

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

**June 16, 2021  
REVISED Meeting Agenda  
6:30 PM**

**LOCATION  
DOVER SHERBORN MIDDLE SCHOOL LIBRARY**

Due to the change of venue from Zoom to in-person, persons who planned to participate in community comments may email their comment to the chair of one of the committees and it will be read into the record [charronmag@doversherborn.org](mailto:charronmag@doversherborn.org), **Regional School Committee Chair**, [leonl@doversherborn.org](mailto:leonl@doversherborn.org), **Dover School Committee Chair**, [johnsona@doversherborn.org](mailto:johnsona@doversherborn.org), **Sherborn School Committee Chair**

1. Call to Order
2. Union #50 Reorganization
3. Community Comments
4. Superintendent Update
  - Re-opening
  - Equity Audit Update
5. Asst. Superintendent Update
  - Strategic Plan Update
  - Silver Linings of Learning 2020-21
6. Policy
  - Home Schooling IHGB – First Read
7. Consent Agenda **A.R.**
  - Minutes April 6, and April 27, 2021
  - Appoint Kathleen Smith to TEC and ACCEPT Board of Directors
8. Communications (For Members Information)
  - Draft School Committee 2021-22 Meeting Schedule
9. 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.*

*Memo from  
Superintendent Dr. Andrew Keough*

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## **Superintendent's Update**

On Wednesday night I will take some time to update the school committees on number of topics, pertaining to all three districts. These will include:

### **Year End Update -**

After an extremely challenging year, we can all look back and take pride in all that we have accomplished as a school system. We started the year in hybrid mode K-12 and were able to stay in person for the entire year. Likewise, our K-3 students were taught in-person four days a week starting in October and our 4-5 students in December. This put our school system amongst the top in the state for in-person learning. Additionally, when not in person our students were learning synchronously, as opposed to asynchronously. This allowed for them to learn directly from their teachers all hours of the school day, as opposed to receiving assignments at the start of the day to work on independently, in isolation. Dover Sherborn stood out in the pandemic, thanks to the hard work of our faculty, administration, school committees, and town volunteers.

We have had a number of fabulous in person celebrations and activities this spring. I want to thank our principals for always placing the safety and best interests of our students above all else. The bar was held high but they consistently measured up and for that we should all be grateful.

Looking to next year, many are wondering what the school year will look like. Many of the questions being brought forward cannot yet be answered (Will masks need to be worn in school? Will distancing still be required? Will there be changes to our transportation models? Will we be able to have large scale, inside events? Will we still need/offer pool testing?) What we have been told however is that the expectation will be that schools open in fall on the usual, pre-pandemic timelines, and that they be fully in-person. Families will no longer be able to opt for remote learning unless they choose to home school or send their children to one of the state approved remote learning schools, such as TECCA. I am confident our incoming superintendent will keep the committees apprised of any necessary changes that will need to be in effect as school reopens in August.

I want to take time to recognize our Health and Hygiene representatives; Jill Fedor, Matt Vitale, Matt Beavers, Kay Peterson, and Alexy Boudreau. These individuals gave selflessly of their time and made it possible for our students and staff to attend school during the pandemic safely. Our communities will forever be in their debt.

**Equity Audit** – I am happy to report, after months and months of work, we have secured the services of NYU Steinhardt to lead our Equity Audit, beginning this summer. They will have representatives in attendance on Wednesday so that you can learn more about the process they plan to follow. In addition, I have enclosed for your review the formal proposal, outlining the work that will be done. I am happy to discuss the steps we followed in selecting NYU, the costs associated with the work, and the funding sources that will be utilized, should you feel it necessary. (See below for link to related document)

On Wednesday night, I will also clear up for the community what the equity audit is and what it is not. I would like to present a clear message about the purpose/rationale for this study and speak to any false narratives that have surfaced in the community. Please let me know if there is a specific concern you have or have heard heard that you would like me to speak to.

[Dover Sherborn RFP](#)

[Dover Sherborn Equity Audit Proposal](#)

[Dover Sherborn Equity Audit Budget](#)

**PUBLIC SCHOOLS OF DOVER AND SHERBORN**  
**STRATEGIC PLAN 2018-2021**  
**Update to Joint School Committee - June 16, 2021**

**VISION**

**We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.**

**MISSION**

**The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.**

**THEORY OF ACTION**

**IF we are able to successfully inspire, challenge, and provide the necessary supports for all of our students, THEN they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing society.**

**CORE VALUES**

**COMMITMENT TO COMMUNITY \* EQUITY AND EXCELLENCE \* RESPECT AND DIGNITY \* CLIMATE OF CARE**

Action Step

Point Person(s)

Status

Outcome(s)

Next Step(s)

**INNOVATIVE TEACHING & LEARNING - Maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world.**

***Establish a Pre-K-12 Academic Innovation Committee to research "cutting edge" practices and trends in both industry and education across the state, nation, and world***

|                                                                                                                                                                                                                                                                                         |                      |             |                                                                                                       |                                                                                                             |
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| Review and expand current STEAM (Science, Technology, Engineering, Arts, and Math) opportunities (i.e. computer programming, robotics, software design, etc.), further integrating curriculum and activities that will strengthen the Pre-K through 12 continuum of content and skills. | Asst. Superintendent | In progress | Added AP Computer Science at DSHS; Investigating Project Lead the Way (PLTW).                         | Further explore PLTW & Illustrative Math/Desmos.                                                            |
| Establish partnerships with institutions of higher education for collaborative staff professional development, advancement of programming and innovative practices, and student access to supplemental learning experiences beyond the traditional school walls.                        | Asst. Superintendent | In progress | DSMS developed connection with Olin College & Google; DSHS developed connection with Boston Dynamics. | Explore additional partnerships.                                                                            |
| Develop a "Portrait of a Graduate" consistent with the community's expectations along with a process to measure and evaluate success.                                                                                                                                                   | Asst. Superintendent | In progress | Revis(ing) draft Portrait (graphic & competencies).                                                   | Engage the community in discussing implementation; Identify common practices inclusive of "silver linings." |

