DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee
Wednesday, September 9, 2026 at 6:30 PM
Shepherd Hill Regional High School
68 Dudley Oxford Rd.
Dudley, MA 01570

Agenda

I. Call Meeting to Order

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. Consent Agenda Items

A. Approval of the Warrant
B. Approval of Minutes Regular Meeting – 08.26.2026
C. Approval Out of State/Overnight Field Trip #380 SHRHS Allentown, PA

V. Communications

VI. Superintendent's Report

VII. Public Comment

VIII. New Business

A. Director of Finance & Operations Joe DeSantis:
    1. Capital Plan: Update -District-Wide Election Date
    2. CES Fire Panel Update
    3. Annual AHERA (Asbestos) Notification
B. Superintendent Goals Update
C. School Committee Goals
D. School Committee 2026-2027 Calendar
E. MASC Conference and Delegate

IX. Adjourn

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

Dudley-Charlton Regional School Committee Goals 2025–2026

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

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

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

Next Meeting Dates:
School Committee Meeting: Wednesday, October 21, 2026, 6:30 PM @CMS
Policy Review Subcommittee: Wednesday, September 16, 2026, at 4:00 PM @District Office
Curriculum for Teaching and Learning: TBD - Video Conference
Capital Outlay/Safety Subcommittee: Friday, September 18, 10:00 AM - Video Conference
Budget and Finance Subcommittee: TBD - Video Conference
Executive Sessions Minutes Review: TBD

Future Agenda Items: PD Update, Budget priorities, PAES Showcase, Special Education/English Learner/504,

District Office, DCRSD <districtoffice@dcrsd.org>

Request #380 for your review

1 message

Form Approvals <districtoffice@dcrsd.org> Wed, Sep 2, 2026 at 2:40 PM
To: districtoffice@dcrsd.org

REQUEST #380 | RECIPIENTS: 4 of 8 | SEP 02, 2026

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

You have been requested to review the following:

Principal/School:	delwell@dcrsd.org
Email Address:	tberthiaume@dcrsd.org
Field Trip/Event Title:	Band Nationals 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.:	Nov 06, 2026
Departure Time:	12:00:00 PM
Return Time:	1:00:00 PM
Address/Destination of Field Trip/Event Must include street address, city/town and state:	2027 Linden St, Allentown, PA, 18104, J Birney Crum Stadium, US Bands Championships
Grade/Group:	8-12

Location Contact/Telephone Number:	David Marshall, (401) 210-1501
Number of Students:	29
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.:	12
List the Names of the Chaperones/Adults:	TBD
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:	$21,750
Per Student Cost:	$750
Funding Source:	Student Activities Account
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?:	Live Performance, cultural exploration, and competition
Additional Funding Source or N/A:	SHRHS Music Parents Association
In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:	Post-Reflection/Application of Comments
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	We will need 2 substitutes required for

as an Added Cost to the Request:	November 9th, since we will be coming back on tha day.
Administrative Assistant/School:	lpytko@dcrsd.org
Special Education Coordinator:	alotter@dcrsd.org
School Nurse:	rgoetz@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

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee
09.09.2026

I have several items to share this evening.

Opening of the 2026–2027 School Year

I am pleased to report that the opening of the 2026–2027 school year has been a smooth and positive one across the Dudley-Charlton Regional School District. Our students have returned to classrooms, routines are taking shape, and our schools are once again filled with the energy that comes with the beginning of a new year. I want to recognize and thank our teachers, support staff, administrators, transportation staff, custodians, food service staff, and families for the tremendous amount of work that goes into a successful opening. While the start of every school year brings adjustments, our staff have responded with flexibility and a continued focus on ensuring that students feel welcomed, supported, and ready to learn.

Attached to this report is the slide deck for staff convocation.

Community Events & Opportunities

There are several upcoming opportunities for our students, families, and staff to connect beyond the school day. Please see the attached flyers for each opportunity.

Charlton Police Department - On Saturday, September 12, from 11:00 a.m. to 2:00 p.m., the Charlton Police Department will host its "Barks, Badges & Boots" community event at St. Joseph's Church, 10 H Putnam Road in Charlton. The family event will feature the Charlton K-9 Unit, drone, detective, motorcycle and communications teams, along with activities including face painting, games, a bounce house, police-versus-fire tug of war, and free ice cream. It is a great opportunity for families to meet local first responders and enjoy an afternoon together.

Tackle the Stigma - We are also looking forward to the Second Annual Tackle the Stigma 5K & Wellness Fair on Sunday, September 27, from 8:00 a.m. to 2:00 p.m. This district-wide event focuses on mental health, wellness, community, and connection. Students, staff, families, and community members are encouraged to participate by running, walking, volunteering, or simply joining us for the day. The event will include a 5K and 2.5K Run/Walk, guest speakers, food trucks, student activities, and community organizations.

Charlton PTO - I want to recognize the Charlton PTO and the many parent volunteers who have already planned a full calendar of activities and fundraisers for the 2026–2027 school year. Upcoming activities include the Klem's Cares fundraiser on September 12, the Fall Catalog fundraiser beginning September 22, and the Pie Fundraiser beginning September 28, with many additional events planned throughout the year. We appreciate the PTO's continued commitment to creating opportunities that bring our schools, families, and community together.

As we move beyond opening day and into the rhythm of the school year, I remain grateful for the collective efforts of our staff, families, community partners, and students. It has been a strong start, and I look forward to building on that momentum throughout the fall.

Respectfully Submitted:

Steven M. Lamarche
Superintendent of Schools

Here a few important dates for school year 2026-2027

September
Friday, September 25, 2026 – Early Release – All Students/Educator Prof. Development
Sunday, September 27, 2026 – Tackle the Stigma 5K/2.5K Walk/Run – 10:00 a.m.
Tuesday, September 29, 2026 – District Capital Plan Ballot Vote

October
Friday, October 9, 2026 – No School for Students/Educator In-Service Day
Monday, October 12, 2026 – Columbus Day – No School
Friday, October 30, 2026 – End of Quarter 1 – SHRHS and Middle Schools

November
Thursday, November 5, 2026 – Early Release – All Students/Parent Conferences
Wednesday, November 11, 2026 – Veterans Day – No School
Friday, November 20, 2026 – End of Elementary Trimester 1
Wednesday, November 25, 2026 – Early Release – All Students
Thursday and Friday, November 26–27, 2026 – Thanksgiving Recess – No School

CHARLTON POLICE DEPARTMENT PRESENTS

BARKS, BADGES & BOOTS

A COMMUNITY EVENT FOR THE WHOLE FAMILY!



SEPT 12
11AM – 2PM

ST JOSEPH'S CHURCH
10 H PUTNAM RD
CHARLTON, MA

- ★ CHARLTON K9 UNIT
- ★ DRONE TEAM
- ★ DETECTIVE UNIT
- ★ MOTORCYCLE UNIT
- ★ CHARLTON 911 COMMUNICATIONS TEAM





FACE PAINTING



POLICE vs FIRE TUG OF WAR



U.S. ARMY RECRUITMENT



GAMES! CORNHOLE & VOLLEYBALL



BOUNCE HOUSE



FREE ICE CREAM
PROVIDED BY
Suzy Q's
ICE CREAM TRUCK!

COME OUT, MEET YOUR FIRST RESPONDERS & HAVE SOME FUN!
WE CAN'T WAIT TO SEE YOU!

SERVING OUR COMMUNITY. ★ WORKING TOGETHER. ★ MAKING A DIFFERENCE.

TACKLE THE STIGMA 5K & WELLNESS FAIR

SUNDAY, SEPTEMBER 27TH FROM 8AM-2PM

We are so excited for our Second Annual Tackle the Stigma 5k!

Join us for a district-wide day focused on mental health, wellness, community, and connection.

Students, staff, families, and community members are invited to run, walk, volunteer, explore local resources, and help us Tackle the Stigma together.

Featuring:

5K & 2.5K Run/Walk • Guest Speakers • Food Trucks • Student Activities • Community Organizations and so much more!

RUNNER REGISTRY HERE

PTO Meetings, 6PM @ CMS
2nd Tuesday of the Month
September 8
October 13
November 10
December 8
January 12
February 9
March 9
April 13
May 11 (Board Elections)
June 8

CHARLTON PTO

2026/2027 EVENTS CALENDAR

The Charlton PTO is a non-profit 501c3 community organization

Events and dates are subject to change. Please follow us on Facebook for updated information.

DATE	EVENT	LOCATION
All Year	Glass Card Fundraiser	All Schools
September 6	OHD Kids Fun Run	Town Common
September 12	Klem's Cares Fundraiser Event	Klem's, Spencer
September 22 – October 6	Fall Catalog Fundraiser	Online
September 28 – October 20	Pie Fundraiser	All Schools
October 29 – December 1	Square 1 Art Fundraiser	Kindergarten– Grade 5
November 2 – 6	Scholastic Book Fair	Charlton Middle School
November 24	Pie Fundraiser Pick-up Night	Charlton Middle School
December 5	Kids Shop & Vendor Fair	Heritage School
January 30	Wizards Game	Shepherd Hill
February 5	CES Someone Special Dance	Heritage School
March 11 – 12	Chuck E. Cheese Fundraiser	50 SW Cutoff, Worcester
March 15 – 19	Scholastic Book Fair	Charlton Middle School
March 22 – April 9	Heritage School Coin Wars	Heritage School
March TBD	Klem's Cares PTO Night	Klem's, Spencer
April 9	Heritage School Glow Party	Heritage School
April TBD	Car Wash Fundraiser	Honey Farms/Alltown Car Wash
May 3 – 7	Teacher Appreciation Week	All Schools
May 21	Grade 8 Send Off Celebration	Charlton Middle School
June (dates TBD)	End of Year Italian Ice	All Schools
2027 Save the Date: September 5	Old Home Day Kids' Fun Run	Charlton Common

Have ideas or questions? Contact us at charltonpto@gmail.com or join us at one of our meetings!

