

## Tutwiler tapped as next Education Secretary

On Friday, December 16, Governor-elect Maura Healey announced that Patrick Tutwiler, a longtime public school educator and former superintendent of the Lynn Public Schools, will be the next education secretary.

As Secretary, he replaces Jim Peyser, who has served since 2015. Tutwiler will oversee policy concerning early education, the K-12 school system and higher education.

Tutwiler is currently a senior program officer for education at the Barr Foundation, where he works to develop new high school learning models. His career in education spans more than 20 years. He began as a high school history teacher at Brighton High School. He's since served in several school leadership roles such as Assistant Headmaster at English High School in Boston, Principal at Wayland High School, and Superintendent of Lynn Public Schools.

Healey's office commended Tutwiler's accomplishments noting that as Lynn superintendent, he increased graduation rates, hired a more racially diverse faculty and staff and established Massachusetts' second largest early college program. With education relief funds flowing into the state



from the federal government, the state Student Opportunity Act and, soon, the new surtax on annual household income above \$1 million, state education officials and advocates are all eyeing the large funding pot going into Healey's first year as governor. Healey has made campaign promises to expand early college programs, recruit and retain educators of color, assess the role of standardized testing in public schools and invest in public higher education -- all hot topics in the education world. As for early childhood education, the governor-elect has said she supports the Common Start proposal, which would make child care free for the lowest-income families, limit child care costs for most families to no more than 7 percent of their income, and significantly increase

pay for early educators to address workforce shortages in early education.

In his new role, Tutwiler will oversee discussions around these policies and contend with challenges schools are facing with pandemic learning loss and issues of poor mental health among students. "Dr. Patrick Tutwiler has the experience, the empathy and the vision to make sure that every Massachusetts resident receives a high quality education at each stage of their life -- from early education, to K-12 to higher education," Healey said. "From his time working as a high school history teacher to leading a large, diverse, urban school district, he has earned his reputation as a consensus builder who puts diversity, equity and inclusion at the center of everything he does, and delivers results.

The Andover resident earned a bachelor's degree from The College of the Holy Cross. He also earned a master's degree in education at the Harvard Graduate School of Education and a Ph.D in curriculum and instruction from the Lynch School of Education at Boston College.

## DELEGATE ASSEMBLY 2022: REPORT ON ACTIONS TAKEN

MASC's 77th annual meeting was held at the start of the annual conference in Hyannis, Wednesday, November 2. A total of 87 delegates representing school districts across the state were registered and participated in the deliberations.

The meeting was led by MASC **President Andrea Wadsworth** (Ipswich). The Association's Financial Report was presented by Secretary-Treasurer **Jason Fraser** (Plympton and Silver Lake Reg.). In the absence of Nominating Committee Chair **Ellen Holmes**, President-Elect **Stacey Rizzo** (Revere) presided over the board elections. Ms. Rizzo, who chaired the Resolutions Committee, introduced the six resolutions that were considered and voted on by the delegates.

Following is a summary of the actions taken on the resolutions and on the voting of Life Members and the incoming Board of Directors:

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## NATIONAL NEWS

### UPDATE ON USING FEDERAL FUNDS FOR STEM

Earlier this month, the US DOE released a letter to state and school district leaders outlining how federal education funding may be used to enhance STEM teaching and learning, particularly in light of the challenges to learning as a result of the COVID pandemic, especially as experiences by students already facing structural inequalities.

The letter referenced a recent study on educational equity conducted by the National Academies of Science, Engineering, and Medicine (NAEM), which found that learning opportunities and enrollment patterns in STEM affect long-term learning trajectories and post-secondary education major choices, especially for students from low-income background. STEM education, the report further noted, can also provide relevant, problem-, place-, and project-based learning experiences that support students in learning new content and concepts and re-engage them in their learning. Research on student motivation has consistently found content relevance to be an effective way to drive student engagement.

The purpose of the letter is to help State educational agencies (SEAs), local educational agencies (LEAs), and their partners better understand how to use Federal funds to support innovative, equity-focused pre-kindergarten through grade 12 (Pre-K-12) STEM education strategies. The letter provides examples of how funds from the American Rescue Plan (ARP) Act of 2021; Titles I, II, III, and IV of the Elementary and Secondary Education Act of 1965 (ESEA); the Individuals with Disabilities Education Act (IDEA); and the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), can support efforts to improve Pre-K-12 instruction and student outcomes in STEM fields.

