

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

January 17, 2023

6:30PM

DSMS Library

Agenda

This meeting is being live streamed please click on the link

<http://youtube.com/doversherborncabletv>

- Call to Order
- Community Comments

Join Zoom Meeting (community comments only)

<https://us02web.zoom.us/j/86082110896?pwd=YIRROWhXcHlNa3pzdU5L2ZOZU5tZz09> Meeting ID:860 8211 0896

Passcode: 120779

- Reports/Updates
 - Superintendents' Formative Evaluation Check-In
 - Multi-Tiered System of Support – Kate McCarthy - Director of Student Services
 - Equity Audit Recommendations
- 4. Policy – 2nd Read
 - Bullying Policy **A.R.**
 - Camera Policy
- 5. Vote to approve 2023-2024 School Year Calendar **A.R.**
- 6. Connelly Bus Contract 2 Year Extension **A.R.**
- 7. Consent Agenda **A.R.**
 - Approval of Joint SC minutes November 8, 2022
 - Request for Westborough to join ACCEPT Collaborative
- 8. Adjournment

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 Public Schools of Dover and Sherborn

157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org



Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

To: Dover, Sherborn, and Dover-Sherborn Regional School Committees
From: Elizabeth McCoy
Re: Superintendent Goals Update 2022-23
Date: January 13, 2023

As part of the formative evaluation process, I have included updates regarding each of the three District goals and each of my three superintendent goals below (see bold italicized text). I will provide additional details at Tuesday's meeting and am happy to answer questions at that time.

DISTRICT'S IMPROVEMENT GOALS 2022-23

Setting a Strategic Path

The District will identify common best practices associated with Challenge Success, the Portrait of a Graduate, and culturally responsive pedagogy in order to develop a clear vision for teaching and learning. With feedback from stakeholder groups, the District will then outline a measured path forward in support of this vision by way of an updated strategic plan.

- ***During the afternoon professional development session on September 21, each of the four faculties developed a list of school-wide best practices and associated indicators. Small groups of educators have since unpacked their school's practices and shared examples relative to their grade levels and disciplines. Individual teachers have identified which of the strategies they will implement in their classrooms and refine over the course of the year.***
- ***Evaluators are conducting classroom observations focused on educators' identified best practices and providing constructive feedback for continued growth. The Leadership Team continues to calibrate observations and feedback with particular emphasis on student engagement and higher order thinking skills.***

Equity Audit

The District will review findings from the equity audit and incorporate goals and action steps into the next iteration of its strategic plan in order "to foster a school community free from bias and discrimination, and ensure a sense of belonging and equitable outcome for all Dover Sherborn students," (DS AIDE). Additionally, educators will engage in a K-12 curriculum review to determine the extent to which its instructional materials and assessment tools are culturally responsive, making adjustments as necessary.

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

- *Dr. Carlos Hoyt, DS '78, has partnered with the District to support leaders, educators, students, families and community members in developing a shared vision for equity. He continues to meet with various constituent groups and stakeholders via workshops, forums and individual meetings.*
- *The Leadership Team, each of the four faculties and DS AIDE reviewed the findings of the equity audit and prioritized recommendations into short-term, midterm and long-term goals. Community members discussed the findings of the equity audit at the November 16 forum with Dr. Hoyt; table notes were generated to inform next steps. All of this information was synthesized and a draft roadmap will be presented at the joint meeting of the school committees on January 18.*
- *With the support of K-12 instructional leaders, Assistant Superintendent Denny Conklin launched a curriculum audit on January 11. Using the audit tool, each grade level/department analyzed one lesson/unit, identifying strengths and opportunities for refinement. Teams will work through additional curriculum units during upcoming meeting times.*

Supporting All Students

The District will continue to refine its multi-tiered system of support (MTSS) to ensure that all students have access to differentiated instruction, targeted interventions and evidence-based resources in support of their academic, social and emotional development.

- *Director of Student Services Kate McCarthy continues to work with building leaders to support Data Teams and Student Success Teams review grade level, classroom and individual data to determine needs, provide interventions and monitor progress. Ms. McCarthy will provide an update at the joint meeting of the school committees on January 18.*
- *Elementary coaches (Literacy, Mathematics, Social-Emotional Learning) continue to support interventionists and classroom teachers in the collection and analysis of student data and implementation of evidence-based instructional strategies. Middle School building and curriculum leaders are working with Dr. Katie Novak, state-wide MTSS consultant, to refine their vision for MTSS and create a schedule to allow for maximum use of instructional time and opportunities for small group instruction and interventions. High School building and department leaders continue to explore opportunities for collaboration and sharing proven support strategies across students' individual educator assignments.*

SUPERINTENDENT'S GOALS 2022-23

Goal 1: Effective Entry and Direction Setting

By late spring, the District will have broad recognition by key stakeholder groups about its most critical needs and will have a widely understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress.

