

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee
Wednesday, October 21, 2026 at 6:30 PM
Charlton Middle School
2 Oxford Rd.
Charlton, MA 01507

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 of Executive Session Minutes – 08.26.2026
- D. Approval of Minutes Regular Meeting – 09.09.2026
- E. Approval Out of State/Overnight Field Trip #418 SHRHS Scranton, PA

V. Communications

VI. Introduction - Student Representative

VII. Superintendent's Report

VIII. Public Comment

IX. New Business

- A. Director of Finance & Operations Joe DeSantis:
 - 1. Establishment of OPEB Trust Account
 - 2. Charlton Elementary School Fire Panel Update
 - 3. Green Communities Grant Projects
 - 4. Snow Plow Bid Results & Recommendation
 - 5. Policy KCD – Gifts and Donations – SHRHS
- B. Capital Vote – next steps
- C. Massachusetts School Building Authority – Heritage Elementary School
- D. Fiscal Year 2028 School Committee Budget Priorities
- E. School Committee Goals
- F. MASC Conference Resolutions

- X. Executive Session: To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining **[DCPA]** or litigating position **[Title IX & Discrimination]** of the public body and the chair so declares, only to reconvene into regular session, to take votes if necessary, and adjourn.

XI. Adjourn

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

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, November 18, 2026, 6:30 PM @SHRHS

Policy Review Subcommittee: TBD @District Office

Curriculum for Teaching and Learning: Tuesday, November 10, 2026, 11:00 AM - Video Conf.

Capital Outlay/Safety Subcommittee: Friday, November 13, 10:00 AM - Video Conference

Budget and Finance Subcommittee: TBD - Video Conference

Executive Sessions Minutes Review: TBD

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



Virginia E. (Cox) Teguis
October 09, 2026

DUDLEY – Virginia E. (Cox) Teguis, 83, passed away peacefully on Tuesday, October 6, 2026, surrounded by her family. She was preceded in death by her loving husband of 47 years, Peter W. Teguis, who died in 2013.

She is survived by her two sons, Daniel C. Teguis of Webster and Matthew P. Teguis and his wife, Daphne, of Dudley; four grandchildren, Alexander, Melina, Jordan and Demi Teguis; nieces Melinda Cox and Faith Shannon; and nephew Corey Teguis. She was predeceased by her sister, Janice Pratillo.

Virginia was born on April 23, 1943, in Worcester, the daughter of Robert and Olga (Ustinovich) Cox. She graduated from Classical High School in 1961 and earned her bachelor's degree from the former Annhurst College in Woodstock, CT.

Mrs. Teguis was a business teacher at Shepherd Hill Regional High School for many years before retiring.

Her family, especially her grandchildren, meant everything to her. She treasured summers spent with them on Webster Lake and enjoyed capturing memories through photography.

Services will be held privately. Arrangements are under the direction of Sitkowski, Malboeuf & Hickey Funeral Home, 340 School Street, Webster.

Sitkowski, Malboeuf & Hickey Funeral Home
340 School Street
Webster, MA 01570
508-943-1515
<http://www.websterfunerals.com>



District Office, DCRSD <districtoffice@dcrsd.org>

Request #418 for your review

1 message

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

Mon, Sep 21, 2026 at 12:37 PM

REQUEST #418 | RECIPIENTS: 4 of 8 | SEP 21, 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:	bbussiere@dcrsd.org
Field Trip/Event Title:	Shepherd Hill SHow CHoirs to Scranton PA
Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:	Mar 19, 2027
Departure Time:	11:00:00 AM
Return Time:	11:00:00 PM
Address/Destination of Field Trip/Event Must include street address, city/town and state:	Scranton High Sch 63 Munchak Way Scranton PA
Grade/Group:	9-12

Location Contact/Telephone Number:	774-254-6919
Number of Students:	47
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.:	9
List the Names of the Chaperones/Adults:	bussiere, marengo, deschenes, giard, pietrzak, bonin, haynes, levie, paradis
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:	8650.00, might fluctuate depending on when I can secure bookings
Per Student Cost:	184
Funding Source:	Students/Families
As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:	travel, live performance, constructive criticism, competition
Additional Funding Source or N/A:	Student Activities

In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:	Account reflection and discussion
Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:	yes, full day subFriday MArch 19th
Administrative Assistant/School:	lpytko@dcrsd.org
Special Education Coordinator:	svail@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

10.21.2026



I have several items to share this evening.

Tackle the Stigma 5K & Wellness Fair

I would like to recognize Loretta Andre and the Shepherd Hill Cheerleading program and the many students, staff, and community members who helped organize and support this year's Tackle the Stigma 5K & Wellness Fair.

Despite having to reschedule the event and having fewer participating vendors than originally anticipated, the event was a tremendous success. More importantly, it demonstrated the power of student voice and leadership in bringing our community together around an issue that continues to impact so many individuals and families.

Anytime our students take the lead in creating opportunities to raise awareness about mental health challenges and suicide prevention, we have accomplished something meaningful. I am proud of their efforts and grateful to everyone who supported this important event.

