulted in an operating budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities). Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum. If no recent teacher layoffs and/or staff reductions have occurred, please enter "Does Not Apply".

The decrease in enrollment in general has lead to a fewer number of classrooms, but no changes in curriculum.

Please provide a description of the local actions and approvals needed to secure both funding for a feasibility study and project funding for a potential building project with the MSBA. Please include schedule information for both funding actions(i.e. Town Meeting, City Council/Town Council meetings, Regional School Committee Meetings).

The budget process begins with an assessment of student learning and District needs. Student performance on the most recent state-wide assessments are analyzed in order to discern the need for additional Tier II and Tier III supports for students in order to meet students' academic needs. The principal meets with the Superintendent and the Finance Director to discuss the operational budget, staffing needs, and capital improvements. A proposed budget is presented to the School Committee. Meetings with the Dudley-Charlton Select Boards, the Superintendent, Finance Director and School Committee are scheduled, and a fiscal budget is presented through public hearing. The School Committee reviews the budget several times before voting on a final district budget. Each municipal allocation and assessment is voted upon by the respective community at annual town meetings.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations including modular units (maximum of 5000 characters).

Shepherd Hill Regional High School, located on Dudley-Oxford Road in Dudley, has been serving the adjacent communities of Dudley and Charlton since 1973. The high school put an end to double sessions at the old Charlton High School and brought together the Dudley students who, because the town had no high school of its own, were paying tuition to schools in the neighboring towns, one of which was in Connecticut. From 1973-2000, the school was a grade 7-12 facility. Two new middle schools, one in Dudley and one in Charlton, opened their doors in September, 2000 and alleviated severe overcrowding at the school. Shepherd Hill became a 9-12 facility at that time and remains such to this date. Major renovations include a total roof replacement in 1994, paving, addition of an outdoor adventure course, boys and girls locker room upgrades, replacement of the auditorium electrical panel and gym bleachers, replacement of science lab tables and replacement of all 296 original single pane windows and some exterior doors under the MSBA Green Repair Program in 2011. A $2.2 million athletic field renovation project was approved by voters in both communities in March 2014. Our primary athletic field was replaced with a turf field to improve safety and accessibility concerns.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions (field one below) and/or modular units (field two below).

Original Building Plus Additions Square Footage 192247
Modular Units Square Footage

SITE DESCRIPTION: Please provide a detailed description of the current site, including confirming the address of the school, who has ownership, control, and use of the site, and any known existing conditions that would impact a potential project at the site (e.g. wetlands, easements etc.). Please note whether there are any other buildings, public or private, that share this current site with the school and/or if there are multiple schools housed within the same building. What is the use(s) of this building(s)? (maximum of 5000 characters).

Shepherd Hill Regional High School is located on Dudley-Oxford Road in Dudley, Massachusetts. Shepherd Hill Regional High School was constructed ca 1972 to meet the educational goals and requirements of that time. The building was designed for teachers working in individual classrooms and teaching subject matter in an isolated fashion primarily by lecture and reading. The school sits on 90 fairly level acres. An addition to the current facility could be accomplished with a design considered with the original layout of the building. This could consist of either a fourth floor addition to the academic building or a connecting addition on the north side of the academic building. There are no adverse existing conditions that would impact a potential project on the site.

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The building is of block design with a brick facade and slab foundation. The academic wing is a three-story structure with ground floor cafeteria, gymnasium, auditorium and support areas. Roof system is EMDM. ALL windows were replaced in 2011, however existing doors and store fronts remain.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY)
Description of Last Major Repair or Replacement:

Total Roof Square Footage 125635

Age of Oldest Roof Section 27

Roof Section A
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Total Window Count 296

Age of Oldest Window Section 15

Window Section A
Is the District seeking replacement of the Windows Section? NO
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

ELECTRICAL SYSTEMS: Please provide a detailed description of the current electrical systems, including system age(s), and any known problems or existing conditions (maximum of 5000 characters).