Funds from the Elementary and Secondary School Emergency Relief (ESSER) Fund under the ARP Act, the Coronavirus Response and Relief

Supplemental Appropriations (CRRSA) Act, 2021, and the Coronavirus Aid, Relief, and Economic Security (CARES) Act, and funds from the Governor's Emergency Education Relief (GEER) Fund under the CRRSA and CARES Acts, may be used by States and districts responding to and recovering from COVID-19 for any activity authorized under the ESEA, IDEA, and Perkins V, in addition to the activities enumerated in those authorities. The U.S. DOE has released several resources about these programs, including guidance on the uses of funds under ESSER and GEER.

"Now more than ever, it is critical we invest in STEM education to help our students get back on track and prepare for an ever-changing world. The COVID-19 pandemic has demonstrated the importance of scientific discovery and advancement. It has also accelerated the digital and data-driven transformation of our economy and shined a spotlight on the digital divide and the importance of closing that divide. Strengthening STEM skills is critical for both short-term innovation as we overcome the impacts of COVID-19, and for preparing students to address future challenges in a complex, interconnected world."

All uses of Federal resources must comply with applicable laws and requirements for each funding source, including the nondiscrimination requirements in Federal civil rights laws. For additional information and resources, visit the Department's STEM webpage ([www.ed.gov/stem](http://www.ed.gov/stem)).

For more examples on leveraging federal funds for STEM education: <https://www2.ed.gov/policy/gen/guid/secletter/221206enc.html>

## MA NEWS

### STATE AWARDS \$5 MILLION FOR NEW STEM TECH ACADEMIES

State leaders have awarded \$5 million to five new STEM Tech Career Academies as part of a new initiative aimed at helping more high school students earn associate degrees and certifications upon graduation.

The academies will start next school year as a six-year program for students to simultaneously earn their high school diplomas and post-secondary

credentials at a community college at no cost.

The STEM Tech Career Academies include elements of the state's early college and early career pathways programs, such as allowing high school students to earn college credits while attaining their high school diploma and having connections to employers. Some students in early college programs also earn enough to earn an associate degree.

Massachusetts more than doubled its investment in early college earlier this year by providing \$19 million in the state's \$52.7 billion spending plan to help scale up the programs in schools throughout the state.

There are currently 60 high schools with students enrolled in innovation pathway programs and 50 high schools that participate in early college programs across the state. State officials expect the number of participating high schools to grow to 75 for innovation pathway programs and to 65 for early college programs by fall 2023.

Five colleges received \$1 million grants each to launch the academies:

- Benjamin Franklin Cummings Institute of Technology will partner with Dearborn STEM Academy and Cambridge Rindge and Latin to create an academy focused on manufacturing, IT, and environmental and life science careers.
- Haverhill High School will work with Northern Essex Community College to launch an academy focused on manufacturing, healthcare, and environmental and life sciences.
- MassBay Community College has a partnership with Natick High School to implement an academy focused on manufacturing and environmental and life sciences.
- Bristol Community College will work with BMC Durfee High School, Somerset Berkley High School, Westport High School, Taunton High School, and Attleboro High School to launch an environmental and life sciences careers academy.
- Springfield Technical Community College will partner with West Springfield High School and Veritas Prep Charter School for its academy on healthcare, manufacturing, and

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business and financial services.

The new STEM Tech Career Academies are modeled after P-Tech programs, a grade 9-14 school model where students can earn their high school diploma and an associate degree in addition to gaining relevant work experience; the students in these programs are also likely to be hired by employers that participate in the programs, according to a statement.

The initiative is also aimed at bringing more opportunities to schools and bring more diversity in the field, said Lt. Governor Karyn Polito. The STEM workforce in Massachusetts is 5 percent Black and 6 percent Latino, according to a statement.

### **UPDATE ON CHAPTER 30B PROCUREMENT REQUIREMENTS**

The MASC office has received a number of inquiries recently concerning the procurement law (Chapter 30B) changes that went into effect last month, and whether MASC has prepared any model policy language to provide guidance.

The short answer is, no, we do not yet have new language to share. We are awaiting input from the Office of the Inspector General (OIG), which has been working on this. According to a memorandum released last week, the Office's Chapter 30B Technical Assistance Team plans to issue additional guidance about this change soon. It was made clear to us that they had things to sort out in the language of the law, so we are waiting for them before proceeding on a change to our model policy language.