Sign up for information and volunteer opportunities here!

Join the PTO today!

Check out our full selection of Spirit Wear with all school logos available. Free delivery to the schools!

Check out our Un-Fundraiser here:

Venmo: @CharltonPTO

#WEAREDUDLEYCHARLTON

WELCOME BACK

Nobody Panic.
It's Just September.

DCRSD 2026–2027 Opening · August 31, 2026

Please find a seat near someone you like.

Agenda

- Student performances – Colden Blackwell
- Welcoming remarks — School Committee Chair Costello
- 2026 SHRHS Quo Vadis recognition
- The year ahead, everything is ***figuroutable***
- Time Out – Seclusion is ***figuroutable***
- Jimmy Cash



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STUDENT PERFORMANCES

Colden Blackwell

Producer

12TH GRADE

#WEAREDUDLEYCHARLTON



STUDENT PERFORMANCE

Javier Miranda

“Proud of Your Boy”

12TH GRADE



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School Committee

Jeanne Costello	Chair Charlton
Caitlynn Panczyk	Vice Chair Dudley
Cathleen Carmignani	Dudley
Kelly Szela	Charlton
Maureen Chickering	Dudley
Anthony Aube	Charlton
Kristin Martin	Charlton

#WEAREDUDLEYCHARLTON

STUDENT PERFORMANCE

Rylee Blackwell

“Colors of Wind”

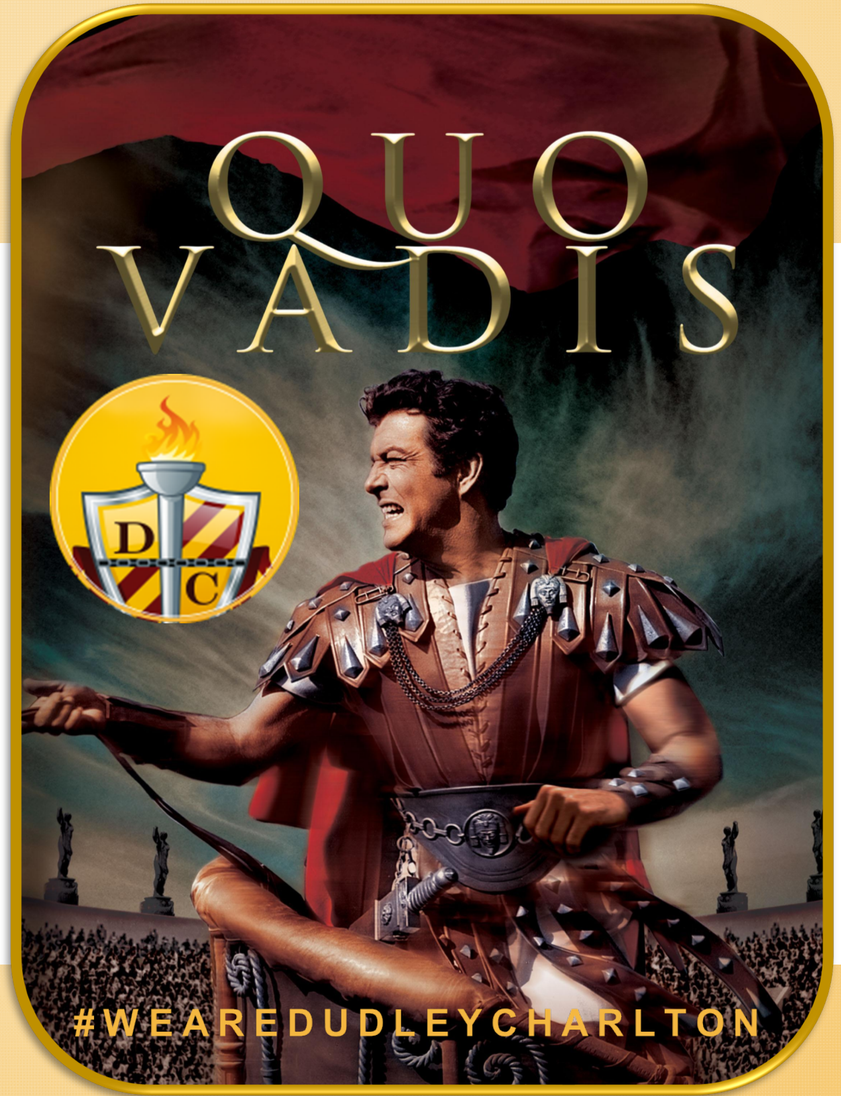
10TH GRADE



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QUO VADIS 2026 RECIPIENTS

Where are you going? Here, apparently.



Corey Stefan

SHRHS

Shaune Ducharme

SHRHS

STUDENT PERFORMANCE

Lia Nguyen

“Nothing you can take from me”

9TH GRADE



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Housekeeping

LITIX – October 1, 2026

Previously called ArxED
Includes 2+ modules
- Mandatory Trainings
- Cyber Security
- ~~Substitute Training~~

Conflict of Interest (MA)

.

Personal Days

DCTA and MNA
- Consecutive Use/Holiday

DCPA and Wage and Benefits
- Principals

Thank you – Sorry!!!!!!



Tackle the Stigma 5K

Sunday, September 27, 2026, at 10:00 a.m. at SHRHS
Registration is $35.

“Running toward awareness. Standing up for support. Tackling the stigma, one mile at a time."

Capital Plan Phase 2

https://www.dcrsd.org/about-dcrsd/**budget-and-finance/capital-planning**

- September 2 at 6:30 p.m. at SHRHS
- September 3 at 6:30 p.m. at CMS
- September 29 – vote noon-8:00 PM

A BRIEF WORD ABOUT THE COPIERS

The copier can smell fear.



STUDENT PERFORMANCE

Natalie Brayton

"SOS"

9TH GRADE



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#WEAREDUDLEYCHARLTON



Nobody Panic. It's Just AI.

Sometimes you have to go where the horse is pointing!

Ted Lasso Season 4

When artificial intelligence tools are permitted, required, limited, or prohibited as part of a course or assignment, those expectations should be clearly communicated to students

STUDENT PERFORMANCE

Kai Dumont

“Ghost Garden”

12TH GRADE



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Dudley-Charlton Regional School District

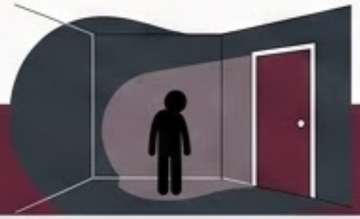
Highlights from DESE's Frequently Asked Questions (FAQ) on the Implementation of Regulatory Amendments to 603 CMR 46.00 and 604 CMR 18.00 (Time Out and Seclusion)

August 31, 2026



Time Out vs. Seclusion





Time Out	Seclusion
Student temporarily separates from the learning activity or classroom by choice or direction from staff	Involuntary confinement of a student alone in a room or area
Continuously observed by staff	With or without adult supervision
Permitted to leave	Not permitted to leave
Ceases as soon as student is calm	Prohibited except when safeguards are met

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What is seclusion?

Seclusion is defined as **“the involuntary confinement of a student alone in a room or area with or without adult supervision.”**

Clarification from DESE

01 

The student is alone in a room or area. with **no adult present**, and

02 



The student is **not permitted to leave.**



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What constitutes “not permitted to leave”?

“Not permitted to leave” means a student is **directed, verbally or physically, or otherwise prevented** from leaving a room or area.

01

General Rule: A student is not considered secluded solely because they are subject to the same movement restrictions that apply to all students in that setting.

02



Permissible Expectations:

- Remaining in class during instruction
- Asking permission to use the restroom
- Expecting students to stay in the building

What constitutes being alone in a room or area?

> *"Alone" means a student is considered alone when* **no adult is physically present** *in the room or area with the student.*

Clarification & Standards

01

Indirect Supervision:

Observation through a window, camera, doorway, or other means **does not** constitute an adult being present.

02



Presence of an Adult:

If an adult is physically present in the room or area, the interaction is **not considered seclusion**.

Does blocking a doorway automatically constitute seclusion?

> *DESE's Answer: It depends on the unique facts and circumstances. Seclusion depends on whether a student is* **alone in a room or area** *with no adult present, and* **not permitted to leave**.

Clarification & Examples

01



Engaging Presence:

An adult standing in an open doorway while engaging with the student is **not seclusion**.

02

Functional Blockade:

An adult using an item to block the door so the student is functionally alone **could be seclusion** when the student is not permitted to leave.

If a student is removed from the classroom to a different room or area and not permitted to leave, but is with an adult, is that considered seclusion? IS it considered time out?

NO. *This is* **not seclusion** *because the student is not alone, and* **not a time out** *because time out requires that the student be permitted to leave. There are a range of interventions that schools and districts use to manage student behavior. Schools must use care when implementing disciplinary measures or removals that significantly interfere with a student's instruction and participation in school activities.*

Clarification & Scenarios

01

Classroom Cleared:

If a classroom is cleared but an adult remains in the room with the student, it is **not seclusion or time out**. This is an active behavior management intervention.

02



Prevented from Exiting:

If a student tries to exit the classroom or building but an adult is present and prevents them from leaving, it is **not seclusion** or **time out**.

