

**Dover Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Dover Sherborn Union #50 Superintendency Committee**

**September 28, 2021
7:30 pm**

VIA ZOOM

Join Zoom Meeting

<https://us02web.zoom.us/j/87516483770?pwd=WExMSDZRZFhGbkc0d2RjNVU1NGICUT09>

Meeting ID: 875 1648 3770
Passcode: 861460

AGENDA

1. Call to Order
2. Community Comments
3. Vaccination Mandate
4. Dover Sherborn Educator's Evaluation MOU
5. Dover Sherborn Educators MOA A.R.
6. Accept Capital Reserve Fund Creations A.R.
7. Superintendent Search Update
8. Adjourn

Note: The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may, in fact, be discussed and other items not listed may also be raised for discussion to the extent permitted by law.

The Dover Sherborn Public Schools do not discriminate on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness

DOVER SHERBORN STAFF VACCINATION PROTOCOL

Draft - September 28, 2021

The District's priority is to ensure that all students PK-12 have access to high quality in-person instruction throughout the school year. Multiple mitigation strategies, including vaccinations and masking will help to keep our students and staff safe and provide meaningful opportunities for learning. The District is committed to reviewing state and local data and will continue to make adjustments in order to keep kids in school and return to pre-COVID conditions when possible.

On Wednesday, September 22, 2021, the Boards of Health from Dover and Sherborn voted to mandate that all staff working in the Dover-Sherborn Schools be fully vaccinated against SARS.Cov-2 with an FDA approved or EUA vaccine. The specific protocols on exemptions and testing are to be developed by the District and shall be reviewed jointly by the Dover and Sherborn Boards of Health.

The following is a draft protocol for implementation of this vaccine mandate throughout the District.

- There are fewer than 15 staff members that remain unvaccinated across the District.
- Timeline - All staff are expected to receive their first dose of the vaccine by Monday, November 1, 2021.
- Communication - Unvaccinated staff members will be contacted by our Nurse Leader to clarify expectations and answer questions. As early as possible, the Superintendent will meet with all employee bargaining leaders to review these protocols.
- Exemptions - Only those staff members who have been granted medical exemptions under the Americans with Disabilities Act (ADA) or have an exemption for a sincerely held religious belief (Title VII) will be exempt from this mandate. With respect to medical privacy, all documentation endorsed by an existing primary care or other established provider must be submitted to Jill Fedor, Nurse Leader.
- Testing - Those individuals who have been granted an exemption must either participate in weekly COVID-19 pooled testing presently administered by the Dover Sherborn Public Schools OR provide weekly proof of negative COVID-19 tests as a condition of employment. Testing for all unvaccinated staff will begin the week of October 4, 2021.
 - Chickering staff will participate in pooled testing on Mondays; Monday holidays will delay testing to Wednesdays.
 - Pine Hill staff will participate in pooled testing on Tuesdays.
 - Regional staff will participate in pooled testing at the Central Office building on Tuesday mornings between 7:30 and 8:30 AM. Testing will be administered by contracted CIC personnel.
 - Bus drivers and employees of Michael J. Connolly & Sons, Inc. are subject to requirements as outlined by the federal government for businesses of more than 100 employees.
- Staff hired after October 1, 2021 will be required to be fully vaccinated within 60 days of onboarding as a condition of employment.
- Guests of the District are not subject to this mandate but must follow all mitigation strategies outlined in the District's policies and procedures.

MEMORANDUM OF AGREEMENT

BETWEEN

DOVER SCHOOL COMMITTEE, SHERBORN SCHOOL COMMITTEE AND

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

AND THE

DOVER-SHERBORN EDUCATION ASSOCIATION

This **MEMORANDUM OF AGREEMENT** is entered into by and between the Dover, Sherborn and Dover-Sherborn Regional School Committees (hereinafter the "Committee") and the Dover-Sherborn Education Association (hereinafter the "Association") and collectively referred to as "the Parties".