In the meantime, please be sure that your district is clear on what the change to the procurement law actually is. Following is an explanation directly from the OIG newsletter:

"Since its enactment in 1990, Chapter 30B of the Massachusetts General Laws (Chapter 30B) has used tiered thresholds and scaled procedures to promote open, fair and robust competition for municipal contracts, as well as to reflect that larger contracts merit more attention than smaller contracts. See M.G.L. c. 30B, §§ 4- 6.

Chapter 30B establishes three sets of procedures that local jurisdictions must follow when procuring supplies or services, based on the estimated dollar value of the supplies or services to be procured. Id. Most jurisdictions must adhere to the following thresholds and procedures:

- Use sound business practices to procure supplies or services estimated to cost less than \$10,000. Id. at § 4(c).
- Solicit written price quotations from at least three vendors to procure supplies or services estimated to cost at least \$10,000 but not more than \$50,000. Id. at § 4(a-b).
- Conduct a formal, advertised competition by issuing an Invitation for Bids (IFB) or Request for Proposals (RFP) to procure supplies or services estimated to cost more than \$50,000. Id. at §§ 5-6.

In late August 2022, Governor Baker signed into law House Bill 596, which changed the price quotations threshold for municipal and regional school districts. (See 2022 Mass. Acts. c. 198.) Effective November 25, 2022, municipal and regional school districts may satisfy the requirements of Chapter 30B by soliciting written price quotations from at least three vendors to procure supplies and services estimated to cost "\$10,000 or greater but not more than \$100,000."

Please note that the price quotations threshold remains unchanged for all other governmental bodies subject to Chapter 30B. See id. In addition, the same notice and recording rules for price quotations outlined in Section 4 of Chapter 30B still apply to school districts. Id. Moreover, school districts may opt to issue an IFB when procuring supplies or services estimated to cost \$100,000 or less. Id. Finally, remember that school districts must issue an IFB or RFP for any procurement of supplies or services estimated to cost more than \$100,000. See id. at §§ 3-4.

The emphasis above is added, and please note the use of the word "may." The change in the law was designed to give increased flexibility; it did not require that you change the way you proceed. There may be some districts under the impression that this implemented a required change. It

did not. Implementing no change in policy (and no change in procedure) does not put you out of compliance.

As always, should you have legal questions, please of course consult your legal counsel.

Our intent is to turn around model policy language change as quickly as possible once there is anything on which to base it.



### **MASC DAY ON THE HILL: BACK. IN PERSON.**

**SAVE THE DATE:** Thursday, May 4, 2023. **MASC's Day on the Hill** program will be held in person for the first time since 2019.

Program details are being finalized. The legislative priorities and keynote speakers morning program will once again be held at the Grand Lodge of Masons in Boston across the street from the Common. The lunch event which follows, prepared and catered by MA vocational students, will be held in the Great Hall at the State House. Members are encouraged to invite their legislators and their aides to join them for lunch.

Registration information, including program and speaker information, will be mailed to all members in the coming weeks. Check the MASC website for updates.



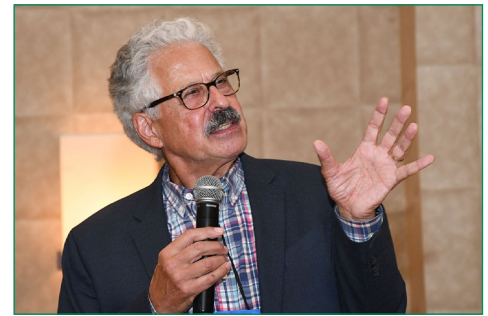
# LOOKING BACK AT CONFERENCE 2022



**DESE Commissioner Jeffrey Riley**, the Wednesday Keynote dinner speaker, commended school committee members and superintendents on holding things together to help students manage the loss of structure and social connection during the years of COVID. **"We need to reestablish a sense of belonging for kids, address the preponderance of mental health issues they are exhibiting, and get them back into a routine of learning.** But this year? We need to give them time to breathe and to get back on track." Riley also spoke to the role of the Department: "It's time to move past the last 25 years of education reform. We need to cultivate safe and healthy learning environments. We want to move away from being viewed as the Death Star and the regulatory agent. Our focus going forward is on rebalancing. On being more supportive. We want to figure out with you collaboratively what's next."