Dudley-Charlton Leadership Council (DCLC) – 2026–2027

I am pleased to share that the Dudley-Charlton Leadership Council (DCLC) has been established for the 2026–2027 school year. The Council provides students with opportunities to develop leadership skills, share their perspectives, and contribute to initiatives that positively impact the student experience throughout the Dudley-Charlton RSD.

This year, we welcome 13 new members:

Korina Paliyannis, Miya Chauvin, Violet Romanelli, Julia Williams, Olivia Williams, Mayah Pillion, Kameron Laferriere, Olivia Kac, Ariana Jurski, Eloira Ibrahim, Stephanie Krysinski, Kyn Phommachanh, and Alyssa Grammer.

We also welcome back 10 returning members:

Carter Gendron – President, Elyse Peculis – Vice President, Jean Bardier - Secretary, Jillian Clarke - Treasurer, Elyse Resener, Emma Kokocinski, Erin Gormley, Joya Adib, Kennedy Davis, and Sinead Ennis.

This year's DCLC includes 23 students, representing both returning members and students new to the leadership experience. I look forward to working with these students throughout the school year as we continue to create meaningful opportunities for student voice, leadership development, and involvement in decisions and initiatives that shape their educational experiences.

Shepherd Hill Regional High School – First Honors Dinner

On September 23, Shepherd Hill Regional High School hosted its annual First Honors Dinner, recognizing students for their outstanding academic achievement. It was a wonderful evening celebrating our students alongside their families and the educators who support their success.

I would like to recognize Principal Darren Elwell and the many faculty and staff members who contributed to making the evening such a success. From transforming the cafeteria into a welcoming setting to preparing and serving an exceptional dinner, the collective effort demonstrated the pride and commitment the staff bring to Shepherd Hill.

Events like this remind us of the importance of celebrating academic excellence and the meaningful relationships between our students, families, and educators. My appreciation to everyone who helped make this a memorable evening.

As we move further into the school year, I continue to be encouraged by the opportunities our students have to demonstrate leadership, academic excellence, and community involvement. I appreciate the continued efforts of our staff, families, and community partners who make these experiences possible.

A Responsible Financial Path Forward

In light of the unsuccessful September 29 capital vote, I believe it is important that we take stock of the financial responsibilities and challenges facing the Dudley-Charlton Regional School District (Dudley-Charlton RSD). As we look ahead to the development of the FY2028 operating budget, ongoing capital needs across our seven schools, and the potential opportunity to participate in the Massachusetts School Building Authority (MSBA) grant program, we have several significant considerations before us.

While the administration has a responsibility to identify needs, evaluate alternatives, and provide financial recommendations, it is ultimately the responsibility of the Regional School Committee to establish the Dudley-Charlton RSD's priorities and determine the direction of our financial planning. As the governing body of a regional school district serving two communities, the Committee must consider these responsibilities collectively, recognizing the financial implications of its decisions for Dudley and Charlton.

The unsuccessful capital vote presents an opportunity for the School Committee to reassess the Dudley-Charlton RSD's approach to future investments and establish a financial direction that reflects both our educational responsibilities and the financial capacity of the communities we serve.

While the results of the capital vote differed between Dudley and Charlton, the combined vote did not provide the approval necessary to move forward with the proposed investment. The vote also occurred alongside a separate operational override question in one of our communities, which was unsuccessful. While we cannot determine the motivations of individual voters from these results, the circumstances reinforce the importance of understanding the broader financial considerations facing our communities and our schools.

I believe it would be a mistake to interpret the outcome as one town being more supportive of public education than the other. Both Dudley and Charlton have demonstrated a commitment to their schools, and both must balance educational needs with other municipal responsibilities and the financial circumstances of their residents.

Our responsibility is to recognize those considerations while continuing to meet our obligations to students, staff, and the facilities entrusted to our care.

Understanding Our Capital Needs

Over the past several years, the Dudley-Charlton RSD has taken deliberate steps to better understand the condition of its facilities and establish a long-term approach to maintaining our seven school buildings.

The independent Facilities Condition Assessment completed by Habeeb & Associates in May 2024 identified approximately \$139 million in recommended improvements across the Dudley-Charlton RSD. These findings reflect aging infrastructure, building systems approaching or exceeding their useful service life, and the ongoing responsibility to maintain safe and functional learning environments.

The assessment also recognized that our school buildings have been well maintained by Dudley-Charlton RSD personnel. Many of the needs identified reflect the natural deterioration of facilities and systems over time.

The Dudley-Charlton RSD's proposed capital investment represented an effort to begin addressing a portion of these documented needs. However, the outcome of the vote provides an opportunity for the School Committee to revisit the timing, scope, prioritization, and funding capacity for future improvements.

Not every capital project has a direct or immediately visible connection to classroom instruction. Improvements involving pavement, communication systems, roofing, mechanical equipment, and other infrastructure are nevertheless part of maintaining safe and operational school facilities.

As we move forward, the administration must provide clear explanations of why projects are necessary and the financial consequences of delaying them. The School Committee must then consider these factors when establishing capital priorities for the Dudley-Charlton RSD.