The current building was constructed ca 1972, and has been used as an educational and community facility for the past 48 years. Despite an aggressive maintenance plan, age and tiring systems can only be repaired and maintained for so long without complete replacement and renovation provided. Parts and services continue to become obsolete and difficult to find. We believe the only cost-effective, long-term solution to this aging facility and its systems is a complete renovation

The existing three-phase electrical distribution system needs replacement due to age and condition; it cannot support the requirements of the technology age. There is evidence of aluminum feeders that have failed. GFI plug sockets are not in place next to sink areas as they should be. Federal Pacific circuit breakers and electrical panels are obsolete and difficult to replace. New electrical panels were replaced in the gymnasium (1998) and auditorium (2006).

The heating system is original to the building and relies on two inefficient furnaces which must be manually monitored.

New boiler tubes were installed in 2002. The boiler/furnace stack shows considerable deterioration and there are concerns that boiler exhaust does not safely disperse from the building. The ventilation and air conditioning is inadequate, outdated, contribute to uneven temperatures throughout the school and does not meet current health standards. Adjusting the thermostats to compensate for under-heated areas results in other areas being overheated. This results in significant energy inefficiency and a less than comfortable learning and teaching environment. The technology infrastructure and outdated wiring are inadequate to meet the needs of a 21st century education. Fiber optic cabling and a wireless network are lacking.

MECHANICAL HEATING SYSTEMS: Please provide a detailed description of the current mechanical heating systems, including system age(s), and any known problems or existing conditions. Please describe the current heat system source (i.e. natural gas, propane, fuel oil, electric resistance, air source heat pump, ground source heat pump, other) and describe the current heat distribution (i.e. air handling units, fan coil units/cabinet heaters, unit ventilators, fuel furnaces, variable refrigerant flow (VRF), air source split systems or mini-splits, packaged rooftop units, water source heat pumps, fin tube/baseboard, radiant panels/beams, air displacement, other) (maximum of 5000 characters).

The heating system is original to the building and relies on two inefficient furnaces which must be manually monitored.

New boiler tubes were installed in 2002. The boiler/furnace stack shows considerable deterioration and there are concerns that boiler exhaust does not safely disperse from the building. The ventilation and air conditioning is inadequate, outdated, contribute to uneven temperatures throughout the school and does not meet current health standards. Adjusting the thermostats to compensate for under-heated areas results in other areas being overheated.

This results in significant energy inefficiency and a less than comfortable learning and teaching environment. Pneumatic thermostats are used throughout the building; many of these lines have failed. The pneumatic system along with unit ventilator components is inefficient and replacement parts are very difficult to obtain. Copper piping is original with lead joints and a growing number of leaks occurring behind the cinder block walls; wedge shutoffs are impractical and inadequate. The technology infrastructure and outdated wiring are inadequate to meet the needs of a 21st century education. Fiber optic cabling and a wireless network are lacking. Pneumatic thermostats are used throughout the building; many of these lines have failed. The pneumatic system along with unit ventilator components is inefficient and replacement parts are very difficult to obtain. Copper piping is original with lead joints and a growing number of leaks occurring behind the cinder block walls; wedge shutoffs are impractical and inadequate.

MECHANICAL COOLING SYSTEMS: Please provide a detailed description of the current mechanical cooling systems, including system age(s), and any known problems or existing conditions. Describe the current cooling system source (i.e. air-cooled chiller, water-cooled chiller, mini-splits/DX, ground source heat pump, other, none) and describe the current cooling distribution (i.e. air handling units or rooftop units, fan coil units, unit ventilators, chilled beams, variable refrigerant flow (VRF), packaged rooftop units, water source heat pumps, air displacement, other, none) (maximum of 5000 characters).

Very limited areas are cooled. ALL RTUs are original to the building and well beyond their life expectancy. Original to building - we did not have a major repair or replacement of the HVAC system, but, during the pandemic, we invested in optimizing the functionality of the classroom uninvents. As a result it was determined that replacement motors and parts were very difficult to find as they are outdated and do not fit. Through an extensive test and measurements evaluation, several classrooms were determined to have very low or troubling air exchange rates therefore requiring the purchase of portable air purifiers for the health and safety of staff and students.