**MASS President Dianne Kelly**, Superintendent-Revere, welcomed attendees to the conference at the Wednesday Keynote dinner, reflecting on the challenges presented by not only the COVID pandemic, but by unprecedented levels of discord and incivility that have become increasingly commonplace in our schools, our communities and our dealings with others. "There are ways we can support each other through times like this. And supporting each other doesn't mean we have to always agree. It does mean we have to try really hard to see each other's point of view. **School committee members and superintendents are uniquely positioned in our districts to quiet the vitriol so that all members of the school community feel safe and included.** But we can only do this successfully if we are united in our efforts. Given all the noise around us, if we don't set the tone within our sphere of responsibility, who will?"



According to Thursday General Session speakers **John D'Auria** (right), an educational consultant, and psychologist **Rob Evans** (left), it has never been darker and harder to be a school leader than now. In a conversational presentation, they noted that the unpredictable pandemic has been like nothing we ever experienced in our lifetimes, and it was accompanied by a racial reckoning and a dumpster of political toxicity. Truly, a perfect storm, resulting in school leaders feeling whipsaws between different constituencies. People have gotten comfortable with things they shouldn't be. We're paying too much attention to math scores and not enough to collective learning loss and physical and emotional safety. It is time, they said, to reset expectation about what are reasonable things we can accomplish. We need to acknowledge that people can have divergent views and still have positive motives. Differences are opportunities for learning. Did you ever think that YOU might be contributing to the problem? **People need to learn how to disagree responsibly in order to solve problems: in the face of wrong-sounding ideas, be curious. It's the basis of mutual learning.** It's possible to acknowledge how someone else is feeling without agreeing with what they are saying. But don't underestimate the need to balance psychological safety with accountability. And in the end, think about what you have accomplished lately rather than beating yourself up over what you haven't. Take credit for being willing to take on the challenge. Not for how well you are progressing with it.



**Dr. Nicholas Covino**, President of William James College and **Dr. Nadja Lopez Reilly** focused on student and adult wellness—and the challenges to—in their Thursday Featured Session presentation: Post Pandemic Behavioral Health: The Kids are NOT Alright—and Neither are the Grownups! Covino noted that many students—and adults—are still suffering from exposure to COVID trauma. More than 40% of students report they are struggling with mental health issues, although data shows that age bracket experiencing the most post-COVID distress are young people, ages 18-39. "These are your teachers and paraprofessionals." With the current shortage of therapists, educators and schools need to create new, supportive environments. "We have to do something different than we have done—high stakes exams don't belong for a year or two. We learned helplessness during COVID. We now need to move out of that. School is the perfect place to do that: to create safe, inclusive places that empower students and develop self-regulation skills. **Kids will remember how they were treated more than they will remember facts. We need to help our kids grow up."**

Lopez Riley focused on the impact of social isolation, stress and trauma of the past two years, and the need to pay attention to emotions: "you can't leave everything that has happened behind. **We need to create a culture of mutual learning, and help our community become comfortable in uncomfortable situations.** Where are we struggling? Where are we thriving? Focus on paying attention to your own social-emotional wellbeing and put in place interventions that focus on the whole person: students and adults."



**Members of the Mashpee-Wampanoag nation** brought a special welcome on Thursday morning prior to the Featured Session. Hartman Deetz, Mashpee-Wampanoag tribal member, and Chenulka Pocknett, Mashpee-Wampanoag tribal member and lead singer/drum keeper for the Red Hawk Singers, performed a ritual drum song for attendees.





At the Thursday banquet, MASC 2022 **President Andrea Wadsworth** (Lee) welcomed **incoming President Stacey Rizzo** (Revere), praising Rizzo as “the champion of the voices of our student leaders, she has herself been a leader in making our brand and message more powerful, all while modeling collegiality and team building during her years on the Board of Directors. A former school nurse, Rizzo said “I have seen more than my share of children who exist on the lower end of the social and economic playing field. Wearing my various hats, I have worked alongside teachers, principals and community leaders who try to level that field. **But I know, as you do, that even a level playing field can be unfair if the field is muddy and the day is foggy. And the game is always complicated, and there are no ready or easy solutions.** All of us who face this challenge daily understand how hard the work can be—and how we need to work with our colleagues and our constituents to embed equity, diversity and inclusion in everything we do. And we need to explain this goal in ways that will convince everyone that this is a valuable course of actions.”