Are sensory rooms, calm rooms, and classroom calming areas permissible under the regulations?

YES, with critical exceptions.

These areas are permissible. However, it is **considered seclusion** *if a student is* **alone in the room** *and is* **not permitted to leave**.

Key Standards & Compliance

01



Permissible Use

When used as **voluntary calming spaces** where students are free to enter and exit, or remain supported by staff.

02

Seclusion

If a student is left **alone in the room** and is physically or functionally **prevented from leaving**, then this would be emergency seclusion.

What is required for schools, districts, and programs by August 17, 2026?

Implementation Deadline

August 17, 2026



Schools, districts, and programs are required to **fully implement** the revised regulations.

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DESE Resources: Time Out & Seclusion Regulations

[Time-Out Practices: Guidance on the Implementation of Regulatory Amendments to 603 CMR 46.00 and 603 CMR 18.00]

[Special Education Policy Memo SY2025-2026-9]



[Use of Seclusion: Frquently Asked Questions (FAQ) on the Implementation of Regulatory Amendments to 603 CMR 46.00 and 603 CMR 18.00]

STUDENT PERFORMANCE

Colden Blackwell

“Wagon Wheel”

12TH GRADE



#WEAREDUDLEYCHARLTON

Jimmy Cash Comedy
https://www.jimmycashcomedy.com/



#WEAREDUDLEYCHARLTON

Nobody Panic.
It's Just September.
Here's to a good year.

#WEAREDUDLEYCHARLTON

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

TO: School Committee

FROM: Joseph DeSantis - Director of Finance & Operations

DATE: September 9th, 2026

SUBJECT: Finance Director Update

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1. Capital Plan & District-Wide Election Update: On September 2nd and 3rd, DCRSD hosted two capital ballot vote information sessions, one in Dudley at Shepherd Hill and one in Charlton at Charlton Middle School. A presentation at each information session outlined detailed information as it relates to the district-wide ballot vote. Topics included scope of work with project listings, MSBA, the Habeeb & Associates Facilities Condition Assessment, tax impacts, timelines and FAQs. The next step is for Dudley and Charlton residents to vote either for or against the request for capital at the district-wide election. The ballot election for approval of the School Committee authorized debt for identified capital projects categorized as building site safety, exterior envelope and weatherization measures, interior building health and safety, mechanical systems and I/T infrastructure is officially scheduled for September 29th, 2026 from 12PM to 8PM. Under the statue the District follows based on the regional agreement (MGL Ch.71 Section 16(n)), the election is allowed to be no less than 4 hours and no more than 8 hours. Both towns have indicated they will reach out to their citizens to inform them of the specific hours and locations of this election.
2. CES Fire Panel Update: The CES Fire Panel replacement is installed and the final walkthrough completed. This was the final remaining project included within the General Obligation Bond from 2024.
3. AHERA Asbestos Notification Attached to School Committee documentation. There have been no changes to note year over year.

Date: September 9, 2026

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT
AHERA NOTIFICATION

Dear Parents, Students, Legal Guardians, and Employees:

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA), which requires schools to be inspected to identify any asbestos containing building materials. Please find listed below the District schools and the results of their inspections. Every three years, schools containing asbestos materials must be re-inspected to determine if any known or suspected asbestos-containing buildings materials (ACBM) have changed and recommendations are made on the managing or abatement of the ACBM.

	Educational Facility Name	***Address***
1.	Shepherd Hill Regional High School	68 Dudley-Oxford Road Dudley, MA 01571
2.	Dudley Elementary School (No Asbestos Present)	16 School Street Dudley, MA 01571
3.	Mason Road School (No Asbestos Present)	20 Mason Road Dudley, MA 01571
4.	Charlton Elementary School	9 Burlingame Road Charlton, MA 01507
5.	Heritage School (No Asbestos Present)	34 Oxford Road Charlton, MA 01507
6.	Dudley Middle School (No Asbestos Present)	70 Dudley-Oxford Road Dudley, MA 01571
7.	Charlton Middle School (No Asbestos Present)	2 Oxford Road Charlton, MA 01507

The law further requires an asbestos management plan to be developed and implemented to monitor any known or inspected ACBM. The plan has several ongoing requirements: Publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

It is the intention of the Dudley-Charlton Regional School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a health and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in the school administrative office during regular business hours. If you have any questions or concerns, please contact me at the number listed below.

Mr. Joseph DeSantis, Director of Finance and Operations
Dudley-Charlton Regional School District
68 Dudley-Oxford Road
Dudley, MA 01571
508-943-6888

Superintendent Mid-Cycle Progress Update
2025–2027 Superintendent Goals

September 9, 2026
As Presented by Steven M. Lamarche, Superintendent of Schools
Dudley-Charlton Regional School District

Introduction

As Superintendent of the Dudley-Charlton Regional School District, I am pleased to provide this Mid-Cycle Progress Update on the two-year Superintendent Goals approved by the Dudley-Charlton Regional School Committee for the 2025–2027 evaluation cycle.

As I have noted in prior evaluation reports, the work presented within this document is collaborative. Progress toward these goals reflects the collective efforts of district administrators, building principals, educators, support staff, students, families, employee associations, and the School Committee. The role of the Superintendent is to establish direction, create structures and opportunities for the work to occur, monitor progress, and ensure that District priorities remain aligned with the needs of our students and communities.

This report is not intended to provide an exhaustive accounting of the work completed throughout the District. Rather, consistent with the approach used in previous Superintendent evaluation reports, it provides representative evidence of practice and progress toward established goals.

The current goals were developed as two-year goals. Accordingly, this report represents a midpoint rather than a conclusion. Year 1 focused largely on analysis, organizational development, leadership capacity, and establishing structures necessary for implementation. Year 2 will increasingly focus on implementation, monitoring, refinement, and evidence of impact.

Standard I – Curriculum, Planning, and Assessment

Goal #1 – Academic Excellence and HQIM Implementation

By the end of the 2025–2026 school year, I will work with the Assistant Superintendent and building leaders to advance the District Improvement Plan's focus on Academic Excellence. During Year 1, the work was specifically intended to organize and conduct an internal SWOT analysis of curriculum, instruction, and professional learning systems; correlate the findings with the 2025–2030 DCRSD Curriculum Development and Review Plan; and use the combined analysis to inform Year 2 actions related to curriculum adoption, professional development, and student achievement monitoring. Year 2 calls for implementation of the districtwide curriculum adoption plan, development of a multi-year professional development strategy emphasizing least restrictive practices and personalization, and district-level data reviews to evaluate impact.

Continuing a Systemic Approach to Academic Excellence

Narrative: Over the past several years, the Dudley-Charlton Regional School District has made a substantial commitment to High-Quality Instructional Materials (HQIM). As we move further into that work, our focus must continue to evolve from simply asking *what curriculum are we using?* toward the more important questions of *how effectively are we implementing it, what support do our educators need, and what impact is the work having on students?*

Year 1 of this goal was designed with that transition in mind.

The development and implementation of the 2025–2030 Curriculum Development and Review Plan provides the District with a multi-year structure for curriculum review, adoption, implementation, and evaluation. The importance of this structure cannot be understated. Curriculum adoption cannot be treated as a series of independent purchasing decisions. Curriculum, professional development, instructional practice, assessment, student support, and resource allocation must increasingly operate as parts of the same system.

The internal review and SWOT process has helped frame the District's strengths and areas requiring continued attention. Among the strengths is the significant progress already made in establishing HQIM across multiple grade levels and content areas. At the same time, the review reinforces that adoption alone is not an outcome. Implementation fidelity, professional learning, instructional consistency, personalization, intervention, and the use of achievement data must remain central to our work.

The restoration and continued development of the Assistant Superintendent for Teaching and Learning position has also provided greater organizational capacity to focus this work. The recently updated functional job description more clearly establishes district-level responsibility for the development, implementation, evaluation, and renewal of PreK–12+ curriculum; high-quality instructional practices; assessment and data analysis; curriculum articulation; instructional resources; professional learning; and continuous improvement.

This structure is important because the next stage of our academic work requires greater coherence. The District must be able to connect what students are expected to learn, what materials teachers are using, how educators are supported in implementation, what assessments tell us, and how we respond when students require additional support or greater challenge.

Moving into Year 2

The work during the 2026–2027 school year will increasingly move from review and alignment toward implementation and evaluation.

Consistent with the approved goal, we will continue implementation of the districtwide curriculum adoption plan and monitor alignment with HQIM. Professional development

planning will increasingly emphasize personalization, inclusive and least restrictive practices, and the instructional needs identified through curriculum and achievement data. District leadership will also continue developing more systematic opportunities to review student achievement information and examine whether our curriculum and professional learning investments are producing the intended outcomes.

The ultimate measure of this goal will not be the number of programs adopted or professional development sessions offered. It will be whether our systems increasingly provide educators with the curriculum, support, time, information, and professional learning necessary to deliver high-quality instruction and whether those efforts translate into improved opportunities and outcomes for students.

Standard IV – Professional Culture

Goal #2 – Strengthening Professional Culture and Leadership Capacity

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

Narrative: Year 1 included supporting CLEE Leadership Coaching, leveraging coaching strategies to promote shared leadership and collaboration, expanding job-embedded professional development and cross-school collaboration, maintaining a visible district-office presence in schools, and continuing to promote open communication and inclusive decision-making. Year 2 calls for expansion of the CLEE model to additional principals and continued development of collaborative leadership practices across the District.