***Provide professional development activities that foster innovative teaching practices***

|                                                                                                                                                                                                                                                                                           |                      |             |                                                                                                                                                                                                       |                                                                                                                                                                                                            |
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| Design and implement professional development opportunities that further support and develop educators as fluent users of technology, with an aim of increasing student digital literacy and broader implementation of compelling, engaging, and relevant learning experiences.           | Asst. Superintendent | In progress | Integration of programs/apps as a result of the pandemic; List of Top 20+ Apps.                                                                                                                       | Continue to support educators in using adopted apps/programs.                                                                                                                                              |
| Design and implement professional development opportunities that emphasize student-centered instructional practices and foster self-driven independent learning.                                                                                                                          | Asst. Superintendent | In progress | Professional development offered on inquiry, project based learning, adaptable learning.                                                                                                              | Continue with professional development offerings.                                                                                                                                                          |
| Provide ongoing professional development with evaluators to ensure that all staff receive timely, meaningful, and targeted feedback consistent with state and national standards.                                                                                                         | Asst. Superintendent | In progress | Leadership workshops on targeted feedback; Memorandum of Understanding (MOU) on updating Supervision & Evaluation process.                                                                            | Finish updating evaluation system; Additional workshops for leaders on implementation of updated process and providing targeted feedback.                                                                  |
| <b>Strengthen current curriculum and teaching methods by building upon identified best practices</b>                                                                                                                                                                                      |                      |             |                                                                                                                                                                                                       |                                                                                                                                                                                                            |
| Investigate and implement models of authentic assessment (i.e. Universal Design for Learning) that include ongoing gathering and sharing of (formative) data for continuous improvement of teaching and learning.                                                                         | Asst. Superintendent | In progress | Professional development on Universal Design for Learning; Integration of assessment programs/apps; Use of alternative forms of assessment during Pandemic; Piloting standards-based grading at DSMS. | Continue with professional development offerings; Capture the "silver linings" of assessment strategies for further integration throughout district; Continue standards-based grading pilot at DSMS.       |
| Ensure that learning experiences are horizontally and vertically aligned and emphasize creativity, innovation, critical thinking, design thinking, problem solving, communication, collaboration, and global competency.                                                                  | Asst. Superintendent | In progress | Curriculum reviews in English Language Arts, Math, Social Studies; Draft of Portrait of a Graduate competencies.                                                                                      | Continue with curriculum reviews; Implement Portrait of a Graduate across all grades/subjects.                                                                                                             |
| Finalize the DCAP (District Curriculum Accommodation Plan) and provide ongoing support for implementation of Tier 1 best practices for instruction, accommodations, and interventions that will benefit all students, including English Language Learners and students with disabilities. | Asst. Superintendent | Completed   | Developed District Curriculum Accommodation Plan (DCAP).                                                                                                                                              | Support use of DCAP interventions and Tier 1 best practices in the general education classroom.                                                                                                            |
| Formalize data sources and systems of analysis, and expand Tier 2 interventions to provide targeted support to students by highly trained educators in the Least Restrictive Environment.                                                                                                 | Building Leaders     | In progress | Adopted common diagnostics/interventions (Lexia, IXL, etc.); Piloting a district-wide data dashboard.                                                                                                 | Support data teams in use of data dashboard; Continue to identify best practices in Tiers 1, 2 and 3; Consider additional intervention/support positions; Analyze effectiveness of DSMS small group model. |

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| Plan for the transition of FLES (Foreign Language in Elementary School) elementary students to the middle and high school world language programs. | Asst. Superintendent | In progress | Successful matriculation of FLES students to DSMS; Administration of language proficiency test; Adoption of Seal of Biliteracy. | Continue data analysis of language proficiency; Support DSHS in preparation for rising FLES students; Implementation of new World Language standards; Monitor trends in language selection. |
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***Broaden the use of technology to better prepare students for a continually advancing workforce***

|                                                                             |                        |             |                                                                                                                                                                                   |                                                                                                                                                     |
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| Update and advance the action plan established by the Technology Committee. | Director of Technology | In progress | One-on-one rollout of iPads/Chromebooks K-8; Integration of multiple apps and programs for hybrid/remote learning; Professional development for staff regarding all of the above. | Streamline use of programs and apps across the system; Continue to offer professional development to further skills and implementation of programs. |
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| Action Step | Point Person(s) | Status | Outcome(s) | Next Step(s) |
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**HEALTH & WELL-BEING OF STAFF AND STUDENTS - Revise and enhance programs in support of the social-emotional needs of students and staff.**