The Friday General Session: **Leading Equity With Intentional Practices** opened by asking: What do we bring to the conversation when talking about equity and anti-racism? According to panel moderator Manuel J. Fernandez, Chief Equity Officer for the Cambridge Public Schools, when talking about race with people who don’t talk about race, the result is often that people feel uncomfortable, scared, devalued, and likely will shut down, creating a great “divide.” Today, he said, “I am going to try to bridge that divide.” “If we keep doing what we’re doing, we will get what we have now: trauma and confusion. We need to do this to meet the needs of diverse kids.” **Equity, he explained, refers to fairness and justice. “Some of what we come up with is neither fair nor just. They are quick solutions to get the problem off the plate. Equity is not everyone getting a pair of shoes. Equity is getting shoes that fit.”** Practicing equity with intentionality is the only way to move the needle, he believes. Equity without intentionality relies more on memory than reality. This is everyone’s responsibility—not just the DEI coordinator. “We are not asking people to feel bad, we are asking you to ask how you can change it. We are looking for you to be with us. We need you to be co-conspirators.”



The 2022 conference took a hard look at many of the most difficult, contentious issues that have challenged school districts in the past two years. Arguments over masking and curriculum and how diversity, equity and inclusion frames and impacts student learning. The acute rise in mental health needs, brought on by loss and isolation. The increasingly toxic, rabid tone that has infiltrated too many school committee and community meetings. For conference attendees at risk of feeling overwhelmed, some calm relief was on-site. Relief named **Spencer, a therapy cat**, who has been purring to struggling students and staff in **Fitchburg**. **Spencer attended the conference with long-time Fitchburg school committee member Sally Cragin**, and who with Superintendent Robert Jokela and former school committee member Peter Stephens presented a session on the positive impact therapy pets have had in their classrooms. Spencer enjoyed top billing.



Standing ovation for the Friday General Session presenters who included Kathy Lopes, DEI Director, Newton Public Schools; Kini Udovicki, School Adjustment Counselor, Cambridge; Marcos Curren, Asst. Principal, Cambridge; Rekha Shaikh, parent-caregiver, Boston; Helen Hailemariam, student, Cambridge Rindge & Latin HS; Dianne Kelly, Superintendent, Revere; and Virginia Simm George, Assabet Valley Voc. School Committee. The session was led by Manuel J. Fernandez, Chief Equity Officer, Cambridge.



**Students from Essex Tech.** discussed their experiences participating in the district’s two-year-old Integration Academies program, which take place after school, on weekends, and over vacations. These academies focus on tasks that involve integration between career technical/agricultural learning and academic skills. Student mentors serve as leaders in these academies and participate in the planning along with teachers, and the sessions have become a pathway for student leadership, empowerment, and a sense of belonging. The session was led by **Essex Tech. Superintendent-Director Heidi Riccio.**



Members of **COSCAP** (Council of School Committee Administrative Personnel) held their annual day-long professional development conference on Friday in Hyannis. Sessions focused on developments around Google Platform; Records Access/Best Practices and many questions relating to the Open Meeting Law.

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Approved for Life Membership were: **Laura Fallon** (Northampton); **William Gaine** (Keefe Tech.); and **Daniel Hayes** (Shutesbury).

**Elected to the 2023 MASC Board of Directors were:** as President-Elect, Mildred Lefebvre (Holyoke); as Vice President, Jason Fraser (Plympton and Silver Lake Reg.); as Secretary-Treasurer, Denise Hurst (Springfield). Stacey Rizzo (Revere) who is the 2022 President-Elect becomes President on January 1, 2023. Current President Andrea Wadsworth becomes Immediate Past President at the same time.

**Following are the actions taken on the six proposed resolutions, the full texts of which are printed in the 2022 Delegate Manual and posted on the MASC website.**

In the interest of expediting discussion and allowing more time for resolutions of a more controversial nature, a special procedural action was adopted that allowed delegates to vote on resolutions considered non-controversial as a group. Each resolution was presented and delegates identified those that they wished "held" for further discussion. Those resolutions not held, would be voted and approved as a single slate.

This year, all but one of the resolutions (Resolution 2: Increasing the Maximum Balance for SPED Reserve Funds) were held for further discussion.

**Resolution 2 passed, as presented, on a voice vote.**

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**Following are the actions taken on the five remaining resolutions that the delegates held for in-depth discussion.**

**Resolution 1: Regarding Sanctuary Rights for Transgender Students**

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

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

An amendment was proposed by the delegate from Agawam to insert the following additional language within the resolution (appearing below in red).

BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Great and General Court to join with other states in the passage of so-called "sanctuary" laws to ensure such children and their families a safe environment of protections in the areas of HIPPA laws, discrimination, mental health, and medical care, which includes mental health support and resources for students and their families. Also, have "the power of enjoying, in safety and tranquility, their natural rights and the blessings of life,"

as guaranteed by the Constitution of the Commonwealth.