Building Leadership Capacity Through Collaboration

Strong schools require strong leaders, but leadership capacity cannot reside with one individual, one principal, or the Superintendent's office. Sustainable improvement requires leadership throughout the organization.

A significant component of this goal during Year 1 was the District's work with the Center for Leadership and Educational Equity (CLEE). This work was designed to be more than traditional administrator professional development. It provided opportunities for reflection, data analysis, continuous improvement, collaborative practice, and alignment between school and District improvement efforts.

The CLEE PLANS professional learning experience included 67 hours of professional development from June 2025 through June 2026. Its objectives included improving ELA and mathematics outcomes, increasing retention of school leaders, strengthening instructional and collaborative practices, and improving alignment between District and School Improvement Planning.

The significance of this work is not simply participation in professional development. The greater value is developing a leadership model that encourages administrators to examine practice, identify problems of practice, use data, collaborate with colleagues, and test and adjust improvement strategies.

Throughout the year, the District leadership team continued to utilize Administrative Council and other collaborative structures to calibrate practice and maintain alignment around District priorities. Principals and district administrators have increasingly participated in work that crosses individual building or departmental responsibilities, recognizing that our seven schools are interconnected parts of one regional school district.

Visibility has also remained an intentional component of my professional practice. Maintaining a regular presence in schools, classrooms, activities, professional development, community events, and other District functions provides opportunities to remain connected to the actual work of our schools. Presence cannot replace formal systems of communication or supervision, but it strengthens relationships and provides context that cannot always be obtained through reports, meetings, or data alone.

The District has also continued to clarify leadership responsibilities through the updating of functional job descriptions. This work establishes clearer expectations for the Superintendent, Assistant Superintendent, Director of Finance and Operations, Director of Pupil Services, and other leadership positions. The Superintendent's revised description, for example, explicitly establishes responsibility for strategic planning, instructional leadership, continuous improvement, personnel development, operational effectiveness, fiscal stewardship, and collaborative engagement.

Moving into Year 2

The second year of this goal will build upon the lessons learned through CLEE by expanding leadership coaching to additional principals and further embedding collaborative leadership practices throughout the District, as contemplated in the original two-year goal.

Our continued focus will be on developing leaders rather than simply managing positions. This includes strengthening instructional leadership teams, increasing collaboration among schools, providing meaningful professional learning opportunities, supporting social-emotional learning and continuous improvement, and maintaining a culture in which communication and shared accountability are expected.

Leadership development is never complete. As individuals change roles, new administrators join the District, and organizational needs evolve, our leadership structures must continue to evolve as well. The goal remains to create sufficient capacity throughout DCRSD so that improvement does not depend upon any one individual.

Standard II – Teaching All Students

Goal #3 – Modernizing Supports for Teaching and Learning

By the end of the 2026–2027 school year, I will collaborate with the Assistant Superintendent, Director of Pupil Personnel Services, Director of Finance and Operations, Principals, Coordinators, Directors, educators, staff, employee associations, and the School Committee to strengthen teaching and learning through updated structures, innovative practices, and modernized supports.

Narrative: Year 1 called for establishing the organizational structure for the modernization project, developing a shared process with the School Committee and employee associations for reviewing job descriptions, and convening an AI Working Group consisting of students, educators, administrators, and School Committee representation. Year 2 anticipated advancing the job-description project toward at least 90 percent completion and finalizing and implementing District guidance for the ethical and effective use of artificial intelligence.

Modernizing Organizational Structures

When this goal was established, it intentionally combined two areas that might initially appear unrelated: organizational job descriptions and artificial intelligence. What connects them is modernization.

Our schools operate in an increasingly complex educational environment. Responsibilities involving curriculum, special education, technology, student data, finance, human resources, compliance, cybersecurity, communications, and emerging technology have changed considerably. Our organizational structures and expectations must evolve accordingly.

During Year 1, substantial progress was made in establishing a pathway for reviewing and updating District job descriptions. This work included collaboration with the School Committee and Policy Subcommittee and consideration of the roles of administrators, staff, and employee associations.

The work has already moved beyond simply establishing a process. Updated functional descriptions for key central-office positions have been developed and approved, establishing clearer responsibility and accountability across the organization.

The revised Superintendent job description establishes responsibility across educational leadership, strategic planning, finance, personnel, student services, facilities, safety, community relations, and legal and regulatory compliance.

Similarly, the Assistant Superintendent for Teaching and Learning position clearly establishes responsibility for curriculum, instruction, assessment, professional learning, instructional innovation, strategic planning, grants, accountability, and continuous improvement.

The organizational work has also included additional Pupil Services capacity through the Assistant Director of Pupil Services position. The responsibilities associated with this position include special education and Section 504 compliance, Medicaid reimbursement, student-service data systems, out-of-district monitoring, specialized programming, and support for inclusive and least restrictive service-delivery models.

This is important progress toward a project originally expected to extend throughout the entire two-year goal cycle. The work will continue during Year 2 as additional job descriptions move through the review and approval process toward the established 90-percent completion target.

Artificial Intelligence – From Exploration to Policy

The second component of this goal has progressed significantly during Year 1.

The development of artificial intelligence and generative artificial intelligence presents public schools with both significant opportunities and legitimate concerns. Simply prohibiting emerging technology is neither realistic nor educationally responsible. Conversely, adopting new technology without thoughtful consideration of student learning, professional judgment, privacy, academic integrity, equity, and safety would be equally problematic.

For those reasons, the District established the *DCRSD AI Working Group*.

The process was intentionally collaborative. Students, educators, administrators, student services personnel, technology representation, and School Committee representation were brought together to explore both opportunities and concerns before the District attempted to establish formal expectations.

Early work examined where AI could appropriately support teaching and learning while also identifying potential risks. The group explored staff efficiency and professional judgment, students and AI, equity and access, ethics, critical thinking, human connection, hallucinations and misinformation, privacy and digital footprint, and the appropriate balance between innovation and guardrails.

From that broad discussion, three primary areas emerged for deeper consideration: Staff Use, Efficiency versus Professional Judgment; Students and AI Tools; and Data, Privacy, and Digital Footprint.

The Working Group then moved beyond broad discussion toward the practical question of what responsible use should look like in Dudley-Charlton.

A particularly important component of this process was the incorporation of student voice. The group considered AI through the eyes of students, including motivation, academic pressure, curiosity, confusion, convenience, dependency, misinformation, fairness, and the need for clear expectations and digital literacy.

This helped reinforce an important principle that ultimately became central to our District approach: AI should enhance learning rather than replace it, and human judgment must remain central.

From Working Group to School Committee Policy

As the work progressed, another important distinction emerged: *policy should establish the "what" and "why," while administrative guidance should address the "how."*

That distinction is particularly important with artificial intelligence because the technology is changing far more rapidly than School Committee policy reasonably can or should. Overly prescriptive policy risks becoming obsolete almost immediately. At the same time, students, educators, families, and administrators require clear expectations and protections.
The Working Group's efforts ultimately contributed to the development of Policy IJNDBB – Use of Artificial Intelligence Tools, which was adopted by the School Committee in July 2026.

The final policy recognizes that AI can support teaching and learning, enhance operational efficiency, and help prepare students for a changing digital world while establishing that AI must support rather than replace human learning, creativity, and professional judgment. It also establishes District commitments around AI fluency, student and employee data, academic integrity, bias, access, and applicable law.

Importantly, the final policy establishes a clear boundary around consequential or high-stakes decisions. AI may provide information in support of decisions involving grading, placement, promotion or retention, discipline, special education, or personnel matters, but AI cannot make those decisions. Final responsibility remains with the educator or appropriate District personnel. The policy also establishes a process for District approval of AI tools and requires consideration of educational value, age appropriateness, curriculum alignment, privacy and security, bias, access, cost, sustainability, and applicable law.

The final guiding principles are consistent with the work of the Working Group: human judgment remains central; student learning must prioritize critical thinking, creativity, and independent mastery; AI output must be evaluated for inaccuracies and bias; access should not create disparities; transparency supports responsible digital citizenship; and privacy and intellectual property must be protected.

The work has extended beyond IJNDBB. The District's updated Student Responsible Use Policy now directly addresses AI, including academic honesty, teacher-established boundaries, attribution and transparency, and the expectation that technology not replace the development of fundamental student skills and original thinking.

The Staff Responsible Use Policy was also updated to establish clearer expectations regarding professional technology use, security, privacy, District systems, and staff responsibilities.

Moving into Year 2

The AI component of this goal has progressed beyond what was initially contemplated for Year 1. The Working Group was convened, research and dialogue occurred, priorities were established, student voice was incorporated, policy was developed, and the School Committee adopted a District AI policy.

That does not mean the work is complete.

During Year 2, our focus will shift from policy development to implementation and AI fluency.

The District will continue developing practical guidance for students, staff, administrators, and families; clarify approved tools and data-privacy expectations; develop professional learning; and provide practical examples of appropriate and inappropriate use.

Work has already begun on the framework for a DCRSD AI Guidebook addressing common terminology, student and staff expectations, academic integrity, privacy and data security, effective prompting, bias and hallucinations, accessibility, scenarios, frequently asked questions, and family resources.

Artificial intelligence will continue to change. Our responsibility is therefore not to attempt to predict every future application. It is to establish durable principles that protect students and staff while allowing educators to thoughtfully explore tools that may strengthen teaching, learning, accessibility, creativity, and operational effectiveness.

2025–2027 Mid-Cycle Progress Conclusion

At the midpoint of this two-year goal cycle, I believe the work completed to date demonstrates meaningful progress toward each of the three goals established with the School Committee. While the goals address different standards, they are increasingly interconnected.