***Focus on the social, emotional, and physical well-being of all students***

|                                                                                                                                                                                                                      |                              |             |                                                                                                                                                                                                      |                                                                                                                                                                                                                         |
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| Integrate social justice and social emotional wellness standards across all disciplines into the formal and informal curriculum of the District and ensure consistency of implementation at all levels.              | Asst. Superintendent         | In progress | Developed draft Portrait of a Graduate competencies.                                                                                                                                                 | Implement Standards for Social Justice and social-emotional (CASEL) standards across all grades/reporting structures.                                                                                                   |
| Continue to explore the impact of race and identity in the classroom, and gain knowledge and culturally responsive practices that will improve students' access to learning and sense of connectedness via #WEareDS. | Asst. Superintendent         | In progress | Launched #WEareDS initiative; Professional development on identity and cultural responsiveness; Mr. Joy performance; District-wide read <i>So You Want to Talk About Race</i> ; Established DS AIDE. | Identify common practices/beliefs across Challenge Success/Portrait of a Graduate/culturally responsive pedagogy and provide support for implementation; Conduct equity audit and address recommendations/action steps. |
| Continue to work directly with Span-DS, Challenge Success, and the Wellness Committee in support of their goals.                                                                                                     | Director of Student Services | In Progress | Refined programming around health curriculum, movement and mindfulness, nutrition, technological safety, addiction (substance, technology, etc).                                                     | Continue to revise and improve specified programming.                                                                                                                                                                   |

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| Focus on anti-bullying, marginalization, and community building through actions and communications that specifically teach and reinforce the District's Core Values.                                                    | Building Leaders             | In progress | Elementary - Morning meeting/responsive classroom at all grade levels, anti-bullying curriculum at grade 5; DSMS - Continued work with student leadership programs.                                                                                                                                                                                                                                                                                  | Elementary - Implement anti-bullying lessons K-4; All - Explore Restorative Justice model.                                                        |
| Examine and assess participation rates in after school offerings at the secondary level to ensure a variety of engaging activities.                                                                                     | Secondary Asst. Principals   | In Progress | (Paused due to pandemic)                                                                                                                                                                                                                                                                                                                                                                                                                             | Continue analysis upon full return to school.                                                                                                     |
| Forge working partnerships with local health and wellness agencies to expand related professional development opportunities and further build capacity amongst staff to address the social emotional needs of students. | Director of Guidance         | Ongoing     | Worked with Wayside Youth and Family Support Network to provide Trauma training with a Covid focus to K-12 Clinical Team; Continued partnerships with BRYT Program to support Bridge Program and provide professional development opportunities for clinical and teaching staff; Continue work with Challenge Success, MetroWest Health Organization, Riverside Community Care, Norfolk District Attorney's Office, Middlesex Partnership for Youth. | Continue partnerships with specified agencies.                                                                                                    |
| <b><i>Provide experiences to support the social emotional needs of staff</i></b>                                                                                                                                        |                              |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                   |
| Explore wellness activities and possible efficiencies in the workplace that allow for better balance and health for staff.                                                                                              | Director of Student Services | In Progress | Offered yoga, strength training, walking, wellness competitions, mindfulness breaks, etc.                                                                                                                                                                                                                                                                                                                                                            | Continue to explore additional resources.                                                                                                         |
| Expand opportunities for districtwide professional sharing and team building.                                                                                                                                           | Asst. Superintendent         | In progress | District-wide professional development for K-12 curriculum leaders; Launched Academic Innovation Committee; Offered district-wide professional development with educators as facilitators; Collaborative planning for hybrid/remote/adaptive learning.                                                                                                                                                                                               | Identify shared beliefs/strategies around teaching & learning, including "silver linings;" Establish district-wide Instructional Leadership Team. |
| <b><i>Review school schedules for opportunities which further support the health and well-being of students</i></b>                                                                                                     |                              |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                   |

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| Revisit school start times to include review of applicable current research, assessment of school community interest, and examination of comparable school start times. | Superintendent       | Completed   | After a two year process that included research, public forums, and surveying of stakeholders, "flipped" the start times for our elementary and secondary schools so that younger students start school earlier in the day than their teenage peers. | Analyze impact of the changed start times on staff, students, and families to ensure that it is achieving intended results.                                                                                      |
| Research and, if appropriate, develop advisories at the secondary level to broaden student-to-student (heterogeneously grouped) and student-to-adult relationships.     | Secondary Principals | In progress | DSMS - Implemented "What I Need" block during pandemic, Teams shifted to focus on student engagement and wellness.                                                                                                                                   | DSHS- With the new schedule designed in 2020, advisories will begin in the fall of 2021. DSMS - Investigate the feasibility within the new schedule.                                                             |
| Review schedules and implement systems that specifically provide for increased downtime/recess for students at the elementary and middle school levels.                 | Building Leaders     | In progress | Elementary - Increased opportunities for play (precess, recess); DSMS - Incorporated a break.                                                                                                                                                        | Elementary - Continue mindfulness and brain break activities throughout the day, design sensory path indoors and outdoors for students to use as needed; DSMS - Pilot new 6 block double drop schedule w/ break. |

| Action Step | Point Person(s) | Status | Outcome(s) | Next Step(s) |
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**PARTNERSHIPS WITH FAMILIES AND COMMUNITIES - Cultivate partnerships with families and community groups to strengthen the support system.**

***Continually investigate and implement system-wide communication systems that reach families in a timely, professional, and uniform/streamlined fashion***

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| Establish a Communications Committee that investigates the benefits of expanded use of social media and focuses on improving home-school communication in a manner that is culturally proficient and inclusive. | Superintendent         | Not yet completed | Formed Communications Committee resulting in improved districtwide communication and greater consistency. | Upgrade the district and school web pages be more user friendly, current, and visually reflective of this outstanding school system. |
| Ensure that the District's website is user friendly, current, and reflective of the quality of the school system.                                                                                               | Director of Technology | In Progress       | Committee work halted due to pandemic.                                                                    | Revisit this for next school year.                                                                                                   |