WHEREAS, the Committee and the Association have entered into a collective bargaining agreement for the period September 1, 2020 through and including August 31, 2023; the agreement remains in effect for the 2021-22 school year except as modified by the Reopening Plan as presented on August 19, 2021 to the Dover, Sherborn and Dover-Sherborn Regional School Committees attached hereto as Appendix A and this Memorandum of Agreement.

WHEREAS, the parties anticipate further guidance relating to COVID-19 operational procedures and protocols from DESE and other regulatory bodies that will cover matters which may require further negotiations;

NOW, THEREFORE, in consideration of mutual covenants and promises, the parties agree as follows:

ARTICLE I

Leaves and Accommodation Requests

Any employee who cannot report to work due to COVID-related reasons as specified by the CDC or DESE shall be permitted to work remotely at the discretion of the Superintendent and if medically able to do so.

Upon the approval of the Superintendent, any employee who cannot report to work due to COVID-related reasons as specified by the CDC or DESE may deduct the time from the sick bank up to a maximum of ten days. Such requests must be put in writing with related documentation attached.

ARTICLE II

Health and Safety Protocols

1. At Pine Hill School, where there is no building-wide air conditioning, administration will consider an early release on days when temperatures are not conducive to learning.
2. All students and staff shall be required to wear a face covering for in-person learning, in conformity with the School Committee Face Coverings policy (EBCFA) and related face covering protocols, to be revisited as local, state and federal guidance indicate.
3. Nurses requiring additional PPE to perform their role will be fit tested and trained in the proper use of PPE (provided by the District) including donning and doffing as required by OSHA.
4. The District will continue to optimize spacing to the greatest extent possible, especially during lunch breaks, snack breaks, and parent meetings, such as in-person IEP and 504 meetings.
5. The District shall provide the following personal protection equipment (PPEs), safety measures and training.
 - Each classroom shall be supplied with sufficient quantities of back-up disposable medical-grade masks for staff and students.
 - Students and staff who provide their own cloth masks/face-covering, must wash or replace daily.
 - Face shields and/or goggles for all staff, as requested.
 - Hand sanitizer- preferably automatic hand sanitizer stations - shall be accessible in each classroom and throughout hallways.
 - PPE will be made available to Members who participate in in-person IEP and 504 meetings.

ARTICLE III

General

1. So long as DESE permits parents to opt for remote IEP and 504 meetings, the District (building administrators) will provide educators with multiple options of locations to participate in such virtual meetings.
2. The MOA Committee agrees to reconvene on an as needed basis to **discuss** any changes to this agreement.

3. All district-wide documents related to the COVID-19 shall be placed in a singular virtual location accessible to all staff, including a list and description of all psychological and socio-emotional services available to students and staff relative to COVID-19.
4. The parties recognize that these are unusual circumstances and an evolving situation. Therefore, this agreement shall not be used as evidence of precedent or past practice.
5. This agreement shall sunset at the conclusion of the 2021-2022 school year.
6. The terms and conditions set forth in the current Educators' Agreement, including the active memoranda of agreement continue in full force and effect, except as modified by this memorandum.

WHEREFORE, the Committee and the Association have caused this **MEMORANDUM OF AGREEMENT** to be executed by their duly-authorized representatives this _____ day of August 2021.

For the Committee

For the Association

Appendix A - District's Back to School Plan

MOU Committee Supervision & Evaluation



Public Schools of Dover & Sherborn
May 2020 - September 2021

MOU Committee Members

Amanda Brown, *Sherborn School Committee*

Maggie Charron, *Regional School Committee*

Ann Dever-Keegan, *High School Assistant Principal*

Leonie Glen, *DSEA Co-President*

Judy Gooen, *DSEA Co-President*

Renee Grady, *Chickering Educator*

Allison Gullingsrud, *Pine Hill Assistant Principal*

Mark Healey, *Dover School Committee*

John Hickey, *High School Department Chair*

Kristen Loncich, *High School Educator*

Heather Mackay, *Pine Hill Educator*

Elizabeth McCoy, *Assistant Superintendent*

Kate McCarthy, *Director of Student Services*

Laura McGovern, *High School Educator*

Pam Ritchie, *Pine Hill Educator*

Our Task

“...for the purpose of improving the efficiency and quality of the evaluation process for educators. The joint committee will be charged with preparing a draft Memorandum of Agreement...”