The FY2028 Operating Budget

Our most immediate financial responsibility is the development of a sustainable FY2028 operating budget.

The Dudley-Charlton RSD continues to face increasing costs associated with personnel, employee benefits, special education, transportation, utilities, instructional resources, and other essential services.

These pressures must be considered alongside our responsibility to provide educational programs and services that meet the needs of our students.

At the same time, we recognize that the financial resources available to the Dudley-Charlton RSD and its member towns are limited.

The development of the FY2028 budget must therefore involve a careful examination of expenditures, staffing, operational efficiencies, available revenues, and the long-term sustainability of our commitments.

The administration must be prepared to present options, identify efficiencies, and make recommendations. The School Committee, in turn, must establish budget priorities and make the difficult decisions necessary to balance educational responsibilities with available financial resources.

Our shared objective should be to develop an operating budget that maintains essential educational services while recognizing the financial circumstances of both communities.

The Potential MSBA Opportunity

The Dudley-Charlton RSD continues to pursue a potential opportunity through the Massachusetts School Building Authority to address the long-term needs of Heritage School and evaluate possible school building configurations in Charlton.

The 2024 Facilities Condition Assessment identified significant building envelope, roofing, and mechanical deficiencies at Heritage School, raising important questions about the long-term cost of maintaining the existing facility.

Participation in the MSBA process may provide an opportunity to evaluate potential building solutions with state financial assistance, including consideration of consolidating Charlton's current three-school configuration into two facilities.

However, state assistance would not eliminate the Dudley-Charlton RSD's local financial responsibility associated with a major building project.

The MSBA process must therefore be considered within the broader context of the Dudley-Charlton RSD's financial outlook, including annual operating budgets, existing obligations, and other capital needs.

We must also carefully consider the appropriateness of making significant capital investments in facilities that may be affected by future building decisions.

While the MSBA process will have its own requirements and timelines, the School Committee will need to evaluate the financial implications of each stage and determine how potential commitments align with the Dudley-Charlton RSD's broader priorities.

Establishing a Coordinated Financial Approach

As we consider these three significant financial responsibilities, I believe the School Committee has an important opportunity to establish a coordinated approach that recognizes the relationship between our operating budget, capital needs, and potential long-term building investments.

These responsibilities cannot be considered independently.

Annual operating expenditures affect the resources available for capital improvements. Likewise, new capital obligations can affect the financial capacity of our communities to sustain educational programs and services. A potential MSBA building project adds another important consideration to this planning process.

As the governing body of the Dudley-Charlton RSD, the School Committee must consider the needs of the District as a whole while recognizing the differing financial circumstances and responsibilities of its member towns.

While the location of a school may influence how a particular project is evaluated or funded, the School Committee's responsibility is to consider the educational, operational, and financial needs of the Dudley-Charlton RSD as a whole.

There may be alternative approaches to addressing capital needs, including changes to the timing, scope, or funding of individual projects. However, those alternatives should be evaluated through a common Dudley-Charlton RSD financial planning process, with careful consideration of the Regional Agreement, applicable requirements, and the financial implications for both communities.

The administration can provide the necessary financial information, facilities assessments, and recommendations to support this work. However, the establishment of priorities and the direction of the Dudley-Charlton RSD's financial strategy must be guided by the School Committee.

Difficult decisions lie ahead, and it is the School Committee's responsibility to establish clear priorities and make those decisions in the best interests of the Dudley-Charlton Regional School District as a whole, while recognizing the financial responsibilities of both communities.

Moving Forward

We must recognize that financial decisions made today may affect the resources available to address other responsibilities in the years ahead.

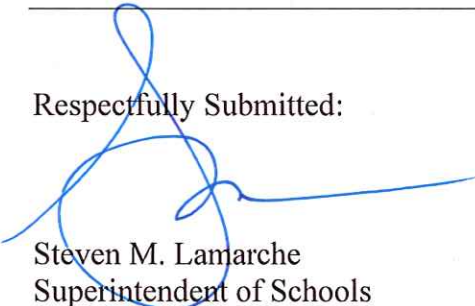
As we begin the FY2028 budget process, the School Committee's role in establishing the District's financial direction is essential. While individual projects may serve particular schools or communities, financial planning must reflect the Committee's responsibility to the Dudley-Charlton Regional School District as a whole and to the students and families we collectively serve.

As Superintendent, I remain committed to providing the School Committee with the information, analysis, and recommendations necessary to support informed decisions. I also remain committed to working collaboratively with municipal leadership and both communities as the Committee establishes its financial priorities.

Ultimately, the financial decisions before us must remain connected to the goals and priorities established in our Dudley-Charlton RSD Improvement Plan for 2025–2030. Whether developing the FY2028 operating budget, prioritizing capital improvements across our seven schools, or evaluating the potential MSBA opportunity at Heritage School, these efforts are interconnected and must support our broader commitment to strengthening the continuum of learning, improving Dudley-Charlton RSD systems and practices, and maintaining meaningful engagement with our families and communities.