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| Expand opportunities for families to receive updates from the Central Office related to the work of the schools through newsletters and/or parent forums.             | Superintendent | In progress | Prior to pandemic, parent forums were held to provide parents with updates related to the work of the system; During the pandemic a number of approaches were used to communicate decisions being made by the district including screencastify messages from the superintendent and Zoomed Joint School Committee meetings (with attendance approaching 500 on occasion). | Reinstate regular newsletters from the Central Office to staff and families; Continued use of screencastify messages by superintendent should be considered.                                      |
| Promote the Dover Sherborn Core Values to families and stakeholders ensuring that they serve as the basis for key decision-making at the district and building level. | Superintendent | In progress | Firmly established Core Values for the system and referenced during all key decision making conversations; Distributed plaques containing the core values to all staff and are placed prominently throughout the district.                                                                                                                                                | Maintain Core Values as guiding beliefs and reference them regularly with staff, leadership, and the school committees; Revisit core values at the start of the year with each stakeholder group. |

***Collaborate and support the work of Challenge Success and other parent and community related groups in providing educational and networking opportunities for parents and staff***

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| Continue to provide opportunities and experiences for staff and parents related to student stress and anxieties.                           | Director of Guidance | In progress | Parent Education evenings hosted by Challenge Success, including <i>How to Break the Worry Cycle</i> - Lynn Lyons, <i>A Healthy Approach to College Admissions</i> - Challenge Success, <i>Navigating K-12 Remote Learning</i> - Challenge Success, <i>Raising Resilience, A Mindfulness Presentation</i> - Dr. Chris Willard. | Continue Parent Education evenings. |
| Provide opportunities for elementary and secondary parents to connect and share their experiences/advice and develop a network of support. | Director of Guidance | In progress | Discussions tabled due to the pandemic.                                                                                                                                                                                                                                                                                        | Revisit this for next school year.  |

| Action Step | Point Person(s) | Status | Outcome(s) | Next Step(s) |
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**SAFE & INNOVATIVE FACILITIES - Evaluate and adapt facilities and learning spaces to support 21st century learning experiences.**

***Continue to update systems and structures to ensure the safety of the school community***

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| Conduct a security audit for all buildings and implement recommended changes where possible and consistent with district philosophy. | Superintendent   | In progress | Completed audit, resulting in armed assailant training of staff, buzz in systems, improved sound systems outdoors, and revised Crisis Handbooks. | Revisit securing of Lindquist Commons at the Region; Consider buzz-in or other system for locking building during the day. |
| Provide training of all staff in consultant recommended emergency procedures. Run periodic drills.                                   | Building Leaders | In progress | Conducted training for all educators with outside agency; Facilitated quarterly drills.                                                          | Continue drill implementation and preparedness practice; Update emergency manual as needed.                                |
| Ensure that each school has an Emergency Response Team (ERT) that meets quarterly to review and discuss emergency protocols.         | Building Leaders | In progress | Teams established at each school.                                                                                                                | Revisit team membership; Provide additional safety training for appropriate staff' Revisit combined regional ERT.          |

**Review, realign, and upgrade spaces to support 21st century learning**

|                                                                                                                                                                                                   |                                 |             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                 |
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| Draft and implement sustainable plans for infrastructure, hardware and software including identification of required funding sources and ensuring the safety and protection of students and data. | Director of Technology          | In Progress | This is a yearly recurring task.                                                                                                                                                                                                                          | (recurring)                                                                                                                                                                     |
| Conduct a room usage audit to evaluate efficiency and inform thoughtful program growth (i.e. STEAM, Maker Spaces, etc.).                                                                          | Building Leaders                | In progress | Pine Hill - Increased special education space and consolidating library and technology for increased integration and inquiry support; DSMS - Created one additional classroom; Rooms over 95% utilization with several periods needing additional spaces. | Pine Hill - Continue to evaluate space use and efficiency; DSMS - Pursue creating additional classrooms by dividing existing space and adding walls as programs and needs grow. |
| Identify needed upgrades/renovations to existing buildings and grounds not included in the Onsite Insight Long Range Capital Plans and incorporate into the capital funding projections.          | Director of Plants & Facilities | In progress | Reacted to needs of pandemic as needed.                                                                                                                                                                                                                   | Will consider a space audit once the new Facilities Director is in place.                                                                                                       |

| Action Step | Point Person(s) | Status | Outcome(s) | Next Step(s) |
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**RESOURCE EFFICIENCY - Provide the highest quality education in an efficient and productive manner.**

**Maximize sharing of Special Education staff/resources/programming across the system and continue to refine the FY15 SPED reorganization**

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| Conduct an audit of Special Education resources, programs and services to ensure vertical and horizontal alignment, equity, and effectiveness across all schools. | Director of Student Services | Completed | Audit completed and new structure in place. |  |
| Review Special Education administrative model for effectiveness; formally defining roles, and assessing related data to ensure consistent service delivery.       | Director of Student Services | Completed | Audit completed and new structure in place. |  |