Our work around Academic Excellence is creating a more systematic approach to curriculum, HQIM, professional development, and the use of data. Our Professional Culture goal recognizes that sustainable improvement requires capable leaders, collaboration, shared responsibility, and continued investment in professional growth. Our modernization work is creating clearer organizational structures while preparing students and staff to navigate emerging technologies responsibly.

Perhaps most importantly, these goals are increasingly moving from individual initiatives toward sustainable systems.

That distinction matters. A curriculum purchase is not a curriculum system. A professional development program is not a leadership culture. A new job description is not organizational improvement by itself. An artificial intelligence policy is not responsible implementation. Each becomes meaningful only when it is connected to practice, monitored over time, evaluated for effectiveness, and adjusted based upon what we learn.

As we enter Year 2 of the 2025–2027 goal cycle, the emphasis will therefore increasingly be on implementation and impact: examining the effect of HQIM and professional learning on instruction and student achievement; expanding leadership coaching and shared leadership practices; continuing the job-description modernization project; and translating the District's newly established AI policies into understandable and practical guidance for students, educators, administrators, and families.

As noted in prior Superintendent evaluation reports, no single document can represent the full body of work occurring throughout a school district. This Mid-Cycle Progress Update is intended to provide the School Committee with a representative picture of progress toward the goals it approved and a roadmap for the work that remains.

There is still significant work ahead. At the same time, the structures established and progress made during the first year provide a strong foundation for the remainder of the 2025–2027 cycle.

I remain appreciative of the collaboration of the School Committee, administrators, educators, staff, students, families, and our communities as we continue this work on behalf of the students of the Dudley-Charlton Regional School District.

Respectfully Submitted in partial fulfillment,

Steven M. Lamarche
Superintendent of Schools

Superintendent Goals 2025–2027

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

GOAL #1

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

Goal #1 – Academic Excellence and HQIM Implementation

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

Year 1 (2025–2026):

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

Year 2 (2026–2027):

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

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

Goal #2
Standard IV – Professional Culture (Professional Practice Goal)

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

Year 1 (2025–2026):

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

Year 2 (2026–2027):

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

District Plan Alignment:

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

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

Goal #3 – Modernizing Supports for Teaching and Learning

By the end of the 2026–2027 school year, I will collaborate with the Assistant Superintendent, Director of Pupil Personnel Services, Director of Finance and Operations, Principals, Coordinators, Directors, educators, staff, employee associations, and the School Committee to strengthen teaching and learning through updated structures, innovative practices, and modernized supports.

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

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

Year 2 (2026–2027): Implementation and Innovation

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

District Plan Alignment:

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

2026 MASC & M.A.S.S. Conference Registration

November 4-6, 2026 | The Doubletree by Hilton Boston North Shore | Danvers, MA

CONFERENCE PRICING: Registrations made on or before September 5, 2026 will be invoiced the early-bird conference ticket rate of $550. Registrations after September 5, 2026 will be invoiced $675. Note the early-bird rate is nonrefundable but we will allow you to substitute one of your colleagues on the registration should you be unable to attend. Excessive changes may incur a $15 charge.

MEAL TICKETS/EVENTS: Conference registration does not include meals—tickets for lunches and dinners, which include programming, must be purchased in addition to the ticket. The deadline to purchase meals is October 16, 2026.

HOTEL INFORMATION: Conference attendees have two hotel options for the 2026 MASC/MASS Joint Conference. A block of rooms has been reserved at the DoubleTree by Hilton Boston North Shore (the conference venue), and an overflow block is available at the Best Western Plus North Shore Hotel, approximately a 5–10 minute drive from the conference venue.

DoubleTree by Hilton Boston North Shore | Guest rooms are available for stays November 3–6, 2026 at the group rate of $149 per night, plus tax, for a Standard King or Two Double Beds.

Hotel Phone: 978-777-2500
Group Code: 94R
Group Rate: $149 per night, plus tax
Room Block Deadline: October 11, 2026, at 11:59 p.m.
Book Online: MASC/MASS 2026 Room Block

Best Western Plus North Shore Hotel (Overflow Hotel) | A limited number of rooms are available at the Best Western Plus North Shore Hotel for stays November 3–6, 2026. The room rate is $119 per night, plus tax, and breakfast is included.

The hotel is approximately a 5–10 minute drive from the conference venue, depending on traffic and direction of travel.

Hotel Phone: 978-777-1700
Room Rate: $119 per night, plus tax, including breakfast
Room Block Deadline: October 11, 2026, at 11:59 p.m.
Book Online: MASC/MASS 2026 Room Block

QUESTIONS: Contact us directly at reg@masc.org or at 617-523-8454 if you have any questions about this form or need to make any edits/adjustments to your registration.

Name *

First Name

Last Name

Attendee Email *

Alternate Email

All attendees will receive a confirmation email. If you would like a confirmation email sent to an additional address please list it above.

School District / Organization *

Position Category *

Please Select

Please read this section carefully before making your selections below

Conference Ticket – Required to attend all sessions except the meal events. As a reminder, tickets purchased on or before September 5 are $550 and will jump to $675 thereafter.

Meal Tickets/Events – Each meal event includes programming and must be purchased/selected separately. These are listed by event name, day of the conference, and ticket price.

Conference Registration ($550 before Sept. 5 | $675 after Sept. 5)

- [ ] Conference Ticket

Conference & Meal Registration

- [ ] Early Bird Box Lunch - Wednesday, Nov. 4 @ 12pm - $25
- [ ] Keynote Dinner - Wednesday, Nov. 4 @ 7pm - $65
- [ ] Network/Buffet Lunch - Thursday, Nov. 5 @ 12pm - $40
- [ ] Leadership Lunch - Friday, Nov. 6 @ 12pm - $45
- [ ] Life Member Banquet - Friday, Nov. 6 @ 6:30pm - $65

Please add in any dietary restrictions below

Gluten Free, Vegetarian, Vegan, Dairy Free, Allergies, etc.

Billing Option *

Please Select

Purchase Order Number (Optional)

Billing Address *

Street Address

Street Address Line 2

City

State / Province

Postal / Zip Code

Submit

2026 MASC & MASS Annual Joint Conference

Nov. 4-6, 2026 | Danvers, MA

Exhibitor & Sponsor Prospectus







November 4-6, 2026 | Danvers, MA

DoubleTree by Hilton Hotel Boston North Shore

More details at www.masc.org/conference



About the Audience

We are excited to invite you to participate as an exhibitor and sponsor at the 2026 MASC/M.A.S.S. Joint Conference—taking place at a new and expanded venue, the DoubleTree by Hilton Hotel Boston North Shore in Danvers, MA.

Our 2025 conference welcomed more than 1,000 individuals over three days, including School Committee Members, Superintendents, Assistant Superintendents, Business Managers, speakers, industry professionals, and other education leaders.

With increased exhibit space, enhanced networking opportunities, and a dynamic program focused on today's most pressing challenges in K-12 education, the 2026 conference is set to be our most impactful yet.

2025 Registrants by Role:



About MASC & M.A.S.S.

MASC is a member-driven association whose mission is to support Massachusetts school leaders in their increasingly complex governance role. MASC offers a range of programs and services, including professional development, policy development, superintendent search services, analysis of education legislation, education and school advocacy support, and also acts as an information clearinghouse. Through these and other services and resources, the Association provides important guidance to its members.

M.A.S.S. is the only statewide organization dedicated to the unique professional and advocacy concerns of school superintendents and assistant superintendents. The Association members include more than 425 superintendents and assistant superintendents. M.A.S.S. works to: provide strategies to continuously improve public education, support superintendents and assistant superintendents with the information they need, and build a cohesive professional development network of peers.



Exhibit Opportunities

Exhibit Booth – $1,550

The Exhibit Hall continues to be one of the most dynamic and well-attended features of the MASC/MASS Joint Conference. With a new venue and increased capacity in 2026, the Exhibit Hall will feature 8' x 8' booth spaces with pipe and drape, giving exhibitors greater flexibility to design and personalize their presence. Each booth will also include one 6' skirted table, two chairs, complimentary Wi-Fi, a dedicated electricity hookup, and access to our Whova Conference app and engagement tools.

All exhibitors will receive a pre-conference attendee list and will be featured in the conference program and app. Registration for up to three booth staff is included, and staff will receive complimentary drink tickets for the Wednesday cocktail reception and a boxed lunch on Thursday. Additional booth staff may be registered for $100 per person.

Exhibitor Schedule

Please note that events listed take place in the Exhibit Hall.

Wednesday, November 4
Hours: 3pm - 6:30pm
Booth Set-Up: 9am - 2:30pm
Exhibitor Reception: 5 - 6:30pm

Thursday, November 5
Hours: 7am - 2:30pm
Continental Breakfast: 7 - 9am
Coffee Break: 10 - 10:45am
Ice Cream Social: 1 - 2:30pm
Booth Tear Down: 2:30 - 5pm

Nonprofit/Gov. Table - Complimentary

In recognition of the valuable work nonprofits and government partners do, we offer a limited number of tabletops free of charge. Reserve your tabletop today and be part of an event that shapes the future of education in Massachusetts! Please note that ***all nonprofit/government tabletops are located outside the Grand Ballroom and are not in the main Exhibit Hall***.

Partner Presentation – $1,250

Position your organization as a thought leader by sponsoring a Partner Presentation at the conference. These sessions offer a valuable opportunity to share your expertise, highlight your solutions, and engage directly with decision-makers.