Total Building Boilers 2

Boiler Section Boiler 1
Is the District seeking replacement of the Boiler? NO
Is there more than one boiler room in the Building?
What percentage of the Building is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

What percentage of the building is mechanically ventilated? 100%

What percentage of the building has mechanical cooling (not temporary or transportable i.e. window units)? 20%

Has there been a Major Replacement of the HVAC SYSTEM? NO
Year of Last Major Replacement:(YYYY)
Description of Last Major Replacement:

Amperage of the main breaker 2001-3000

Voltage of the main breaker 480/277 three phase

Phase of the main breaker Three Phase

Has there been a Major Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Replacement:(YYYY)
Description of Last Major Replacement:

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

Non-structural CMU block interior with VCT, ceramic tile and carpet flooring on concrete slab; connecting corridors and locker rooms are concrete slabs mesh cement. Lighting has been upgraded to LED. All spaces have 2X4 drop ceilings with the exception of the Gym, Art Room and mechanical spaces.
Gym has a composite rubber floor.
Four (4) Boys Rooms
Four (4) Girls Rooms
Eight (8) Single bathrooms
One (1) each Boys & Girls locker rooms.

SPACES AND PROGRAMS: Please provide a description of the number and sizes (in square feet) of all spaces. Please also provide the current grade structure and programs offered. If a vocational or comprehensive high school offering Chapter 74 Programs and/or Career Technical Education, please include the number of programs currently offered (maximum of 5000 characters).

You'll see that this area of educational space within Shepherd Hill Regional High School is to the point where equity/accessibility for all of our students is significantly impacted by a 1970s design. More troubling are the equity/accessibility concerns for students with disabilities such as limited accessibility to our health suite and school nurses, and accessibility concerns within with mobility restrictions within our building with weekly mechanical issues arising around our almost 50-year-old elevator.

The 77-room core educational space has been reduced over the years to accommodate inadequate computer space and special education needs. Currently 68 rooms are available as classrooms. The number and size of current classrooms is inadequate. The average core classroom contains between 590 and 775 sq. ft. (today's standard calls for 850 to 950 sq. ft.). There are no extra spaces for additional/new educational programs without compromising or eliminating other educational programs.

Science (experimental) laboratory environments are another area of significant concern. In today's modern-day education, science labs must be up to today's standards in order to provide access to the needed educational experience for all of our students. Our current experimental laboratories do not meet current educational requirements, in size, accessibility, location or layout. Student access to the Massachusetts curriculum frameworks is compromised due to limitations on the number and type of experimental laboratories that can be run. The curriculum has been altered in most science labs, restricting the full science experience for all our students. The science labs are not fully or properly equipped for biology, chemistry or physics. Teachers are unable to meet the curriculum requirements in the labs as evidenced by the following facility limitations: 1.) lack of working or functioning gas in all labs - 4 out of the 12 lab areas have Bunsen Burners, 2.) insufficient sinks and tables for instruction, 3.) limited storage space for equipment and chemicals, 4) insufficient technologies, lighting, and electricity, 5) inadequate safety/chemical wash and ventilation, 6.) no autoclave exists within any of our labs or science space which limits biology students from being able to do advanced biology and biotechnology labs, and finally 7.) very limited prep rooms and no dishwashing equipment within any of the lab areas. Science laboratories contain between 900-1,055 sq. ft. (today's standard calls for 1,440 sq. ft.) Three of the nine science labs were repaired/updated in 1998 to address natural gas emergency shut off concerns. Two chemistry labs were updated with new lab tables in August, 2010 and one additional chemistry lab was updated with new lab tables in the fall of 2011.

Modern physical education facilities including the gymnasium, locker rooms, and fitness areas are long overdue for updating. Attention is needed with our indoor facilities and practice areas. They are outdated and many of the structures are over 40 years old. These updates continue to be needed for the expansion of athletic offerings to students and increase accessibility for our school community. Modernized athletic facilities would mirror those at other more recently constructed/renovated facilities at nearby schools. Kitchen facilities need to be modernized to provide for the nutritional needs of students. Much of the kitchen equipment is original to the building, is not energy efficient, and has exceeded its expected life span. The cafeteria is not configured to meet current wellness models for school food programs. The traditional serving line layout needs to be redesigned to provide a "food

court" system that provides healthy meal choices for students and will continue to serve as a key component to the school wellness program. Our Library Media Center provides a variety of print and non-print materials that support the curriculum and enrich recreational reading activities. Technology and computer access have increased over the years with the addition of a computer lab space and Chromebook carts within this learning space. Furniture which was the original furniture from 1973 has recently been replaced in the last several years. Upgraded lighting and electronic cataloging has also taken place as well in the last 4-5 years. This space will need to continue to grow as the needs within the academic supports of our students grow. Space continues to be a factor in this growth.