The amendment carried on a voice vote.

An amendment was proposed by the delegate from Mashpee to add the words "to advocate for" immediately preceding the passage of so-called "sanctuary" laws to ensure such children and their families have "the power of enjoying, in safety and tranquility, their natural rights and the blessings of life," as guaranteed by the Constitution of the Commonwealth.

**This amendment failed on a voice vote.**

**The resolution passed, as first amended, on a vote of 78-7.**

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**Resolution 3: Membership on the Board of Elementary and Secondary Education**

*(Sponsored by the Arlington School Committee)*

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

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

A motion was made by the delegate from Pittsfield to split the resolution in two and vote separately on each of the BE IT RESOLVED paragraphs.

**The motion failed on a vote of 40-40, with 5 abstentions.**

A motion was made by the delegate from Worcester to add the following language at the conclusion of the final paragraph, as follows:

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

**The amendment passed on a voice vote.**

An amendment to the amendment was proposed by the delegate from Grafton. The amendment would have added the phrase "the active members shall not be a voting majority" immediately following the prior amendment language.

**The amendment to the amendment failed on a voice vote.**

A motion was made by the delegate from Leominster to table the resolution.

**The motion to table failed on a voice vote.**



The main motion, as amended, passed on a voice vote.

#### Resolution 4: Preserving Local Governance of Massachusetts Schools

*(Sponsored by the Arlington School Committee)*

BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Commonwealth of Massachusetts to restore local governance and accountability for the Lawrence, Holyoke, and Southbridge Public Schools no later than July 1, 2023; and

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

An amendment was proposed by the delegate from Wilmington to change the term of future state takeovers to no more than five years.

The amendment failed on a voice vote.

The resolution passed unanimously, as originally presented.

#### Resolution 5: Personal Financial Literacy Education

*(Sponsored by the Framingham School Committee)*

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

The resolution was approved, as presented, on a voice vote.

#### Resolution 6: Establishment of a Regional School Assessment Reserve Fund

*(Sponsored by the Silver Lake Regional School Committee)*

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

Proposed language for legislation could include:

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

Chapter 40, Section 13F

Regional School Assessment Reserve Fund for payments towards future Regional Assessments

Any municipality which accepts this section by a majority vote of the municipality's legislative body may establish and appropriate or transfer money to a reserve fund to be utilized in the upcoming fiscal years, to pay for the Regional

## MASC LEADERSHIP



Left to right: Jason Fraser, Secretary-Treasurer; Glenn Koocher, Executive Director; Don Erickson, Chair, Division VIII; Beverley Griffin Dunne, Chair, Division I; Kim Savery, Chair, Division III; Michelle Bodin-Hettinger, Chair, Division IV; Andrea Wadsworth, President; Ellen Holmes, Immediate Past President; Denise Hurst, incoming Secretary-Treasurer; Mildred Lefebvre, Vice President; Carrie Greene, Chair, Division VI; Devin Sheehan, MASC Past President/NSBA Board of Directors; Stephanie Clougherty, Chair, Division VII; Frank Henderson, President, NSBA



MASC President Andrea Wadsworth presents the Association's Distinguished Public Service Award to retiring State Auditor Suzanne Bump, praising the Auditor's collaborative relationship with MASC, including her work on unfunded mandates

and most recently on the state's obligations to fund programs for families in greatest social and economic need. "We loved working with this Auditor."

Assessment in years when the Regional Assessment increases by more than 3.5% over the previous year's Regional Assessment. The balance in the reserve fund shall not exceed 10 percent of the annual Regional Assessment for the municipality.

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

An amendment was proposed to add the following language to the proposed language for amending Chapter 40, Section 13F:

If a municipality belongs to two or more regional school districts, the annual regional assessment will be the aggregate of all regional assessments for a given year.

The motion to amend the proposed language failed on a voice vote.

The resolution passed, as presented, on a voice vote.

Massachusetts Association of School Committees  
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**Charting the Course: 2023 dates**

**March 11**

Assabet Valley Voc., Marlborough

**April 29**

Franklin County Voc. Tech., Turners Falls

**May 6**

Shawshheen Voc. Tech., Billerica

**May 20**

Southeastern Reg. Voc. Tech., South Easton

**June 10**

Cape Cod Tech., Bourne

**June 17**

Essex Tech., Danvers

**September 9**

Bay Path Reg. Voc. Tech., Charlton

**September 23**

Taconic Regional High School, Pittsfield

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