Partner Presentations are ***75-minute sessions integrated directly into the conference agenda***, taking place alongside all other scheduled programming. These sessions will be distributed across all three days—***Wednesday, Thursday, and Friday***—with one Partner Presentation featured during each session block.

All Partner Presentations will be held in the same meeting spaces as the broader conference sessions, ensuring strong visibility and attendance. Each session will be listed in the official conference program and mobile app alongside all other conference offerings.



Sponsorship Opportunities

Commissioner's Dinner Sponsor – $5,000

As the exclusive Commissioner's Dinner Sponsor, your organization will be recognized as the conference's primary sponsor, receiving premier visibility and branding opportunities throughout the event. The dinner will feature keynote remarks from Pedro Martinez, the 25th Commissioner of the Massachusetts Department of Elementary and Secondary Education.

Commissioner's Dinner Sponsor benefits include:

- Opportunity to ***deliver an up to 5-minute welcome/introductory message*** at the start of the dinner, either live or via pre-recorded video
- Prominent "Primary Sponsor" designation with enhanced logo visibility on promotional materials, including conference signage, the program, emails, social media posts, and the conference website and app
- Full-page ad in the conference program and rotating banner ad in the conference app
- A full-page double-sided 8.5" x 11" branded advertisement displayed in T-frame sign holders on all dining tables during the event
- Opportunity to send one promotional email to our contact list of nearly 3,000 school committee members, superintendents, and executive assistants
- Access to the full attendee list

Lunch Sponsor – $2,500

Join us as a Lunch Sponsor and place your brand at the center of one of the conference's most engaging and well-attended opportunities. As the exclusive sponsor of a conference lunch function, benefits include:

- Opportunity to ***deliver an up to 3-minute welcome/introductory message*** at the start of the function, either live or via pre-recorded video
- Logo placement on promotional materials, including conference signage, the program, emails, social media posts, and the conference website and app
- Half-page ad in the conference program and rotating banner ad in the conference app
- A full-page double-sided 8.5" x 11" branded advertisement displayed in T-frame sign holders on all dining tables during the event
- Access to the full attendee list

Continental Breakfast Sponsor – $750

Sponsor the Continental Breakfast on Thursday, Friday, or both days of the conference. As a sponsor, you'll receive:

- Signage at all breakfast stations acknowledging your company as the sponsor
- Logo placement on promotional materials, including conference signage, the program, emails, social media posts, and the conference website/app
- Opportunity to provide branded napkins or coffee sleeves (sponsor-provided)



Sponsorship Opportunities

Keynote Speaker Sponsor – $2,500

Gain premium visibility in front of the conference's largest audience by becoming the exclusive sponsor of one of our featured Keynote Sessions. Sponsorship opportunities are available for select keynote presentations and speakers already scheduled as part of the conference program, providing your organization with prominent recognition while supporting some of the event's most highly attended and anticipated sessions.

As a Keynote Session Sponsor, you'll receive:

- Opportunity to ***deliver an up to 3-minute welcome/introductory message*** at the start of the session, either live or via pre-recorded video
- Logo placement on promotional materials, including conference signage, the program, emails, social media posts, and the conference website and app
- Quarter-page ad in the printed conference program and rotating banner ad in the conference app
- A full-page double-sided 8.5" x 11" branded advertisement displayed in T-frame sign holders on all tables during the event
- Access to the full attendee list

COSCAP Conference Sponsor – $1,500

Become the exclusive sponsor of the COSCAP (Council of School Committee Administrative Personnel) Conference on Friday, November 6th. This dedicated program brings together school committee administrative personnel for a full day of targeted professional learning and networking. As the COSCAP Conference Sponsor, your organization will receive prominent branding and recognition throughout the entire day, including signage and materials specific to the COSCAP program. You will also have the opportunity to ***deliver a brief (up to 5-minute) in-person address or pre-recorded video message to attendees***, allowing for direct engagement with this key audience.

Ice Cream Social Sponsor – $2,500

End the conference on a high note by becoming the exclusive sponsor of the Ice Cream Social, the capstone event of the Exhibit Hall and one of the most anticipated moments of the entire conference. Immediately following Thursday lunch, attendees flock to the Exhibit Hall to enjoy a complimentary frozen treat while visiting exhibitors and engaging in a final round of conference connections. As the Ice Cream Social Sponsor, you'll receive:

- Logo placement on all ice cream social-related signage and promotional materials
- Opportunity to hand out the ice cream, creating additional touchpoints with attendees
- Logo placement on conference-related promotional materials, including conference signage, the program, emails, social media posts, and the conference website and app

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Sponsorship Opportunities

Late-Night Social Sponsor – $4,000

Keep the energy going beyond the daytime programming by sponsoring one of the conference's Late Night Social events.

Wednesday: Music Bingo featuring a live MC/DJ experience
Thursday: Conference Karaoke Night featuring a live MC
****Add a Photobooth to enhance your presence - see bottom of page for details***

As a Late-Night Social Sponsor, your organization will receive:

- Exclusive sponsorship recognition for the selected evening event
- Verbal recognition throughout the event by the MC/DJ or event host
- Opportunity to provide a brief welcome or introductory message at the start of the event
- Logo placement on promotional materials, including conference signage, the program, emails, social media posts, and the conference website and app
- Rotating banner ad in the conference app
- Branded signage displayed prominently throughout the event space
- Access to the full attendee list

Cocktail Reception Sponsor - $1,500

These early evening gatherings bring attendees together and provide high-visibility networking opportunities. Sponsorship opportunities are available for both the Exhibitor Welcome Reception (Wednesday) and the Presidents' Reception (Thursday).

***Add a Photobooth to enhance your presence - see bottom of page for details**

As a Cocktail Reception Sponsor, your organization will receive:

- Logo placement on all reception materials including drink tickets and event signage
- Logo placement on conference signage, the program, promotional emails, social media posts, and the conference website and app
- Access to full attendee list

*Photobooth Add-On Opportunity

Printed Photo Booth Experience — $1,750
Unlimited printed photos and digital sharing capabilities. This fully branded activation includes customizable photo templates with your organization's logo and colors, along with instant sharing via text, email, or QR code and a complete post-event digital gallery.

Digital Photo Booth Experience — $1,250
A modern digital experience featuring photos, boomerangs, GIFs, and video clips delivered instantly to attendee smartphones. This customizable activation includes branded overlays, instant digital sharing, and a full online gallery following the event.



Sponsorship Opportunities

Coffee Sponsor (Starbucks Voucher) – $2,500

Put your brand into the hands of attendees with a highly visible and widely used Coffee Sponsorship. In partnership with the hotel's on-site Starbucks, this sponsorship includes the production of 500 branded $3-off beverage coupons for use at the café in the hotel lobby.

Each coupon will prominently feature your organization's logo and will be distributed during the conference, including the opportunity for your team to hand them out directly at your exhibit booth—driving traffic and creating meaningful attendee engagement.

Additional recognition includes logo placement on promotional materials, including conference signage, the program, emails, social media posts, and the conference website/app.

Water Station Sponsor – $1,500

Keep your brand consistently in front of attendees by sponsoring the Water Stations, located on the mezzanine level in the foyers outside all breakout session rooms. This high-traffic area ensures strong visibility as participants move between sessions and throughout the day. As the Water Station Sponsor, your organization will receive ***prominent branded signage at all water refill stations***. Additional recognition includes logo placement on promotional materials, including conference signage, the program, emails, social media posts, and the conference website/app.

Hotel Welcome Bag Sponsor – $1,500

Welcome attendees the moment they arrive by sponsoring the Hotel Welcome Bags for our overnight conference guests. Approximately ***250 attendees staying at the conference hotel will receive a thoughtfully curated welcome bag upon check-in***. Each bag includes items such as a water bottle, granola bar, candy bar, ibuprofen, travel tissues, lip balm, and Alka-Seltzer. As the exclusive sponsor, your organization will have the opportunity to ***include a branded insert and/or promotional item inside each welcome bag.*** Additional recognition includes logo placement on promotional materials, including conference signage, the program, emails, social media posts, and the conference website/app.

Conference Lanyard - $2,000

Get your brand front and center with every attendee by sponsoring the Conference Lanyards. This exclusive opportunity ensures constant visibility, as all participants will wear your branded lanyard to hold their conference badges throughout the event. In addition to high in-person exposure, your logo will also be featured on promotional materials, including conference signage, the program, emails, social media posts, and the conference website and app.

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Sponsorship Opportunities

Conference Bag – $2,500

Put your brand directly into the hands of every attendee by sponsoring the official Conference Bags. This exclusive opportunity provides continuous visibility throughout the event, as attendees use their conference bags to carry materials, giveaways, and resources during the conference.

As the Conference Bag Sponsor, your logo will be prominently displayed on the conference bags distributed to attendees as they enter the Exhibit Hall. In addition to this high-visibility branding opportunity, your organization's logo will also be featured on promotional materials, including conference signage, the program, emails, social media posts, and the conference website and app. Sponsor will also gereceive a rotating banner ad in the conference app.

Headshot Photographer Sponsor – $3,000

Position your organization at the center of one of the conference's most popular attendee offerings by sponsoring the Headshot Studio. Held Thursday morning until noon in the Exhibit Hall, this activation provides attendees with a complimentary professional headshot courtesy of your sponsorship (125+ participants last year).

As the sponsor, your organization will be featured as the presenting partner and will have the opportunity to welcome attendees as they enter the headshot area, creating direct engagement throughout the morning. Additional recognition includes logo placement on promotional materials, including conference signage, the program, emails, social media posts, and the conference website and app. Sponsor will also receive a rotating banner ad in the conference app.