Priorities of the MA Evaluation Framework

- ✓ **Place Student Learning at the Center** – Multiple measures of student performance informing student learning goals and the Student Impact Rating
- ✓ **Promote Growth and Development** – Common, rigorous Standards and Indicators of effective practice, educator-driven 5-Step Cycle, continuous opportunities for feedback and collaboration
- ✓ **Recognize Excellence** – Through Summative and Impact Ratings, recognition of truly “Exemplary” educators to who serve as models for others
- ✓ **Set a High Bar for Tenure** – “Proficiency” required in all four Standards of Effective Practice in order to receive professional teaching status
- ✓ **Shorten Timelines for Improvement** – Shorter Educator Plans for struggling educators focus resources and shorten timelines for improvement

The Research

Student perception data, combined with observations and multiple measures of student achievement result in:

- a strong predictor of educator impact on student learning
- diagnostic feedback an educator can use to improve
- a more reliable picture of educator effectiveness

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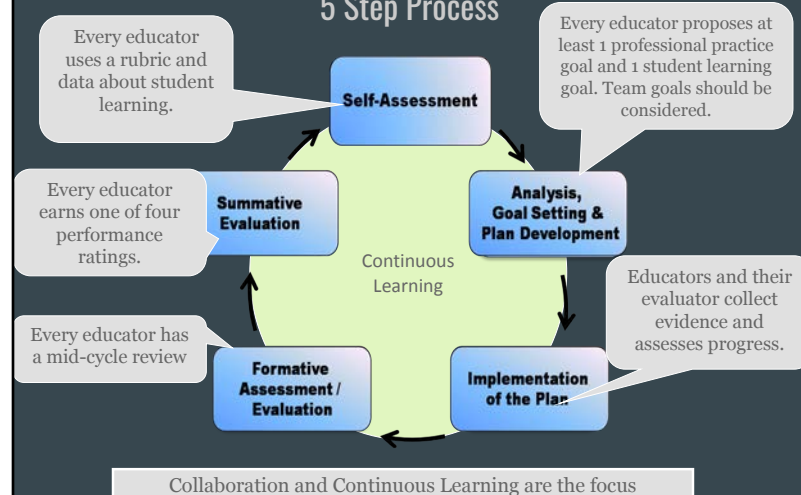
MA DESE Requirements