As we move forward, I believe the School Committee has an important opportunity to bring these priorities together, consider the financial capacity of both communities, and establish a responsible path that supports our District's mission to *"advance the knowledge and well-being of our children and our community."*

Respectfully Submitted:



Steven M. Lamarche
Superintendent of Schools

Here a few important dates for school year [2026-2027](#)

October

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

<i>DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT</i>

TO: School Committee

FROM: Joseph DeSantis - Director of Finance & Operations

DATE: October 21st, 2026

SUBJECT: Finance Director Update

- 1. Establishment of DCRSD OPEB Trust Account:** under M.G.L c32B, Section 20, public entities may vote to establish an Other Post-Employment Benefit (OPEB) trust account. The goal of creating an OPEB Trust account is to allow DCRSD to start funding now, future OPEB Liabilities in relation to DCRSD Retirees. This is significant because DCRSD has over 300 retirees as of 2026. A vote to establish an irrevocable OPEB Trust account does not fund the account, however. An annual appropriation through the Budget process will be required, similar to pension liability contribution. The appropriations are subject to investment strategies, as well as part of annual auditing. Routine reporting will be provided to DCRSD once a custodian is recommended and selected. A new bank account will be creating to segregate the OPEB Trust account funds from other accounts. The funds are restricted in their use, and are assets considered legally protected from creditors. Information such as legal language & statutes, best practices, FAQs and vote language have been provided within the meeting materials. Establishment of an OPEB Trust account is a sound step in pursuing the goal of being fully funded for future retirement liabilities.
- 2. Charlton Elementary School Fire Panel Update:** the fire panel upgrade and installation at Charlton Elementary School has been completed. This was the final fire panel installation yet to be completed, and the final project funded by the General Obligation Bond from 2023, which included middle school roofs, fire panels, radio & communications equipment, camera equipment, and the Habeeb & Associates Facilities Condition Assessment.
- 3. Green Communities Grant Projects:** through the Green Communities Grant program administered by the Department of Energy Resources (DOER), all 351 cities and town in

Massachusetts are eligible for Green Communities funding. As a regional school district, we rely on the towns of Dudley and Charlton to be included as part of their overall grant application to DOER in order to recognize any financial benefit. Made possible by the inclusion of DCRSD in the overall funding plan by both the towns of Dudley and Charlton, several Weatherization and Decarbonization projects have been completed in multiple DCRSD buildings. The district would like to publically acknowledge and thank the leadership in both Dudley and Charlton for including the district in their plan, allowing the district to address multiple facility-related needs.

Through the town of Dudley, at Mason Road School, two Weatherization projects have been completed. The first project was to seal windows, doors, roofs and other penetrations, both within the building, and around the building envelope. The second project consisted of applying cooler controls to the walk-in cooler and freezer. Both projects are within the energy efficiency category, which is important based on the uncertainty around energy pricing in the current economic landscape.

Through the town of Charlton at Charlton Elementary School, one Weatherization project is complete. The project was to seal windows, doors, roofs and other penetrations, both within the building, and around the building envelope.

Additionally, and through the town of Charlton, Decarbonization funds have been allocated to purchase a new water heater at Charlton Elementary School, as well as 5 battery-powered lawnmowers at Shepherd Hill High School, Charlton Middle School and Charlton Elementary.

4. **Snow Plow Bid Results & Recommendation:** recommendation summary attached to meeting packet.
5. **Policy KCD – Gifts and Donations – SHRHS:** the Quo Vadis Club of Webster and Dudley donated \$6,000 as a sponsor of the First Honors Dinner. Treasurer Steven Szlyk presented the award. We respectfully request School Committee vote to approve and receive the donated funds.

Other Post-Employment Benefits Trust Fund (FAQS)

FAQs on Other Post-Employment Benefits (OPEB) Trust Fund

[G.L. c. 32B, § 20](#)

Frequently asked questions (FAQs) published by the Division of Local Services (DLS) within the Department of Revenue provide general information about Massachusetts municipal tax and finance laws and DLS policies and procedures in effect when published. They do not answer all questions or address complex issues about their topics. FAQs are not public written statements of the Department. They are informational only as described in [830 CMR 62C.3.1\(10\)\(c\)](#), and do not supersede, alter or otherwise change any Massachusetts General Law, Department public written statement or other source of law.

Legislative History and Establishment FAQs

1. What changes did the [Municipal Modernization Act](#) make to the OPEB statute - [G.L. c. 32B, § 20](#)?

The Act addressed a number of issues about the nature of the fund under the “old” OPEB statute. Most importantly, it clarified that the statute authorized and required the creation of a trust fund for monies reserved for retiree health insurance and other post-employment benefits. This change was to comply with legal requirements for trusts and with Governmental Accounting Standards Board (GASB) standards. In particular, the amendments:

- A) Establish the OPEB Fund as a trust fund with a trustee and declaration of trust;
- B) Require assets of the OPEB Fund be held solely to meet the current and future liabilities of the governmental unit for group health insurance benefits for retirees and their dependents;
- C) Establish procedures for the appointment of a trustee, adoption of a declaration of trust and appropriations of funds into and out of the OPEB Fund;
- D) Authorize housing authorities, redevelopment authorities, regional councils of government, regional school districts and educational collaboratives to establish OPEB trust funds; and
- E) Allow a governmental unit to participate in the OPEB fund of another governmental unit and establish procedures to do so.