TOTAL SCHOOL STUDENT ENROLLMENT: Please provide the current student enrollment at the school as of the SOI filing. 956

CURRENT GRADES SERVED AT SOI FACILITY: 9,10,11,12

SCHOOL TYPE: Regional

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

Enrollment has leveled due to the current economic downturn. Currently four teachers share classrooms with other teachers. During the 53 year history of the school, several spaces have been converted from their intended use into classroom space. The following have been converted into classrooms: a reading lab, a math lab, a foreign language lab, 2 teacher preparation rooms, three family and consumer science rooms, and 2 larger lecture halls. Several storage areas have been converted into special education service areas for related services such as speech therapy, OT, PT and conference rooms. In addition, several industrial arts areas have been converted into office spaces for the district central office. All of which continue to be lost spaces and areas for needed programming. This continued mindset of utilizing our existing space and making choices of eliminating or compromising needed programs to make way for other evolving programs has hit the ceiling as there are no other spaces to utilize and grow as a school community.

Is there overcrowding at the school facility? NO
If "YES", please describe in detail, including specific examples of the overcrowding and describe steps taken by the administration to address capacity issues.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 14

Please indicate if the ratio is a goal, practice or a class size policy adopted by the School Committee
Practice (how the numbers work) based on School Committee 25:1

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 23

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices within the past five years, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The Dudley-Charlton Regional School District prides itself on maintaining school buildings and insuring that students have a safe learning environment. Day to day building maintenance is provided by a full-time staff coordinated by the director of maintenance. There are three shifts with a staggered schedule that allows the building to be monitored twenty-four hours a day during the regular school week. Mechanical, electrical, plumbing, and carpentry are done in house if feasible. Major repairs are secured by bid when needed. Capital

improvement occurs on a regular basis dependent upon financial availability, with a priority given to safety concerns. Recent capital repair investments include: repaving the driveway and parking lot, renovation of industrial arts classrooms and storage areas into a district central office, renovation of three chemistry labs with new lab tables, repainting lockers. All 296 original single pane windows and some exterior doors were replaced with the assistance of the MSBA Green Repair Program in 2011. Funding came from school choice monies and did not necessitate an override or debt exclusion. All first floor and second floor academic classrooms were painted during the summers of 2011, 2012, 2013, 2014 and 2015 with the assistance of the Sheriff's Department Community Service Program. In 2008 the gym was renovated to address a number of safety and ADA issues that included flooring, bleachers, backboards and rims. Intercom/paging repairs and upgrades took place in 2008. Auditorium lighting and panel board
were replaced in 2007. In addition, all lighting in the cafeteria, school library, media center and gym were also replaced in
2007; a 15,000 gallon underground fuel storage tank was replaced in 2006; the walk-in freezer and refrigerator were replaced in 2006; the air exchange enhancement monitor in the gymnasium was replaced in 2004 with partial energy grant funding; two exhaust fans were installed in the kitchen in 2003; retubing of both boilers took place in 2002; a 1,200 gallon PVI hot water tank with four stainless steel indirect hot water tanks was replaced in 2002; the outdoor tennis and basketball courts were renovated and fencing on the courts and fields were replaced in 2005; three science labs were upgraded in 1998 and a total roof replacement amounting to $900,000 debt exclusion was undertaken in 1994. A $2.2 million athletic field renovation project was approved by both communities in March, 2014 to address safety and accessibility concerns. A $1.2 million donation was received to lessen the financial burden on the communities and a debt exclusion was approved for funding the remaining amount.

Safety concerns with a now 53-year-old building remain paramount in our ongoing year to year planning. At the top of the safety concern list is the lack of a secure vestibule at the main office entrance of the building. These types of modern-day vestibule configuration are the standard for any school. In addition, our campus only has one means of egress. This road facilitates the only means of egress for all staff, visitors, buses and student drivers from Shepherd Hill Regional High School and all staff, visitors and buses of Dudley Middle School. This creates a good amount of congestion during parts of the day with bus and other traffic for both schools. This also presents significant concern during potential emergency situations where first responders must get to our campus. These two factors continue to be a growing concern in any of our current and future safety programming.