Four Types of Educator Plans

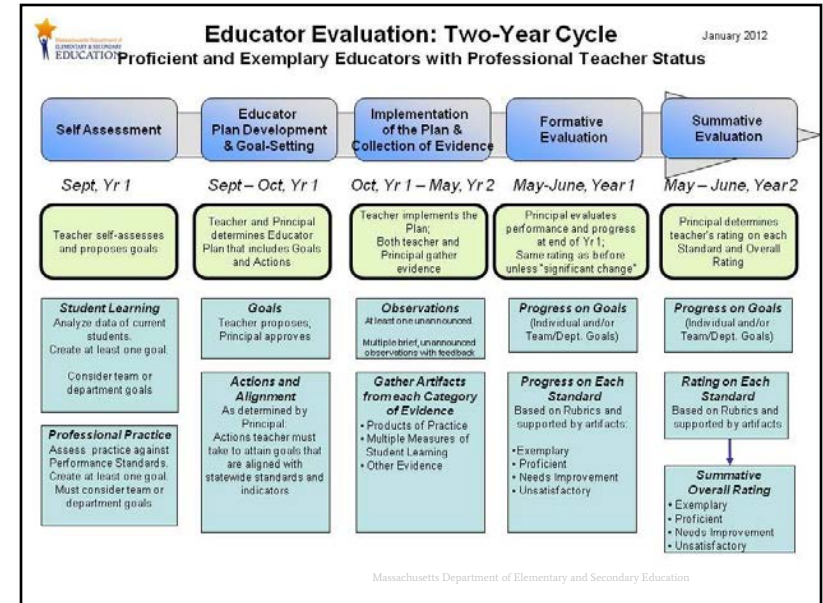
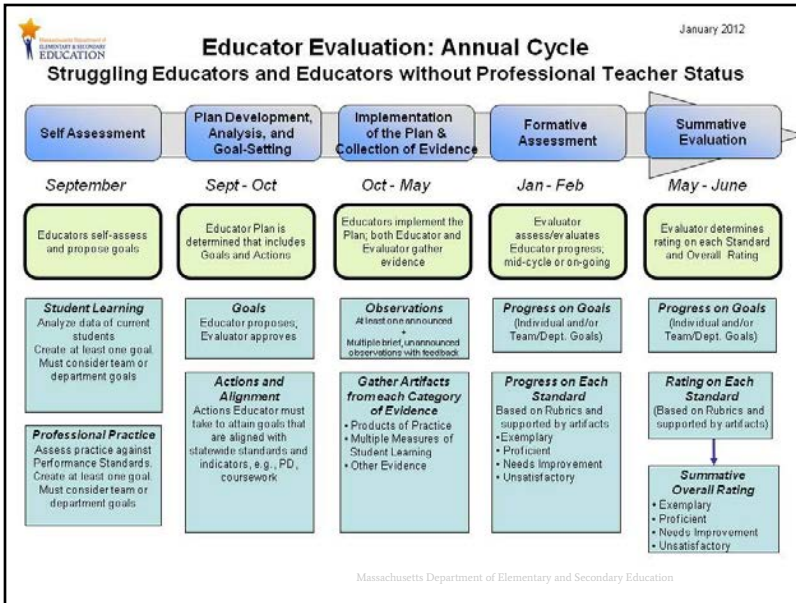
- **Developing Educator Plan**
For educators without Professional Teaching Status, administrators in the first three years in a district, or at the discretion of an evaluator for an educator in a new assignment; one school year or less in length
- **Self-Directed Growth Plan**
For experienced educators rated Proficient or Exemplary on their last evaluation; these plans can be one or two school years in length
- **Directed Growth Plan**
For educators rated Needs Improvement on their last evaluation; up to one school year in length
- **Improvement Plan**
For educators rated Unsatisfactory on their last evaluation; min. of 30 calendar days, up to one school year in length

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5 Step Process



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Self-Assessment

Self-assessment must include:

1. "an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
2. an assessment of practice against Performance Standards; and
3. proposed goals to pursue to improve practice and student learning, growth, and achievement"

Goal Setting

Propose goals to pursue to improve practice and student learning, growth, and achievement, including:

- I student learning goal
- I professional practice goal

Team goals should be considered.

Observations

- “...frequent unannounced visits to classrooms” followed by “targeted and constructive feedback to teachers.”
- recommends short, frequent unannounced observations for all educators, as well as at least one announced observation for non-PTS and struggling educators

(604 CMR 35.04)

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Collection of Evidence

- Prioritize based on goals and focus areas
- Quality not quantity
- Artifacts should be “naturally occurring” sources of evidence (e.g. lesson plans)
- Consider common artifacts for which all educators are responsible

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Collection of Evidence

Products of Practice Related to Standards	Multiple Measures of Student Learning	Other Evidence Related to Standards
Artifacts <ul style="list-style-type: none"> • Teacher-developed unit assessments • Grade-level meeting notes • Parent/teacher communication log • PLC meeting notes Observations <ul style="list-style-type: none"> • Notes/feedback from short, frequent observations (inside/outside classrooms) • Notes and feedback from announced observations 	<ul style="list-style-type: none"> • Student work • Portfolios • Performance assessments • Interim assessments • State or district assessments 	<ul style="list-style-type: none"> • Student feedback

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Student Feedback

Districts have flexibility in the identification of feedback instruments for educators:

- district-wide feedback instruments
- educator-specific feedback instruments
- a combination of the two

603 CMR 35.07

Summative Ratings

Exemplary	1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan
Proficient		
Needs Improvement	Directed Growth Plan	
Unsatisfactory	Improvement Plan	