2. What is an OPEB Trust Fund (OPEB Fund)?

An OPEB Fund is a trust fund established by a governmental unit for the deposit of appropriations, gifts, grants and other funds for the benefit of retired employees and their dependents; payment of required contributions by the governmental unit for the group health insurance benefits provided to employees and their dependents after retirement; and reduction and elimination of the unfunded liability of the governmental unit for those benefits. The OPEB Fund is an expendable trust fund, subject to appropriation, that is managed by a trustee or board of trustees. The assets of the trust are held solely to meet the current and future liabilities of the governmental unit for group health insurance benefits for retirees and their dependents. All monies in the OPEB Fund must be accounted for separately from other

funds of the governmental unit and are not subject to the claims of any general creditor of the governmental unit.

3. What are group health insurance benefits?

Group health insurance benefits include hospital, surgical, medical, dental and other health insurance benefits if the governmental unit offers that coverage to retirees.

4. Who can establish an OPEB Fund?

A city, town, county, district, regional school district, municipal lighting plant, local housing or redevelopment authority, regional council of government established under [G.L. c. 34B, § 20](#) and educational collaborative as defined in [G.L. c. 40, § 4E](#), may accept [G.L. c. 32B, § 20](#) and establish an OPEB Fund. [G.L. c. 32B, § 20\(a\)](#). Governmental units considering acceptance of [G.L. c. 32B, § 20](#) should consult with their financial advisors and municipal counsel regarding the establishment and implementation of an OPEB Fund.

5. How does an eligible governmental unit establish an OPEB Fund under [G.L. c. 32B, § 20](#)?

[G.L. c. 32B, § 20](#) is a local acceptance statute. Therefore, the governmental unit must vote to accept [G.L. c. 32B, § 20](#) and establish an OPEB Fund. In a city or town, acceptance must be in the manner provided in [G.L. c. 4, § 4](#), by vote of the legislative body, subject to the charter of the city or town. In a county, acceptance is by vote of the county commissioners. In a regional school district, acceptance is by vote of the regional school committee. In a district or other governmental unit, acceptance is by vote of the district meeting or other appropriating body.

6. What if a city or town had already accepted [G.L. c. 32B, § 20](#) and established an OPEB Fund before the [Municipal Modernization Act](#) changes?

A governmental unit with an OPEB Fund established by special act or under [G.L. c. 32B, § 20](#) before the [Municipal Modernization Act's](#) amendments became effective on November 7, 2016, may accept or reaccept [G.L. c. 32B, § 20](#) after November 7, 2016. Upon acceptance or reacceptance, the unit's OPEB fund will operate under the amended [G.L. c. 32B, § 20](#). Otherwise, the OPEB Fund will continue under the terms the fund was originally established, not the amended [G.L. c. 32B, § 20](#). [G.L. c. 32B, § 20\(m\)](#). [Section 238 of Chapter 218 of the Acts of 2016](#). Governmental units with such OPEB Funds should consult with their financial and accounting advisors and municipal counsel regarding whether to accept or reaccept the amended [G.L. c. 32B, § 20](#).

7. Can acceptance be revoked?

No. There is no revocation procedure in the statute. In addition, [G.L. c. 4, § 4B](#), which generally establishes a procedure for cities and towns to revoke their acceptance of local option statutes, does not apply to actions taken under [G.L. c. 32B](#). [G.L. c. 4, § 4B\(c\)](#).

8. Are there any notification requirements after acceptance of the OPEB Fund statute?

Yes. The clerk of the governmental unit must notify the Division of Local Services (DLS) Data Analytics and Resources Bureau if the unit accepts [G.L. c. 32B, § 20](#). The notification should be made as soon as possible after the votes. Please send an email to the Municipal Databank at databank@dor.state.ma.us.

OPEB Trust Fund Formation FAQs

9. Who is the custodian of the OPEB Trust Fund (OPEB Fund)?

The treasurer of the governmental unit is the custodian of the OPEB Fund and must be bonded in any additional amounts required to protect fund assets.

10. Must an OPEB Fund have a trustee?

Yes. One of the purposes of the [Municipal Modernization Act's](#) amendments was to establish an OPEB Fund as a trust fund with a trustee.

11. Who designates the trustee of an OPEB Trust Fund?

The governing body of the governmental unit, by majority vote, designates the trustee of an OPEB Fund. It may choose (1) the treasurer of the governmental unit or (2) the retirement board of the governmental unit or (3) it may establish an OPEB Fund board of trustees described below. If the governing body does not designate a trustee, the treasurer of the governmental unit is trustee.

12. What is the governing body of a governmental unit?

The governing body of the governmental unit is the legislative body in a city or town, the county commissioners in a county, the regional district school committee in a regional school district, and the district meeting or other appropriating body in any other governmental unit.