Conf. Photographer Sponsor – $2,500/day

Gain ongoing visibility throughout the conference by sponsoring the official Event Photographer. As the exclusive sponsor for the day, your organization will be recognized as the presenting partner of all professional event photography captured during conference programming and networking events.

All conference photos taken on the sponsored day will be professionally branded with a sponsor watermark, ensuring your organization receives continuous exposure as images are shared across conference communications, social media, and post-event materials. Additional recognition includes logo placement on promotional materials, including conference signage, the program, emails, social media posts, and the conference website and app.

Contact Us

617-523-8454

aandronico@masc.org

MASC Official Delegate Form

Nominations must be received by October 20, 2026

Below is the Official Delegate Form for registering your voting delegate for the MASC annual business meeting. This year's meeting will be in Danvers during the joint conference. The form must be received by October 20, 2026.

MASC adopts its formal positions from decisions made by our membership. The resolution process is the primary vehicle for measuring feedback and developing legislative positions and action.

In order for your school committee to have a vote at the annual business meeting of the Massachusetts Association of School Committees, it is necessary that an official delegate be designated in pursuance of Article IX, Sec. 6 of the By-Laws, as follows:

All members of the Association, and all members of school committees which are active members of the Association, may attend and speak at any meeting of the Association. Only active members shall be entitled to vote on the election of officers or on any other matter as to which members of the Association shall have the right to vote and each active member shall have one vote. No later than seven days prior to each meeting of the Association each active member shall, by written notice to the Executive Director, designate one of its members as its voting delegate and may by such notice designate one of its members as its alternate voting delegate. All ballots and other votes cast by an active member at any meeting of the Association shall be cast by and only by its voting delegate or if the delegate be absent, by its alternate voting delegate if one shall have been designated.

PLEASE NOTE:

- An official delegate is only that delegate whose school committee has complied with annual dues regulations as spelled out in Article IV of the MASC By-Laws.
- Deadline for receipt of delegate forms by the Executive Director for the 2026 annual meeting is October 20, 2026.

For the School Committee of *

The official voting delegate is *

First Name

Last Name

The alternate voting delegate is

First Name

Last Name

Name of Individual Submitting this form *

First Name

Last Name

Email of individual submitting this form (district email address) *

example@example.com

By signing below, you certify that you are authorized to submit this form and that the School Committee you represent has complied with the delegate appointment procedure outlined in Article IX, Section 6 of the MASC By-Laws. *



Clear

Submit

Report of the resolutions committee

Members of the Resolutions Committee met on June 22, 2026 to consider resolutions proposed by member districts for consideration at the 2026 Annual Meeting of the Association. Members present were: Beverley Griffin Dunne, MASC President-Elect, (Peabody/Essex Voc.) Chair Ex Officio), Paul Schlichtman (Arlington), Bridget Garabedian, Chair-Division I (Tewksbury), Barbara Davis, Chair-Division III (Holbrook), Charlie Ellis, Chair-Division VIII (Nashoba Reg. Voc. Tech.), Steve Miller (Mt. Greylock Regional), Melissa Costa, Chair-Divisison IX (New Bedford), Stephanie Clougherty, MASC Vice President (Carver), Laura Often, Chair-Division IV (Grafton), Michael Boudreau (Hamden-Wilbraham Regional), Sean Kennedy (Hamden-Wilbraham Regional), Lawrence MacDonald (Nashoba Reg. Voc. Tech.).

ALSO PRESENT: Patrick Francomano, esq., MASC General Counsel, Glenn Koocher, MASC Executive Director

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: SAFE ZONES
(Submitted by the New Bedford School Committee)

WHEREAS it is the right of every child, regardless of immigration status, to access a free public preK-12 education and for the District to welcome and support all students; and

WHEREAS the District has a responsibility to ensure that all students who reside within its boundaries, regardless of immigration status, can safely access a free public preK-12 education; and

WHEREAS federal immigration law enforcement activities, on or around District property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the U.S., to access a free public K-12 education; and

WHEREAS through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance; and

WHEREAS parents and students have expressed to the District fear and confusion about the continued physical and emotional safety of all students and the right to access a free public preK-12 education through District schools and programs; and

WHEREAS educational personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

THEREFORE BE IT RESOLVED that MASC recommends to school districts to adopt a model policy that includes the following:

The District shall interact with U.S. Immigration and Customs Enforcement (ICE), state or local law enforcement agencies acting on behalf of ICE, and any agents or officers of federal, state, or local agencies seeking to enforce federal immigration laws, strictly in accordance with the Massachusetts Attorney General's Guidance for Massachusetts Public Schools on Protecting Immigrant Students (incorporated into this Resolution), to ensure that the District fulfills its legal and moral obligation to provide all students, regardless of immigration status, access to a free public K-12 education.

BE IT FURTHER RESOLVED that the Committee declares the District to be a Safe Zone for its students, meaning that the District is a place for students to learn, to thrive, and to seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience.

BE IT FURTHER RESOLVED that the District shall, within 30 days of the date of this Resolution, create a Rapid Response Team to prepare in the event a minor child attending school in the District is deprived of adult care, supervision, or guardianship outside of school due to a federal law enforcement action, such as detention by ICE or a cooperating law enforcement agency.

BE IT FURTHER RESOLVED that any request by ICE or other agencies to visit a school site should be presented to the Superintendent's Office for review as to whether access to the site is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously, but before any immigration law enforcement agent or officer appears at a school site.

BE IT FURTHER RESOLVED, in its continued commitment to the protection of student privacy, the District shall review its record-keeping policies and practices to ensure that no data is being collected with respect to students' immigration status or place of birth; and cease any such collection as it is irrelevant to the educational enterprise and potentially discriminatory.

BE IT FURTHER RESOLVED, should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Superintendent's Office to ensure compliance with Family Educational Rights and Privacy Act (FERPA), student constitutional privacy, standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously, but before any production of information is made.

BE IT FURTHER RESOLVED the District shall post this Resolution in the main office of every school and at all school sites, distribute it to District staff, students, and parents using the District's usual means of communication, and ensure that it is translated into all languages spoken in students' homes.

BE IT FURTHER RESOLVED the District shall make resources—such as Red Cards, mock warrants, and mock subpoenas—available in the main offices, guidance offices, wraparound centers, and administrative buildings, and shall ensure that these resources are regularly restocked and shall include links to these resources in its published versions of the policy.

BE IT FURTHER RESOLVED the District shall offer "Know Your Rights" trainings and family preparedness sessions in collaboration with immigrant advocacy organizations and with links to these resources.

BE IT FURTHER RESOLVED the District shall offer a Q&A session for all District employees on the Attorney General's Guidelines.

BE IT FURTHER RESOLVED that the Committee directs the Superintendent to review District policies and practices regarding bullying, harassment, and discrimination and report back to the Committee at its next meeting and communicate to staff, students, and parents the importance of maintaining a bullying/harassment/discrimination-free environment for all students.

BE IT FURTHER RESOLVED the District shall work with department heads on integrating immigration-related content across disciplines.

BE IT FURTHER RESOLVED the District shall minimize the presence of unfamiliar individuals—such as non-educators, police, security personnel, and other outsiders—on school sites.

BE IT FURTHER RESOLVED the Committee affirms that licensed educators in the District have the academic freedom to discuss this Resolution during class time provided it is age-appropriate; and students are to be made aware that District counselors are available to discuss the subjects contained in this Resolution.

BE IT FURTHER RESOLVED that after-school providers and other vendors and service providers who contracted with the District shall be notified of this Resolution within 30 days and be required to abide by it; and

BE IT FURTHER RESOLVED that the Superintendent shall report back on compliance with this Resolution to the Committee at its next meeting.

RESOLUTION 2: VOCATIONAL/TECHNICAL REPRESENTATION ON THE MASSACHUSETTS BOARD OF ELEMENTARY AND SECONDARY EDUCATION

(Submitted by the Nashoba Valley Technical School Committee)

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

WHEREAS the Massachusetts core curriculum is applied at Chapter 74 schools in a different manner than most comprehensive schools; and

WHEREAS Chapter 74 programs have extensive technical specifications as well as OSHA regulations; and

WHEREAS vocational/technical expertise is required for the safe and effective application of policies and regulations;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to add a seat to the Department of Elementary and Secondary Education board specifically for a representative with vocational/technical experience.

RESOLUTION 3: VOCATIONAL/TECHNICAL REPRESENTATION ON THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY BOARD

(Submitted by the Nashoba Valley Regional Technical School Committee)

WHEREAS the Massachusetts School Building Authority (MSBA) is the established organization that assists public schools in the Commonwealth with building and renovation projects; and,

WHEREAS,vocational/technical schools have experienced an exponential increase in applications that far outpaces the current capacity of buildings; and,

WHEREAS Chapter 74 programs require physical spaces that can accommodate their program specifications as well as OSHA regulations; and,

WHEREAS the requirements of such programs are often drastically different from comprehensive school requirements;

THEREFOREBE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to add a seat to the MSBA board specifically for a representative with vocational/technical experience.