The lack of efficiency and age of the various building systems impede the delivery of a modern-day education and have an increasing impact on financial resources. In addition, safety concerns in science labs, fire suppression system, lifting tiles in the practice gym and main corridors and locker room facilities, lack of handicapped seating in the auditorium, inefficient and aging student lockers, all contribute to a less than conducive environment for teaching and learning.

Increased occupant comfort combined with an improved physical environment would promote a better atmosphere for teaching and learning and provide students with the skills necessary for success in the 21st century. The boiler/furnace stack was repaired in 2016 to address safety concerns and building technology was upgraded to include wireless internet access. A facility assessment to prioritize building needs took place in May, 2024.

Please indicate if the District's annual budget includes training for its maintenance staff. NO
If "YES", please describe.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

Currently the building does not have a fire suppression system and requires an entire fire alarm upgrade.

Previously provided in the following General Description Sections:

BUILDING ENVELOPE:
ELECTRICAL SYSTEMS:
MECHANICAL HEATING SYSTEMS:
MECHANICAL COOLING SYSTEMS:

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

None of the major systems have been replaced/upgraded, although the windows were replaced in 2011. The district has performed minor repairs/component replacements as necessary. Prolonged deterioration from deferred maintenance becomes more costly over time.

In 2024 the school district employed the services of Maheeb & Associates to conduct a Facilities Condition Assessment and Student Capacity Report, as approved by the towns of Dudley and Charlton, on all seven schools within the Dudley-Charlton Regional School District. The Facilities Condition Assessment was developed to address the physical structure, mechanical, electrical, plumbing, fire protection and sewage disposal systems of the schools and surrounding site areas. This assessment describes current conditions and provides priority recommendations and budget estimates for repair or replacement of deficient building components and systems, which are intended to be used for short and long-term capital planning. The goal being to utilize this assessment in context with the facilities goals, as defined by the Dudley-Charlton Regional School District, for the development of a 10-year Capital Improvement Plan.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

1

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility and how it will improve your district's educational program.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

Addressing aging mechanical and electrical systems improves the educational program by creating a comfortable, safe, and modern learning environment that directly enhances student focus, health, and academic performance. Upgraded HVAC and lighting systems reduce classroom distractions, decrease absenteeism, and support flexible, technology-driven teaching methods.

Addressing the identified deficiencies in the roof, heating and cooling systems, interior finishes, and site drainage will significantly improve the district's ability to deliver its educational program in a safe, consistent, and effective manner. Improvements to these facility systems will directly support instructional quality, student engagement, staff effectiveness, and educational equity.

Replacement of the roof and correction of moisture-related issues will eliminate leaks and water intrusion that currently disrupt instruction and damage instructional materials and technology. Reliable, dry learning environments will reduce classroom interruptions and relocations, preserve instructional resources, and improve indoor air quality. These improvements will allow teachers to deliver instruction without interruption and enable consistent use of classroom technology and specialized instructional spaces.

Upgrading the heating and cooling systems will provide consistent temperature control throughout the building, creating learning environments that support student comfort, focus, and readiness to learn. Stable thermal conditions will improve student engagement and behavior, reduce health-related nurse visits, and allow teachers to focus on curriculum delivery rather than classroom management related to temperature extremes. Improved HVAC performance will also support appropriate ventilation, enhancing indoor air quality and overall occupant health.

Replacement of aging interior rugs will improve cleanliness, safety, and indoor air quality within instructional spaces. New flooring materials will reduce allergens, improve acoustics, and create classrooms that are welcoming, well-maintained, and conducive to learning. These improvements will positively influence student engagement and staff morale while reducing ongoing maintenance demands.

Collectively, these facility improvements will result in reliable, healthy, and equitable learning environments across the building. Teachers will be able to implement the district's educational program as intended, students will benefit from consistent access to appropriate instructional spaces, and the district will be better positioned to meet curriculum standards, integrate technology, and support diverse learning needs. Addressing these deficiencies is essential to providing an educational environment that supports student achievement and long-term program success.