13. Are there any requirements for an OPEB Fund board of trustees?

Yes. An OPEB Fund board of trustees must have 5 to 13 members. The board must include (a) one or more individuals with investment experience as specified by the governing body, (b) one or more citizens of the governmental unit, (c) one employee of the governmental unit, and (d) one or more retirees of the governmental unit, and (e) one or more officers of the governmental unit.

14. Who selects the members of an OPEB Fund board of trustees and how long do the members serve?

The governmental unit employee trustee is selected by current employees of the unit by ballot. The retiree trustees are selected by current retirees of the unit by ballot. All other trustees are appointed by the chief executive officer of the governmental unit. The chief executive officer is a mayor in a city or select board in a town, unless the charter designates another municipal officer as the chief executive officer; county commissioners in a county; the regional district school committee of a regional school district; and the governing board, commission or committee in a district or other governmental unit.

The trustees serve for terms of three or five years, as determined by the governing body. If a vacancy occurs, a trustee may be elected or selected in the same manner to serve for the remainder of the term. Trustees are eligible for reappointment.

15. What are the powers and duties of the trustee/board of trustees of the OPEB Fund?

The trustee/board of trustees of the OPEB Fund acts in a fiduciary capacity for the primary purpose of enhancing the value of the OPEB Fund. The trustee acts with the care, skill, prudence and diligence that a prudent person acting in a similar capacity and familiar with such matters would use in the conduct of

an enterprise of similar character and similar aims at that time. The trustee is required to diversify the investments in the fund to minimize the risk of large losses, unless under the circumstances it is clearly prudent not to do so.

The trustee/board of trustees is the investing authority and has general supervision of the management, investment and reinvestment of the OPEB Fund using the investment standard or investment vehicle that applies to the particular trustee/board of trustees. (See FAQ No. 18 below.)

The trustee/board of trustees may employ reputable and knowledgeable investment consultants to assist in determining appropriate investments and pay for those services from the OPEB Fund, if so authorized by majority vote of the governing body.

Any other duties and obligations of the trustee or board of trustees must be set forth in a declaration of trust to be adopted by the trustee or board of trustees. All duties and obligations established by the declaration of trust must be consistent with the provisions of the OPEB law, [G.L. c. 32B, § 20](#).

16. Is the trustee/board of trustees required to adopt a declaration of trust?

Yes. The trustee or board of trustees must adopt a declaration of trust stating the duties and obligations of the trustee or board of trustees. The declaration of trust and any later amendments must be filed with the chief executive officer and clerk of the governing body of the governmental unit. The declaration or amendment takes effect 90 days after the filing date unless the governing body votes to disapprove the declaration or amendment within that period of time. As soon as possible after receipt of a declaration of trust or amendment, the clerk should post a notice that the declaration or an amendment has been filed under [G.L. c. 32B, § 20\(d\)](#). The posting should be made in the same manner as notices of meetings under the Open Meeting Law. [G.L. c. 30A, §§ 18 – 25](#). The notice should remain posted until the 90-day period has elapsed.

Appropriation, Accounting and Investment FAQs

17. What monies are credited to the OPEB Trust Fund?

A) Appropriations to the OPEB Fund - The governing body may, by majority vote, appropriate monies to the OPEB Fund. In a regional school district, appropriations to the OPEB Fund may be made only in the annual budget submitted to the member cities and towns for approval. As we stated above, the governing body is the legislative body in a city or town, the county commissioners in a county, the regional district school committee in a regional school district, and the district meeting or other appropriating body in any other governmental unit.

B) Gifts, Grants and Other Contributions - The treasurer of the governmental unit, as custodian of the OPEB Fund, may accept gifts, grants and other contributions to the fund.

C) Income - Any interest or other income generated by investment of the OPEB Fund becomes part of the OPEB Fund.

D) Medicare Part D Funds - The governing body may, by majority vote, dedicate to the OPEB Fund reimbursements that the governmental unit receives as a sponsor of a Medicare Part D qualified retiree prescription drug plan. 42 U.S.C. § 1395w-132.

18. Where can OPEB Trust Fund monies be invested?

Monies in the OPEB Fund that are not needed for expenditures or anticipated expenditures within the investment period must be invested and reinvested by the treasurer as directed by the trustee or board of trustees from time to time. The treasurer may employ an outside custodial service to hold the monies in the OPEB Fund consistent with the procedures and standards described below.

(A) State Retiree Benefits Trust Fund - The trustee or board of trustees may, with the approval of the State Retiree Benefits Trust Fund board of trustees, direct the treasurer to invest the OPEB Fund in the State Retiree Benefits Trust Fund established under [G.L. c. 32A, § 24](#). In that case, fund monies are invested under [G.L. c. 32A, §§ 24 and 24A](#).

(B) Other Investments - Where the trustee or board of trustees does not direct the treasurer to invest the OPEB Fund in the State Retiree Benefits Trust Fund, investments must be made as follows:

1. Retirement Board as Board of Trustees - Where the retirement board is the board of trustees, investments are made under [G.L. c. 32, § 23](#).
2. Treasurer or OPEB Fund Board as Trustees - Where the treasurer is the trustee or an OPEB Fund board of trustees has been established by the governing body, investments are made in the same manner as municipal trust funds under [G.L. c. 44, § 54](#). However, the governing body may, by majority vote, authorize investments under the prudent investor standard for private trusts under [G.L. c. 203C](#).