RESOLUTION 4: REGARDING CLARIFICATION OF SECLUSION STANDARDS WITHIN EMERGENCY BEHAVIORAL RESPONSE PROCEDURES (603 CMR 46.00)

(Submitted by the Hampden-Wilbraham Regional School Committee)

WHEREAS Massachusetts public schools are committed to fostering safe, supportive, and inclusive learning environments in which preventive, proactive, and trauma-informed behavioral supports are the foundation of student success; and

WHEREAS school districts prioritize the use of preventive strategies, including de-escalation techniques, co-regulation supports, sensory and environmental accommodations, and other positive behavioral interventions designed to support students before behavior reaches a crisis level; and

WHEREAS despite the effective use of preventive and supportive interventions, there are rare circumstances in which a student may experience acute dysregulation and may present an imminent risk of serious physical harm to self or others, requiring immediate emergency response; and

WHEREAS 603 CMR 46.00 permits emergency interventions such as time-out, seclusion, and physical restraint only as a last resort in such limited circumstances, and requires that all less restrictive alternatives be attempted or deemed inappropriate based on the situation; and

WHEREAS clear understanding and consistent application of the definition of emergency seclusion—specifically involuntary confinement of a student alone in a room or area from which they are physically prevented from leaving—is essential to ensuring student safety, regulatory compliance, and protection of civil rights; and

WHEREAS districts would benefit from further clarity distinguishing emergency seclusion from supportive, supervised, and voluntary or staff-guided time-out practices used to assist students in regaining emotional regulation and returning to learning; and

WHEREAS the amended regulations regarding Physical Restraint, Timeout, and Emergency Seclusion become effective August 17, 2026 and as of June 1st, 2026, the Massachusetts Department of Elementary and Secondary Education (DESE) has provided no training to districts; and

WHEREAS the amended regulations do not offer the clarity required for successful implementation;

THEREFORE, BE IT RESOLVED that the Massachusetts Association of School Committees urges DESE to provide additional clear guidance reinforcing the nuanced differences between time-out and emergency seclusion and in the Department's viewpoint types of situations/scenarios that would warrant both; and

BE IT FURTHER RESOLVED that MASC supports DESE in further clarifying the distinction between time-out, and emergency seclusion, including the use of practical, real-life examples and decision-making tools for school personnel; and

BE IT FURTHER RESOLVED that MASC encourage ongoing in-person statewide training and professional development to ensure staff are equipped to implement preventive strategies effectively and to respond appropriately when those strategies are not sufficient to prevent escalation; and

BE IT FURTHER RESOLVED that the Department make available entitlement grants for Local Education Agencies (LEAs) that provide financial support to provide ongoing professional development to faculty, staff, and families in preventative behavior regulation strategies that include de-escalation, trauma informed practices, as well as appropriate reactive strategies for when students engage in activities that present an imminent risk of serious physical harm to self or others; and

BE IT FINALLY RESOLVED that MASC reaffirm its commitment to student dignity, safety, and access to education, and support policies that ensure emergency interventions are rare, clearly defined, consistently applied, and always secondary to preventive and supportive behavioral practices.

RESOLUTION 5: ALLOWING REGIONAL SCHOOL COMMITTEES TO ACCESS SPECIAL EDUCATION RESERVE FUNDS BY A MAJORITY VOTE OF THE SCHOOL COMMITTEE

(Submitted by the Nashoba Valley Technical School Committee)

WHEREAS Special Education Reserve Funds can help districts defray the costs of extraordinary or unexpected special education costs; and

WHEREAS Special Education costs have increased exponentially in recent years; and

WHEREAS Circuit Breaker reimbursement lags behind typical budget processes; and

WHEREAS school committees are the municipal legislature of the school district; and

WHEREAS Massachusetts General Laws currently require that districts seek approval from both the select board/city council and the school committee to access the funds; and

WHEREAS this puts an undue burden on multi-member districts that may have to seek approval from up to eight separate municipalities;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to approve the proposed budgetary amendment allowing districts to seek approval from the school committee only.

REAUTHORIZATION OF PREVIOUSLY APPROVED RESOLUTIONS

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

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

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

- Regarding Investigations and Recommendations for Transportation Bidding Procedures
- Full, Stable Funding for METCO
- Massachusetts School Building Authority Assistance Programs

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REGARDING INVESTIGATIONS AND RECOMMENDATIONS FOR TRANSPORTATION BIDDING PROCEDURES

(Originally sponsored by the Southeastern Regional Vocational Technical School Committee; Submitted for reauthorization in 2026 by the Mendon-Upton Regional School Committee)

WHEREAS school districts across the commonwealth are struggling with the problem of transportation services and the bidding and purchasing of these services; and

WHEREAS a stunning number of districts find that, after soliciting multiple bids, it is a frequent occurrence that only a single bidder submits a proposal; and

WHEREAS in light of the paucity of submissions, the single bidder is able to propose significant increases over previous years exacerbating not only financial matters, but also skepticism about the integrity of the bidding process.

THEREFORE BE IT RESOLVED that the MA Association of School Committees prevail upon the Office of the State Auditor to investigate the bidding practices of school transportation providers, and to present such findings and recommendations as may be necessary to contain costs and make more efficient transportation services available for public schools.

MASC status update on this resolution:
MASC successfully lobbied the legislatre, via an FY25 Supplemental Budget, to direct the Office of the Inspector General to produce a Special Education Transportation Study. The findings of that study were published in February 2026. Among the findings are: (1) Massachusetts is an outlier in its use of a reimbursement model to fund student transportation, which puts significant administrative and financial burdens on local districts; (2) Vendors are not required to provide school districts with detailed invoices, making it impossible for districts to understand what they are paying for; and (3) There is no central repository for school transportation bids and contracts, depriving districts of helpful information when procuring these services. The report makes recommendations to address these issues and others. It also makes note that school transportation costs have been studied at least four times in the last 20 years with varying levels of success on follow-through of those studies' recommendations.

FULL, STABLE FUNDING FOR METCO

(Originally sponsored by the Arlington School Committee)

WHEREAS in 1966 the first 220 students rode buses from Boston neighborhoods to schools in seven suburbs; and

WHEREAS in 1968 the Massachusetts Legislature passed the Racial Imbalance Act, in which the Commonwealth accepted financial responsibility "for any town that wishes to enroll students from outside the district for the purpose of racial integration (subject to appropriation); and

WHEREAS in 1968 the Metropolitan Council for Educational Opportunity (METCO) assumed responsibility for implementing the provisions of the Racial Imbalance Act, providing support for students, families, and receiving districts; and

WHEREAS METCO's mission is to provide students with a strong academic foundation rich in cultural, educational, ethnic, socioeconomic, and racial diversity and foster the opportunity for children from Boston and from neighboring suburbs to develop a deeper understanding of each other in an integrated public school setting; and

WHEREAS over the last half century, METCO has reached tens of thousands of students, supporting 3,100 families annually in 31 participating suburban school districts and 190 public schools, with graduation rates and college attainment far above state averages; and

WHEREAS METCO creates environments where students, parents and teachers of different backgrounds can appreciate diversity, find common ground through shared experiences, build lifelong inter-racial friendships, and strive toward the mutual goal of preparing young people to become global citizens; and

WHEREAS METCO districts have expressed an interest in welcoming more METCO students into their schools; and

WHEREAS METCO has been recognized as the nation's most successful school integration program in the United States; and

WHEREAS requiring METCO funding to be subject to appropriation results in METCO families and partner districts spending considerable time and energy to lobby for fund-

ing to maintain the current level of services;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to create a stable funding structure to support METCO and its partner districts that fully funds the support provided by METCO, and the cost of providing services delivered by METCO's partner districts.

MASC status update on this resolution:
MASC has repeatedly made it known to the Governor and Legislature that METCO deserves a stable funding structure. Similarly, we have supported METCO's advocacy efforts for funding in the annual budget via line item 7010-0012. In the FY26 Budget we joined them in their effort to be fully funded at $33 million.

MA SCHOOL BUILDING AUTHORITY ASSISTANCE PROGRAMS

(Originally submitted by the Wachusett Regional School Committee)

WHEREAS the School Building assistance program is the oldest capital grant program operated by the Commonwealth, as established in MGL Chapter 70B section 1; and

WHEREAS the Massachusetts School Building Authority (MSBA) is charged with promoting the thoughtful planning and construction of school facility space in order to ensure safe and adequate facilities for public schools, and with assisting municipalities in meeting the cost thereof; and

WHEREAS the MSBA has improved the learning facilities of over 600,000 students across the Commonwealth by working with local communities to create affordable, sustainable, and energy efficient schools; and

WHEREAS the MSBA is limited in funding as stated in MGL 70B section 7, to $1,200,000,000 plus either the rate of growth in the dedicated sales tax revenue amount as defined in subsection a of section 35BB of chapter 10, or 4.5%; and

WHEREAS the MSBA has declared a pause on their Accelerated Repair Program and limits on their Core Projects due to rising costs and inflation, and the need to stay within the Annual Cap as referenced in the Memorandum of October 19, 2022 from the MSBA Deputy Treasurer and Executive Director; and

WHEREAS each year the Accelerated Repair Program is delayed results in an increase in application backlog among the Commonwealth's existing backlog of school building needs;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to amend MGL ch.70B, section 7 by removing the $1,200,000,000 cap; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts School Building Authority to reinstate the Accelerated Repair program for 2024 applications; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to allow public preschools to be included in the Accelerated Repair Program and Core Program.

MASC status update on this resolution
The MSBA reinstated the Accelerated Repair Program and maintains an alternating schedule to have Statements Of Interest every two years. Public Preschools may be included in the Accelerated Repair Program and Core Program so long as the building does not exclusively serve Preschool. The cap has remained at $1.2 billion (not taking into account year over year adjustments as outlined in MGL 70B section 7). In the FY24 budget, the legislature made adjustments related to the cap. This included raising the cap to $1.2 billion (up from $800 million); ensuring funding for the accelerated repair program would not count towards this cap; and allowed for the cap to rise year over year by as much as 6.5% up from 4.5%.