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| Review schedules and staffing assignments across all programs (within general education and Special Education) for possible efficiencies or opportunities for expansion of student and teacher programming.                                                                                                     | Director of Student Services | In Progress | Piloted co-taught model within the language based programming at the Region; Unified schedule process with building administration took place this year and will continue.                                                                                                                                                                                                                |                                                                                                                                                                                                                     |
| <b><i>Continuously review current and projected Special Education needs across the system and develop in-district educational programming and protocols to reduce/eliminate out-of-district placements</i></b>                                                                                                  |                              |             |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                     |
| Annually analyze and identify programmatic needs of students both in and out-of-district and recommend where feasible, in-district programs that can be developed to serve both Dover Sherborn students and potentially tuition paying students from outside the district in the least restrictive environment. | Director of Student Services | In Progress | Held regular meetings with out of district and in district special education staff to identify trends and needs of students.                                                                                                                                                                                                                                                              | Monitor the effectiveness and trajectory of GOALS, The Center and GRIT programming.                                                                                                                                 |
| Regularly review RTI (Response to Intervention) practices at all four schools, ensuring consistency at all levels (PreK-5, 6-8, and 9-12) through universal assessment, specifically designed delivery of services, and monitoring of growth/progress.                                                          | Asst. Superintendent         | In progress | Developed District Curriculum Accommodation Plan; Created elementary literacy specialist positions; Piloting data dashboard.                                                                                                                                                                                                                                                              | Support teams in use of data dashboard; Continue to identify best practices in Tiers 1, 2, 3; Consider additional intervention/support positions.                                                                   |
| <b><i>Ensure effective and efficient use of resources</i></b>                                                                                                                                                                                                                                                   |                              |             |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                     |
| Provide equitable educational experiences for staff and students at the elementary school level.                                                                                                                                                                                                                | Asst. Superintendent         | In progress | Adopted same programs/apps (Lexia, IXL); Creation of Literacy Specialist positions; Transition to grade level Professional Learning Community leaders to collaborate across schools; Implementation of Responsive Classroom & Teachers' College Reading Units of Study; All School Meetings - All School Assemblies; Collaboration between FLES teams; Music offerings during school day. | Continue roll-out of updated Social Studies units & Reading Units of Study; Exploration of Project Lead the Way & Illustrative Math; Leverage library/tech positions for project based learning/inquiry.            |
| Review and ensure consistency of instructional time requirements, administrative duties, and evaluation processes across the system, PreK-12.                                                                                                                                                                   | Superintendent               | In progress | Length of day for both elementary schools have been brought into alignment; Leadership Team conducted review of evaluation methods to ensure consistency and integrity of process.                                                                                                                                                                                                        | MOU with Dover Sherborn Education Association related to Professional Growth and Evaluation System to address evaluation system for educators, adjusting timelines, standards, and Qualified Peer Observer program. |
| <b><i>Investigate additional sources of revenue or cost saving measures annually as part of the budget development process</i></b>                                                                                                                                                                              |                              |             |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                     |

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| Review all existing fee schedules to ensure alignment with prevailing market rates and propose a regular review and approval process. | Business Administrator | In progress | Reviewed and adjusted fees for food services, building rentals and high school activities to date. | Continue to review fees as needed. |
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# The Public Schools of Dover and Sherborn

Dr. Andrew W. Keough, Superintendent

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Ms. Dawn Fattore, Business Administrator

Ms. Elizabeth M. McCoy, Asst. Superintendent

[www.doversherborn.org](http://www.doversherborn.org)

Ms. Kate McCarthy, Director of Student Services

***Commitment to Community  
Equity and Excellence  
Respect and Dignity  
Climate of Care***

To: Dr. Andrew Keough, Superintendent

From: Elizabeth McCoy, Assistant Superintendent

Re: Joint School Committee Meeting

Date: June 16, 2021

## SILVER LININGS

"Sometimes the bad things that happen in our lives put us directly on the path to the best things that will ever happen to us." - Nicole Reed

"This is what I believe to be true. You have to do everything you can. You have to work your hardest. And if you do, if you stay positive, then you have a shot at a silver lining." - Bradley Cooper

Pre-pandemic, through academic research, documentary screenings, and panels of college admissions representatives and industry entrepreneurs, the [Academic Innovation Committee](#) (AIC) drafted the [Portrait of a DS Graduate](#), outlining the skills and competencies required for success in college, career and life. Considering the quickly evolving landscape of the future, students, educators, parents and community members were given the opportunity to "think outside the box" around potential areas of growth as we continue to evolve as a district committed to excellence and rigor... then came March 2020.

While the pandemic has caused so much heartache and grief to families, communities and the world at large, some good has come from it. In regard to education, "the box" suddenly disappeared and our educators, students, and families paved an original and innovative path forward. Our teachers reinvented teaching and learning and their toolboxes are now overflowing with new, creative, collaborative strategies and resources for engaging students in deep learning. It's as though in 15 months we beamed forward 10 years, adopting many of the best practices we uncovered through the AIC's original research. I couldn't be more proud of our school community.

Through the support of [Project Springboard](#), a K-12 design team has been working to pull everything together, to connect the "silver linings" of the pandemic with the principles of our Portrait and identity best practices to guide our district moving forward. The DS team includes Jim Carnes (*Chickering administrator*), Sara Collins (*Middle School educator*), Ana Hurley (*Middle School administrator*), Leslie Loughlin (*Chickering educator*), Anita Lotti (*High School educator*), Rebecca Mealey (*Pine Hill educator*), Kelly Menice (*High School educator*), and myself. Selected from hundreds of applicants, the team is working with 21 other teams from around the world under the guidance of many of those who first supported the work of the AIC - Ted Dintersmith (*What Schools Could Be*), Pasi Salsberg (*Finnish Lessons 2.0*), and Tony Wagner (*Most Likely to Succeed*), among others. Ted's [keynote address](#) for this project is quite powerful.