19. Is an appropriation needed to spend OPEB monies?

Yes. An appropriation by a two-thirds vote of the governing body is required to spend any monies in the OPEB Fund.

20. What are the accounting obligations associated with OPEB Trust Funds?

The accounting officer must establish and maintain the OPEB Fund as a separate fund and record all activity in the OPEB Fund. The governmental unit (city, town, or district, etc.) is responsible for completing an actuarial valuation of its liabilities for health care and other post-employment benefits for its retired employees and their dependents and funding schedule that conform to the Governmental Accounting Standards Board (GASB) requirements.

When a governmental unit obtains an actuarial valuation report in accordance with GASB requirements containing statements of the liabilities of the unit for health care and other post-employment benefits for its retired employees and their dependents, it must submit a copy to the Public Employee Retirement Administration Commission (PERAC). The report must be submitted no later than 90 days after the governmental unit receives the report. PERAC may require that the governmental unit provide additional information related to its liabilities, normal cost and benefit payments, as specified by the Executive Office for Administration and Finance, in consultation with PERAC. In that case, the governmental unit must also submit the additional information to PERAC. A copy of such report and additional information, if any, must also be submitted to the Bureau of Accounts at the time of its submission to PERAC. [G.L. c. 32B, § 20A](#). These reporting requirements apply to all governmental units whether or not they have established an OPEB fund under the general laws or a special act.

The annual report a regional school district submits to its member cities and towns under [G.L. c. 71, § 16\(k\)](#) must include a statement of the balance in the OPEB Fund and all additions to and appropriations from the fund during the period covered by the report.

21. What is the process to participate in the OPEB Fund of another governmental unit?

A governmental unit that accepts [G.L. c. 32B, § 20](#) may participate in the OPEB Fund established by another governmental unit under [G.L. c. 32B, § 20](#). Participation of one governmental unit in the OPEB Fund of another governmental unit must comply with the procedures and criteria established by the trustee or board of trustees of the OPEB Fund it wishes to join.

A governmental unit that accepts [G.L. c. 32B, § 20](#) may participate in the OPEB Fund established by another governmental unit upon approval by majority vote of the governing bodies of:

- (A) The governmental unit wishing to participate in the OPEB Fund of the other governmental unit; and
- (B) The governmental unit that has established the OPEB Fund in which the other governmental unit wishes to participate.

Each governmental unit participating in the OPEB Fund remains responsible for all costs attributable for the health care and other post-employment obligations for its retired employees and their dependents and for completing an actuarial valuation of its liabilities and funding schedule that conforms to GASB requirements. A participating governmental unit is separately credited for its contributions to and appropriations from the OPEB Fund, and interest or other income generated by the fund, in the accounting of the relative liabilities of each governmental unit for its retirees and their dependents.

For more information, see [Informational Guideline Release IGR 19-10](#).

Dudley-Charlton Regional School District
Vote of the Regional District School Committee

VOTED: That the District accepts the provisions of G.L. c. 32B, §20 and hereby establishes an OPEB Trust Fund on the books of the District. As required by G.L. c. 32B, §20, the Superintendent and the Director of Finance and Operations are each authorized to obtain such professional services as may be necessary for the development of a declaration of trust pursuant to which funds held within the OPEB Trust Fund will be administered. Prior to the adoption of any declaration of trust, the Superintendent and Director of Finance and Operations shall present such declaration of trust to this Committee for its consideration and approval. Among other matters, such officers shall also provide their recommendations with respect to the trustee or trustees that should be appointed by this Committee for the general supervision of the management, investment and reinvestment of the OPEB Trust Fund. The Chair, Superintendent and Director of Finance and Operations are each hereby authorized to take any and all other actions necessary or convenient to the carrying out of the purposes of this vote.

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

TO: School Committee

FROM: Joseph DeSantis - Director of Finance & Operations

CC: Stephen Pusateri – Facilities Director

DATE: October 21st, 2026

SUBJECT: DCRSD Snow Plowing & Salting Bid

This is a formal request to approve the sealed bid submitted by CCL Landscaping, LLC for snow plowing, snow removal, salt, and sanding services during the three-year period, commencing October 22, 2026, and terminating June 30, 2029. The final projected three-year cost for all 7 schools within the district is \$533,385. The next lowest responsive bidder who met all of the requirements of the RFP bid was \$723,225, or \$189,840 higher over a 3-year span than the bid submitted by CCL Landscaping, LLC. I respectfully request School Committee vote to approve the lowest responsive bidder who met all of the requirements of the RFP bid, CCL Landscaping, LLC.