Developing Educator Plan: Non-Professional Status Educators

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2013 Dover Sherborn Evaluation Model

PROS

- teacher-directed goals
- team goals
- collaborative inquiry model

CONS

- lack of authenticity (“robotic”)
- nature of SMART goals
- inconsistent application of process
- 7 rubric categories
- application of rubrics to specialists
- varied use of forms
- high number of observations
- absence of evidence
- no integration of student feedback
- erosion of QPO program
- deadlines conflict with terms
- late notification of non-renewal

Areas for Discussion

- Refocus the Purpose
 - increase opportunities for reflection and conversation
 - establish meaningful goals
 - redefine number and types of observations
 - develop format for targeted and constructive feedback
 - integrate student voice/feedback
- Streamline the Process
 - update forms
 - reschedule deadlines
 - determine required meetings
 - clarify expectations for evidence
 - calibrate assignment of ratings
 - analyze evaluator caseload and capacity
- Revitalize the Collaborative Inquiry Model
 - articulate purpose of the program
 - identify qualifications and required training
 - establish parameters for collaboration

Areas of Agreement

- Transition to MA DESE rubrics (educator, specialists)
- Reduction of goals from 3 to 2 - 1 student learning, 1 professional practice
- Remove impact on student learning component (no longer applicable)
- Remove peer observation year (has not been utilized)
- Conversations & write-ups for mini-observations within 2 days
- Conversations & write-ups for full observations (30+ mins) within 5 days
- Majority of observations to be done in an instructional setting (classroom)
- Educators to collect 1-3 pieces of evidence for each goal & standard
- Incorporate student feedback into self-reflection process

Impact on Educators & Evaluators

EDUCATORS

- Reduction of goals from 3 to 2
- Clarification of forms
- Collection of evidence

EVALUATORS

- Fewer observations
- Clarification of forms

Next Steps

- List categories of possible evidence
- Share samples of evidence
- Develop exemplars for each form
- Identify tool to gather student feedback



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Date: August 3, 2021

From: Donna Flaherty, Executive Director

To: ACCEPT Education Collaborative Board of Directors
ACCEPT Education Collaborative Member School Committees

Re: Establishment of a Capital Reserve

Summary:

Pursuant to the ACCEPT Education Collaborative Articles of Agreement, ACCEPT may create a capital reserve fund to support costs associated with the acquisition, maintenance, and/or improvement of fixed assets, including real property, pursuant to a capital plan. Funds in a capital reserve fund may be used only for the project or purpose for which the account was established. The establishment of a capital reserve shall be subject to the approval of two-thirds of the member districts. The request for approval must state the reason for the reserve and a limit on the balance that may be held in the reserve. Deposits into the capital reserve shall be proposed and approved through the budget process.

In the event that the purpose for which the capital reserve was created requires modification, the Collaborative Board shall revise its capital plan and provide notice to all member districts. If the member district does not vote to disapprove the revised capital plan within a 45-day period, that member district shall be deemed to have approved the revised capital plan. Two-thirds (2/3) approval of the member districts is required to revise the capital plan.

Reason for Reserve:

The purpose of the capital reserve is to accumulate funds for the acquisition of capital items to improve ACCEPT programs and streamline business processes. It is a means of putting funds aside for capital acquisitions as needed in the current budget year and in future budget years. These capital acquisitions must be in writing as part of the annual capital budget and can only be used for the projects or purposes stated in the capital budget. Capital purchases can only be made after approval by the Board of Directors through the budget process.

Requested Limit:

The requested limit on the balance to be held in the reserve is \$1,000,000.

Source of Funds:

The capital reserve will initially be created with funds from the existing "Cumulative Surplus." Future funds will be deposited as available based on capital needs, overall fund balance, and available cash with approval of the Board of Directors.

Proposed motion for local School Committee approval:

To approve the creation of ACCEPT's Capital Reserve with a balance limit of \$1,000,000 for the purpose of accumulating funds for the acquisition, maintenance and improvement of capital items.