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

Over the past several weeks, our K-12 team has solicited feedback relative to “the silver linings” from every student and educator in DS. A survey was also sent to parents and caretakers. The team is busy synthesizing the data and will be ready for a formal presentation in August. We look forward to sharing our findings with you and the larger DS community then as we prepare to launch a new school year.

To: Dover School Committee, Sherborn School Committee, and Regional School Committee  
From: Policy Subcommittee  
Re: Home Schooling Policy (File: IHBG); First Read  
Date: June 16, 2021

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The administration has requested that the District's Home Schooling policy be revised to more closely reflect the District's intent regarding the availability of programming to students who are home-schooled. As written, the policy has been interpreted as allowing access to the District's curricular programs on an a la carte basis (commonly known as a "hybrid" home-schooling program). This is not the intent of the District's home-schooling policy and the implementation of the policy has, therefore, posed challenges for the administration and educators.

As we look forward to our full return to in-person classes in the fall, our policy language requires clarification regarding the availability of District programming to home-schooled students. We, therefore, propose edits that make clear that a student being educated in a home-based program within the Schools will have access to the School's extra-curricular activities but will not have access to curricular programs unless required by law or upon approval of the Superintendent. Please see attached marked and clean versions attached hereto.

Additional, non-substantive changes include:

- Merged Home Schooling Policy IHBG with Homeschooling IHBG-F: To avoid confusion, we propose having one Home-Schooling policy that addresses all home-schooling considerations and criteria in one place.
- Reorganized and/or deleted language to eliminate redundancy.

## HOME SCHOOLING

The Massachusetts General Laws require School Committees to determine that a Home-Schooling program meets the minimum standards established for public schools in the Commonwealth prior to approving such a program.

### **A. Procedures for Establishing a Home-Based Education Program**

When a parent/guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the Schools, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law.

The School Committees delegate the approval of home instruction to the Superintendent. Any approval or rejection of an application by the Superintendent is subject to review by a Committee. Factors to be considered by the Superintendent or School Committees in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the children, The Public Schools of Dover and Sherborn
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.

4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the Schools will have access to the School's extra-curricular activities but will not have access to curricular programs unless required by law or upon approval of the Superintendent.

A student, with the approval of a School Committee, may be awarded a high school diploma if he/she or she has satisfied the Department of Elementary and Secondary Education's competency requirements and has met the Schools' educational standards for graduation.

### **B. Required Elements of Home-Based Education Programs**

1. Annual Application: The parent/guardian must request permission to hold home instruction on an annual basis. A home instruction application form will be provided to the parents/guardians. This form must be completed and returned to the Superintendent before approval may be granted.
2. Regular Testing: Parents/guardians in charge of home instruction should make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the Schools will make provision for inclusion of home-taught children in the annual achievement test battery, which is usually administered in February or March of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each child or the results of the achievement test that is administered through the Schools.
3. Audit of Home Instruction Program: Auditing functions of the Committees for the home instruction will include:
  - a. The Committees at any time may request a review by the Superintendent of the attendance rolls, records of test scores or other achievement indicators in each required subject for any child in home instruction.
  - b. The Committees may request at any time that the Superintendent review the instructional materials and methods used by the person(s) responsible for the home instruction.

c. The Superintendent will prepare for the Committees an annual summary of the children included in home instruction. This report will also summarize, in general, the appropriateness or possible deficiencies of home education situations.

4. Home Instruction Summary Form: Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the Schools will mail the parents/guardians a home instruction summary form. The completed form should be returned to the Schools within 30 days. This summary form must be returned to the administration building before annual approval of home instruction can be made for any succeeding years. If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents/guardians, an appropriate referral will be made.
5. The Committees will act in a responsible, cooperative manner to ensure that all children in the Schools receive competent, adequate instruction. This concern includes children in home education. If the Committees determine that a home instruction situation is inadequate, a conference between the parents/guardians and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324 (1987)

CROSS REFS: MASC File: IHBG-R

FIRST READING: June 15, 2021

SECOND READING:

SOURCE: MASC

# DRAFT

Dover-Sherborn Regional School Committee  
Dover School Committee  
Sherborn School Committee  
Union #50 Superintendency Committee  
Meeting Minutes April 6, 2021  
**Virtual Meeting**

Present:

Dover School Committee

Leslie Leon, Chair\*

Mark Healey

Colleen Burt

Sara Gutierrez-Dunn

Liz Grossman

Sherborn School Committee

Angie Johnson\*

Megan Page\*

Nancy Cordell

Dennis Quandt

Dover-Sherborn Regional School  
Committee

Maggie Charron

Judi Miller

Lynn Collins

Kate Potter

Anne Hovey

\* - Union #50 Member

\*\* - Union #50 non-voting member

- 1. Call to order** – The meeting was called to order at 6:30 pm. There was a quorum of the Dover Sherborn Regional School Committee (DSRSC), the Dover School Committee (DSC), the Sherborn School Committee (SSC), and the Union #50 Superintendency Committee. Union #50 Chair Leslie Leon read the following into the record:  
This Open Meeting is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020. Information on how to join remote School Committee meetings and meeting agendas is posted on the Dover Sherborn District Website .Please note that this meeting is being recorded. Please be aware that anything that you broadcast may be captured by the recording.
- 2. Community Comments** - There were several comments made thanking the members of the DS AIDE subcommittee for their work.
- 3. DS AIDE: Equity Statement** - Dr. Keough spoke of the work done by DS AIDE to develop strategies to broaden the Districts' cultural proficiency including the development of an Equity Statement. The rationale for the statement and the proposed School Committee Position on Equity was read by members of DS AIDE and then they answered questions from the school committee members.  
There were motions to adopt the Equity Statement as presented.  
DSRSC: motion by Lynn Collins, second by Anne Hovey  
Vote in favor: Maggie Charron, Judi Miller, Kate Potter, Anne Hovey, and Lynn Collins  
SSC: motion by Nancy Cordell, second by Dennis Quandt  
Vote in favor: Angie Johnson, Megan Page, Dennis Quandt, and Nancy Cordell  
DSC: motion by Sara Gutierrez-Dunn, second by Colleen Burt  
Vote in favor: Leslie Leon, Mark Healey, Colleen Burt, Liz Grossman, and Sara Gutierrez-Dunn
- 4. 2020-21 School Calendar: Revision** - Dr. Keough recommended the last day of school be June 18th for all schools. It will be an early release day.  
There were motions to approve the recommendation of the Administration for the last day of school.  
DSRSC: motion by Judi Miller, second by Kate Potter  
Vote in favor: Maggie Charron, Judi Miller, Kate Potter, Anne Hovey, and Lynn Collins  
SSC: motion by Nancy Cordell, second by Dennis Quandt  
Vote in favor: Angie Johnson, Megan Page, Dennis Quandt, and Nancy Cordell

## **DRAFT**

DSC: motion by Mark Healey, second by Liz Grossman

Vote in favor: Leslie Leon, Mark Healey, Colleen Burt, Liz Grossman, and Sara Gutierrez-Dunn

### **5. Adjournment at 7:50 pm.**

Respectfully submitted,  
Amy Davis

# DRAFT

Dover-Sherborn Regional School Committee  
Dover School Committee  
Sherborn School Committee  
Union #50 Superintendency Committee  
Meeting Minutes April 27, 2021  
**Virtual Meeting**

Present:

Dover School Committee

Leslie Leon, Chair\*

Mark Healey

Colleen Burt

Sara Gutierrez-Dunn

Liz Grossman

Sherborn School Committee

Angie Johnson\*

Megan Page\*

Amanda Brown

Dennis Quandt

Dover-Sherborn Regional School  
Committee

Maggie Charron

Judi Miller

Lynn Collins

Kate Potter

Anne Hovey

Shobha Frey

\* - Union #50 Member

\*\* - Union #50 non-voting member

- 1. Call to order** – The meeting was called to order at 6:30 pm. There was a quorum of the Dover Sherborn Regional School Committee (DSRSC), the Dover School Committee (DSC), the Sherborn School Committee (SSC), and the Union #50 Superintendency Committee. Union #50 Chair Leslie Leon read the following into the record:  
This Open Meeting is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020. Information on how to join remote School Committee meetings and meeting agendas is posted on the Dover Sherborn District Website. Please note that this meeting is being recorded. Please be aware that anything that you broadcast may be captured by the recording.
- 2. Community Comments** - none
- 3. Welcome New DS Regional School Committee Member** - Shobha Frey was introduced and welcomed. She has been appointed to fill the term until Dover's Town Election.
- 4. Sustainability Task Force Update** - Dr. Keough introduced members of the Task Force and they each reviewed their subcommittee focus so far. The website was shown and will be live soon.
- 5. Superintendent Update** - Dr. Keough gave an update on the return to school 5 days a week across the district. There was a discussion on pool testing and how to encourage participation.
- 6. Business Office Update** - Dawn Fattore reviewed a summary of each Committee's approved FY22 Operating Budget. Saving from post-FY21 staffing changes/announced retirements were a primary budget driver for all three budget. Dover has a 0.03% decrease, Sherborn a 0.08% increase and the Region a 0.87% increase over their respective FY21 operating budgets. The budgets were developed with the assumption of regular school operations. At this time, there is adequate COVID related funding to cover any additional need for FY22, specifically learning loss and social emotional learning needs relating to school closure and hybrid operations.  
The position of Director of Facilities will be posted in May with a start date goal of the beginning of FY22.
- 7. Policy: second read** -  
There were motions to approve the Harassment Policy ACAB and Harassment Investigation Procedures as presented.

## DRAFT

DSRSC: motion by Shobha Frey, second by Kate Potter

Vote in favor: Maggie Charron, Judi Miller, Kate Potter, Anne Hovey, Shobha Frey and Lynn Collins

SSC: motion by Amanda Brown, second by Megan Page

Vote in favor: Angie Johnson, Megan Page, Dennis Quandt, and Amanda Brown

DSC: motion by Colleen Burt, second by Sara Gutierrez-Dunn

Vote in favor: Leslie Leon, Mark Healey, Colleen Burt, Liz Grossman, and Sara Gutierrez-Dunn

**8. Interim Superintendent Search Team Update** - Kate Potter announced the two finalists for Interim Superintendent. Interviews will be held on May 5th with both candidates.

There were motions to approve the slate of finalists for Interim Superintendent.

DSRSC: motion by Judi Miller, second by Lynn Collins

Vote in favor: Maggie Charron, Judi Miller, Kate Potter, Anne Hovey, Shobha Frey and Lynn Collins

SSC: motion by Amanda Brown, second by Megan Page

Vote in favor: Angie Johnson, Megan Page, Dennis Quandt, and Amanda Brown

DSC: motion by Mark Healey, second by Colleen Burt

Vote in favor: Leslie Leon, Mark Healey, Colleen Burt, Liz Grossman, and Sara Gutierrez-Dunn

### **9. Consent Agenda**

- Minutes of January 19, February 1 and February 9, 2021

There were motions to approve the Consent Agenda.