Signature

Joseph DeSantis
Printed Name



Steven M. Lamarche
Superintendent of Schools

Kelly A. True
Assistant Superintendent for
Teaching and Learning

Heather M. Harriman
Director of Pupil Services

Joseph J. DeSantis
Director of Finance and Operations

Stacey A. Christiano
Director of Human Resources

October 22, 2026

Katie DeCristofaro
Massachusetts School Building Authority
10 Post Office Square, Suite S400
Boston, MA 02109

Re: Heritage Elementary School – Statement of Project Intentions

Dear Ms. DeCristofaro:

On behalf of the Dudley-Charlton Regional School District, the Dudley-Charlton Regional School Committee, and the Town of Charlton, we write to formally outline the District's project intentions regarding the potential Heritage Elementary School building project, as requested by the Massachusetts School Building Authority (MSBA).

Following the MSBA Senior Study conducted on September 16, 2026, and subsequent discussions with MSBA representatives, the District seeks to explore opportunities to address the educational programming, facility needs, and long-term building configurations serving students in the Town of Charlton.

At its regularly scheduled meeting on Wednesday, October 21, 2026, the Dudley-Charlton Regional School Committee reviewed and discussed the potential project intentions and grade configurations associated with the Heritage Elementary School project. These considerations reflect the District's interest in exploring options that address the educational and facility needs of students in Charlton while allowing for a comprehensive evaluation through the MSBA feasibility study process, should the District be invited to participate.

As part of a potential MSBA feasibility study, the District intends to evaluate the following three grade configurations:

1. **Grades 2–4:** Maintain the current Heritage Elementary School grade configuration, serving students in grades 2 through 4.
2. **PreK–Grade 2:** Reconfigure Heritage Elementary School to serve students in PreK through Grade 2, incorporating the PreK through Grade 1 students currently attending Charlton Elementary School. Students in grades 3 and 4 would transition to Charlton Middle School, resulting in a Grades 3–8 configuration at that facility.
3. **PreK–Grade 3:** Reconfigure Heritage Elementary School to serve students in PreK through Grade 3, incorporating the PreK through Grade 1 students currently attending Charlton Elementary School. Students in Grade 4 would transition to Charlton Middle School, resulting in a Grades 4–8 configuration at that facility.

These configurations are presented for consideration and further evaluation and do not represent a predetermined decision regarding the District's future grade structure or building utilization. Through the MSBA feasibility study process, if invited, the District would seek to evaluate educational programming, enrollment projections, facility capacity, site considerations, financial implications, and other relevant factors to determine an appropriate and sustainable long-term solution.

The District and Town of Charlton recognize the importance of a comprehensive planning process that considers the educational needs of students, the responsible use of public resources, and the long-term interests of the community.

We appreciate the MSBA's continued consideration of the District's Statement of Interest and the opportunity to further clarify our project intentions. We look forward to continuing our collaborative work with the MSBA as this process moves forward.

Respectfully,

Andrew Golas
Town Administrator
Town of Charlton

Jeanne Costello
Chair, Dudley-Charlton Regional School Committee

Steven M. Lamarche
Superintendent of Schools
Dudley-Charlton Regional School District

Draft Subcommittee Goal- Budget and Finance Subcommittee

Submitted: Anthony Aube

Goal:

The committee will develop and refine a structured process to compile, vet and rank departmental request that relate to the operational budget and to what extend the request will have a positive impact on the student educational experience.

Objective:

The committee will entertain individual school and departmental request relating to operational cost and vet individual request in collaboration with administration. Submitted request will be compiled with a ranking based on needs. All submissions will be required to have an accompanied justification including but not limited to: anticipated positive outcome if adopted, challenge or barrier if request is not adopted. Request should also identify if an operational or capital saving can be established by adopting the request. Lastly, all request should highlight how the nature of the request is a student centered and inclusive experience for student learning. At the conclusion of the request period, the subcommittee will bring forward the ranking request to the full body of the School Committee for consideration in that year's operating budget accompanied by a recommendation from district administration.

Reflection- approved and adopted request:

All approved and adopted request will be asked during the following year's budget cycle to submit a reflective impact statement. The purpose is to better understand if the anticipated benefit aligned with the actual benefit. This will aid administration and committee members with ranking and evaluating future request.

MGL Ch. 71, sec. 37

MGL Ch. 71, sec. 34

Draft Subcommittee Goal- Capital and Safety Subcommittee

Submitted: Anthony Aube

Goal:

The committee will strategize and develop a response action plan for addressing the continued capital needs of the district. Working in concert with district administration the plan will be researched, vetted and brought forth to the full School Committee to review, deliberate, mark-up and approve.

Objective:

The committee will strategize methods of accomplishing capital improvement plans with a focus on health, safety and student-centered learning. The committee will continue using the facilities conditions assessment report in their charge to accomplish capital needs. Realizing the urgent impacts that have already been identified, the committee will continue to receive regular updates from district staff and leadership to reprioritize the most urgent pressing capital needs impacting teaching / learning and safety.

Reflection- Impact Statement:

Submission statements from administration during Capital and Safety subcommittee meetings will outline and depict the continued and compounded impacts to student learning and safety due to delays in necessary capital improvements. This will aid the committee and administration in updating the ranking of urgent capital projects as they evolve over time.

MGL Ch. 71, sec. 37

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-Division 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;

THEREFORE BE 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 preventive 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

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 legislature, 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%.