If not located elsewhere in this SOI, please also provide the following information:

Have the systems identified above been examined by an engineer or other trained building professional?:
NO

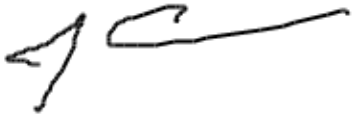
If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

The date of the inspection:

A summary of the findings (maximum of 5000 characters):

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and submitted hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Steven Lamarche	Jeanne Costello	Steven Lamarche
Superintendent of Schools		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/17/2026 12:41:00 PM	4/17/2026 2:32:06 PM	4/17/2026 12:43:20 PM

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

DeSantis, Joseph <jdesantis@dcrsd.org>

EXCESS AND DEFICIENCY - Dudley Charlton

1 message

dlsgateway@dor.state.ma.us <dlsgateway@dor.state.ma.us> Fri, May 1, 2026 at 8:06 AM
To: townadmin2@dudleyma.gov, townadmin@dudleyma.gov, Andrew.Golas@townofcharlton.net, AdminAssist@dudleyma.gov, accountant3@dudleyma.gov, ashley.obrzut@townofcharlton.net, accountant@dudleyma.gov, selectmen@dudleyma.gov, Stephen.koronis@townofcharlton.net, Peter.lancette@townofcharlton.net, ssullivan@dudleyma.gov, RJHLaw@gmail.com, chelsea.belk@townofcharlton.net, barbara.zurawski@townofcharlton.net, jjohnson@dudleyma.gov, karen.spiewak@townofcharlton.net, david.singer@townofcharlton.net, mary.devlin@townofcharlton.net, kcyganiewicz@dudleyma.gov, slamarche@dcrsd.org, clamica@dcrsd.org, slarmarche@dcrsd.org, jdesantis@dcrsd.org, eglenn@dcrsd.org
Cc: peloquink@dor.state.ma.us

Massachusetts Department of Revenue Division of Local Services

Geoffrey E. Snyder, Commissioner

Sean R. Cronin, Senior Deputy Commissioner of Local Services

Dudley Charlton
5/1/2026

Re: EXCESS AND DEFICIENCY - Dudley Charlton

Based upon the unaudited balance sheet submitted, I hereby certify that the amount of excess and deficiency or "E & D" as of July 1, 2025 for Dudley Charlton is:

General Fund $2,002,542.00

This certification is in accordance with the provisions of G. L. Chapter 71, §16B½, as amended. The unencumbered funds certified above in excess of five percent of the operating budget and budgeted capital costs for the succeeding fiscal year must be applied to reduce the current fiscal year's assessment in accordance with the joint guidance issued by the Division of Local Services and the Department of Elementary and Secondary Education dated May 2023. For your district, this excess amount equals $0.00.

This certification letter will also be e-mailed to the school superintendent, the board of selectmen in each member town and the city council in each member city immediately upon approval, provided an e-mail address is reported in DLS' Local Officials Directory. Please forward to other officials that you deem appropriate.

Sincerely

Deborah A. Wagner

Deborah A. Wagner

Director of Accounts
Massachusetts Department of Revenue

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FY2026 Budget Update
May 13th, 2026