DSRSC: motion by Judi Miller, second by Anne Hovey

Vote in favor: Maggie Charron, Judi Miller, Kate Potter, Anne Hovey, Shobha Frey and Lynn Collins

SSC: motion by Amanda Brown, second by Megan Page

Vote in favor: Angie Johnson, Megan Page, Dennis Quandt, and Amanda Brown

DSC: motion by Colleen Burt, second by Sara Gutierrez-Dunn

Vote in favor: Leslie Leon, Mark Healey, Colleen Burt, Liz Grossman, and Sara Gutierrez-Dunn

### **10. Adjournment at 8:10 pm.**

Respectfully submitted, Amy Davis

***The Public Schools of Dover and Sherborn***

*Memo from  
Superintendent Dr. Andrew Keough*

To: Joint School Committee

From: Dr. Andrew W. Keough, Superintendent

RE: Appointment to ACCEPT and TEC Board of Directors

Date: June 14, 2021

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In accordance with Chapter 43 of the Acts of 2012 I request that the Joint School Committee vote to appoint Kathleen Smith to the ACCEPT and TEC Collaborative Board of Directors for the 2021-22 fiscal year.

## 2021-22 SCHOOL COMMITTEES MEETING SCHEDULE

Dates are subject to change

| REGIONAL SCHOOL COMMITTEE MEETINGS                                                                                              | SHERBORN SCHOOL COMMITTEE MEETINGS                                                                                                  | DOVER SCHOOL COMMITTEE MEETINGS                                                                                               | JOINT SCHOOL COMMITTEE & UNION #50 MEETINGS   |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
|                                                                                                                                 |                                                                                                                                     |                                                                                                                               |                                               |
| Tuesday, September 14, 2021                                                                                                     | Tuesday, September 21, 2021                                                                                                         | Tuesday, September 28, 2021                                                                                                   |                                               |
| Tuesday, October 12, 2021                                                                                                       | Tuesday, October 19, 2021- <b>5:30 start***</b>                                                                                     | Tuesday, October 26, 2021                                                                                                     | Tuesday, October 12, 2021 -7:00 pm            |
| Monday, November 9, 2021 - 7:00 pm start                                                                                        |                                                                                                                                     |                                                                                                                               |                                               |
| Tuesday, December 7, 2021*- starts <b>5:30 pm</b>                                                                               | Tuesday, December 14, 2021*                                                                                                         | Tuesday, December 21, 2021*                                                                                                   | Tuesday, December 14, 2021 7:00 pm            |
| Tuesday, January 11, 2022                                                                                                       |                                                                                                                                     | Tuesday, January 18, 2022-- <b>5:30 pm start ***</b>                                                                          | Tuesday, January 18, 2022 -7:00 pm            |
| Tuesday, February 1, 2022                                                                                                       | Tuesday, February 8, 2022                                                                                                           |                                                                                                                               |                                               |
| Tuesday, February 22, 2022                                                                                                      |                                                                                                                                     |                                                                                                                               |                                               |
| <b>February 23, 2022*** (tentative)</b>                                                                                         |                                                                                                                                     |                                                                                                                               |                                               |
| Tuesday, March 1, 2022**                                                                                                        | Tuesday, March 8, 2022**                                                                                                            | Thursday, March 10, 2022**                                                                                                    |                                               |
|                                                                                                                                 |                                                                                                                                     |                                                                                                                               | Tuesday, April 5, 2022 - 6:30 pm              |
|                                                                                                                                 |                                                                                                                                     |                                                                                                                               | Tuesday, April 26, 2022 - 6:30 pm             |
| Tuesday, May 3, 2022                                                                                                            | Tuesday, May 10, 2022                                                                                                               | Monday, May 16, 2022                                                                                                          |                                               |
| Tuesday, June 7, 2022- <b>6:30 pm start</b>                                                                                     | Tuesday, June 14, 2022 <b>5:30 pm start</b>                                                                                         | Tuesday, June 7, 2022-- <b>5:30 pm start</b>                                                                                  | Tuesday, June 14, 2022 - <b>6:30 pm start</b> |
|                                                                                                                                 |                                                                                                                                     |                                                                                                                               |                                               |
| <i>Regional School Committee meetings begin at 6:30 p.m. in the library at DS Middle School, <b>unless otherwise noted.</b></i> | <i>Sherborn School Committee meetings begin at 6:30 p.m. in Room 204B at the Sherborn Town Hall, <b>unless otherwise noted.</b></i> | <i>Dover School Committee meetings begin at 6:30 p.m. in the library at Chickering School, <b>unless otherwise noted.</b></i> |                                               |
| * Meeting to include first pass of the FY22 Budget                                                                              | * Meeting to include first pass of the FY22 Budget                                                                                  | * Meeting to be held in the morning to discuss the first pass of the FY22 Budget                                              |                                               |
| ** Meeting to include final action on FY22 Budget                                                                               | ** Meeting to include final action on FY22 Budget                                                                                   | **Meeting to include final action on FY22 Budget                                                                              |                                               |
| *** Budget Meeting with Dover Warrant and Sherborn Advisory Committees                                                          | <b>***Meeting held at DSMS Library</b>                                                                                              | <b>*** Meeting held at DSMS Library</b>                                                                                       |                                               |
|                                                                                                                                 |                                                                                                                                     |                                                                                                                               |                                               |
|                                                                                                                                 |                                                                                                                                     |                                                                                                                               |                                               |
|                                                                                                                                 |                                                                                                                                     |                                                                                                                               |                                               |