	FY2026 Budget	YTD Spent, plus Encumbrances	Budget Balance	Percentage Remaining	Notes
District Office					
Salaries,Wages & Benefits	$ 13,743,894	$ 13,722,431	$ 21,463	0.16%	
Administrative Expenses	$ 9,300,080	$ 8,301,187	$ 998,893	10.74%	
Facilities & Utilities	$ 6,251	$ 5,614	$ 637	10.19%	
Technology	$ 39,200	$ 33,184	$ 6,016	15.35%	
Educational Materials	$ -	$ -	$ -		
Student Activities	$ -	$ -	$ -		
Totals	$ 23,089,425	$ 22,062,416	$ 1,027,009	4.45%	
Mason Road					
Salaries,Wages & Benefits	$ 2,801,822	$ 2,750,372	$ 51,450	1.84%	
Administrative Expenses	$ 39,320	$ 33,297	$ 6,023	15.32%	
Facilities & Utilities	$ 172,254	$ 221,961	$ (49,707)	-28.86%	Fuel, Building Operations, and Snow Removal
Technology	$ 45,308	$ 39,603	$ 5,705	12.59%	
Educational Materials	$ 25,150	$ 17,815	$ 7,335	29.17%	
Student Activities	$ 500	$ 188	$ 312	62.40%	
Totals	$ 3,084,354	$ 3,063,236	$ 21,118	0.68%	
Dudley Elementary					
Salaries,Wages & Benefits	$ 3,374,678	$ 3,439,123	$ (64,445)	-1.91%	
Administrative Expenses	$ 60,025	$ 49,016	$ 11,009	18.34%	
Facilities & Utilities	$ 221,202	$ 277,778	$ (56,576)	-25.58%	Fuel, Building Operations, and Snow Removal
Technology	$ 61,028	$ 50,953	$ 10,075	16.51%	
Educational Materials	$ 48,270	$ 32,428	$ 15,842	32.82%	
Student Activities	$ 500	$ -	$ 500	100.00%	
Totals	$ 3,765,703	$ 3,849,298	$ (83,595)	-2.22%	
Dudley Middle School					
Salaries,Wages & Benefits	$ 5,571,161	$ 5,591,727	$ (20,566)	-0.37%	
Administrative Expenses	$ 91,580	$ 79,037	$ 12,543	13.70%	
Facilities & Utilities	$ 372,134	$ 481,799	$ (109,665)	-29.47%	Fuel, Building Operations, and Snow Removal
Technology	$ 105,431	$ 114,507	$ (9,076)	-8.61%	
Educational Materials	$ 23,526	$ 69,205	$ (45,679)	-194.16%	To Be Offset by Grant Funds
Student Activities	$ 10,000	$ 10,725	$ (725)	-7.25%	
Totals	$ 6,173,832	$ 6,347,000	$ (173,168)	-2.80%	
Charlton Elementary					
Salaries,Wages & Benefits	$ 3,721,815	$ 3,764,517	$ (42,702)	-1.15%	
Administrative Expenses	$ 52,620	$ 38,178	$ 14,442	27.45%	
Facilities & Utilities	$ 210,613	$ 266,120	$ (55,507)	-26.35%	Fuel, Building Operations, and Snow Removal
Technology	$ 106,865	$ 79,539	$ 27,326	25.57%	
Educational Materials	$ 26,611	$ 16,273	$ 10,338	38.85%	
Student Activities	$ 500	$ -	$ 500	100.00%	
Totals	$ 4,119,024	$ 4,164,627	$ (45,603)	-1.11%	
Heritage School					
Salaries,Wages & Benefits	$ 4,416,105	$ 4,427,915	$ (11,810)	-0.27%	
Administrative Expenses	$ 48,690	$ 39,191	$ 9,499	19.51%	
Facilities & Utilities	$ 364,245	$ 457,153	$ (92,908)	-25.51%	Fuel, Building Operations, and Snow Removal
Technology	$ 103,746	$ 53,597	$ 50,149	48.34%	
Educational Materials	$ 38,950	$ 32,850	$ 6,100	15.66%	
Student Activities	$ 750	$ 739	$ 11	1.47%	
Totals	$ 4,972,486	$ 5,011,445	$ (38,959)	-0.78%	
Charlton Middle School					
Salaries,Wages & Benefits	$ 6,311,956	$ 6,324,879	$ (12,923)	-0.20%	
Administrative Expenses	$ 84,800	$ 66,581	$ 18,219	21.48%	
Facilities & Utilities	$ 379,969	$ 502,531	$ (122,562)	-32.26%	Fuel, Building Operations, and Snow Removal
Technology	$ 132,211	$ 134,800	$ (2,589)	-1.96%	
Educational Materials	$ 22,807	$ 67,557	$ (44,750)	-196.21%	To Be Offset by Grant Funds
Student Activities	$ 23,500	$ 6,265	$ 17,235	73.34%	
Totals	$ 6,955,243	$ 7,102,613	$ (147,370)	-2.12%	
Shepherd Hill					
Salaries,Wages & Benefits	$ 8,630,116	$ 8,492,110	$ 138,006	1.60%	
Administrative Expenses	$ 435,389	$ 409,193	$ 26,196	6.02%	
Facilities & Utilities	$ 597,500	$ 645,957	$ (48,457)	-8.11%	Fuel, Building Operations, and Snow Removal
Technology	$ 119,781	$ 137,683	$ (17,902)	-14.95%	
Educational Materials	$ 209,043	$ 169,771	$ 39,272	18.79%	
Student Activities	$ 57,999	$ 32,441	$ 25,558	44.07%	
Totals	$ 10,049,828	$ 9,887,155	$ 162,673	1.62%	
RSD Overall Total	***$ 62,209,895***	***$ 61,487,790***	***$ 722,105***	***1.16%***	