Key Actions

1. By mid-August, present to the school committee a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, d) processes to be used to identify any access and achievement gaps, and (e) methods for assessing district systems of support including financial management, human resources, and operations.
 - *Presented my [Entry Plan](#) to the three school committees at the September 20 joint meeting.*

- *Interviewed 15 school committee members, 16 members of the Leadership Team, 2 town administrators, 4 safety officials, and 2 union presidents.*
 - *Held in-person and virtual focus groups with educators/staff (6 sessions) and parents/community members (7 sessions); student focus groups (4) scheduled for early February.*
 - *Administered a survey to all educators and parents/guardians; will be following-up with parent leadership groups for additional participation; student survey scheduled for late February.*
 - *Conducted monthly facility walk-throughs and classroom visits at each of the four schools.*
 - *Analyzed various data sources including MCAS reports, Advanced Placement course enrollment and exam scores, SAT scores, social-emotional surveys, Metrowest Adolescent Health Survey, student discipline, student and staff attendance, graduate rate, college acceptance/matriculation, Special Education referrals, extracurricular participation.*
 - *Reviewed multiple documents including DS Portrait of a Graduate, school improvement plans, NEASC report, NYU equity audit, curriculum maps, academic handbooks, District Accommodation Plan, technology plan, Central Office Organizational Study, staffing assignments, district budgets, capital improvement plans, class size reports, enrollment projections, student and staff handbooks, Coordinated Program Review findings, collective bargaining agreements, district policies, Emergency Response Manual, district website, school publications/newsletters, Communication Survey results, educator evaluations, professional development plans, Mentoring and Induction Handbook.*
2. By April, complete and present a Report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
 3. By May, launch a process to engage key stakeholders in identifying key strategies to improve student learning and other district systems of support.

Benchmarks

1. Presentations completed on schedule (process).
2. Strategy Development process launched (process).
3. Results of spring survey of key leaders including administrators, teacher leaders, school committee, and union leaders demonstrate awareness (90 percent) and engagement (75 percent) in the entry process and confidence (75 percent) that the Report of Entry Findings captured important insights about the state of the District and the issues that most require attention.

Goal 2: Maintaining Momentum During the Transition

Keep the District moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

Key Actions

1. By October 15, review and establish student learning, professional practice and district/school improvement goals with all principals and district administrators.
 - *Proposed common administrator goals aligned with district priorities for all school leaders.*
 - *Met with central office administrators (3) and school principals (4) to review and approve goals.*
 - *Held/hold individual meetings weekly with central office administrators and monthly with school principals to review progress on goals and address current issues/priorities.*

2. By March 1, complete Formative Evaluation conferences with each principal and district administrator the superintendent supervises.
3. By late spring, conduct at least three school visits to each school.
4. By June 30, analyze progress on goals and complete Summative Evaluation Reports for all supervisees.

Benchmarks

1. Completed Educator Evaluation Plans (process).
2. Log or notes demonstrating at least three visits per school (process).
3. Analysis of Summative Evaluation Reports demonstrates “meets” or “exceeds” rating on 75 percent of principal and district administrator goals (outcome).

Goal 3: (Professional Practice) New Superintendent Induction Program

Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.

Key Actions

1. Attend ~~eight day-long sessions~~ 4 full-day and 10 half-days sessions. (*note: schedule updated*)
 - ***Attended all 2 full-day and 8 half-day sessions to date; 2 full-day and 2 half-day sessions to be held in March, April and May.***
2. Complete all NSIP assignments.
 - ***Completed all NSIP assignments to date, including readings, development of an entry plan and partial synthesis of entry plan findings.***
3. Meet with assigned coach at least monthly.
 - ***Met/meet with my coach weekly.***
 - ***Debriefed with my coach after his attendance at various events, including a Joint School Committee meeting, Leadership Team meeting, community forum, educator professional development, classroom observations, and planning session with DEI consultant.***

Benchmarks

1. Calendar documents attendance and contact with coach (process).
2. Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).



Levels of Support for All Students

Dover-Sherborn Public Schools



Multi-Tiered System of Support

01

State Mandated Structure

02

Elementary MTSS Supports

03

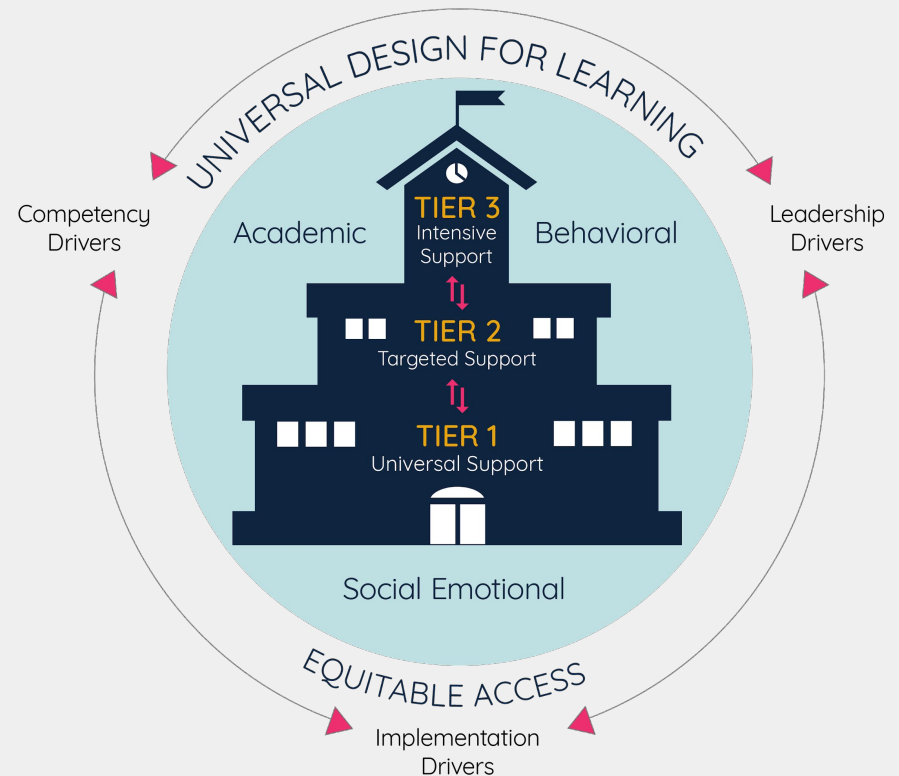
Region MTSS Supports

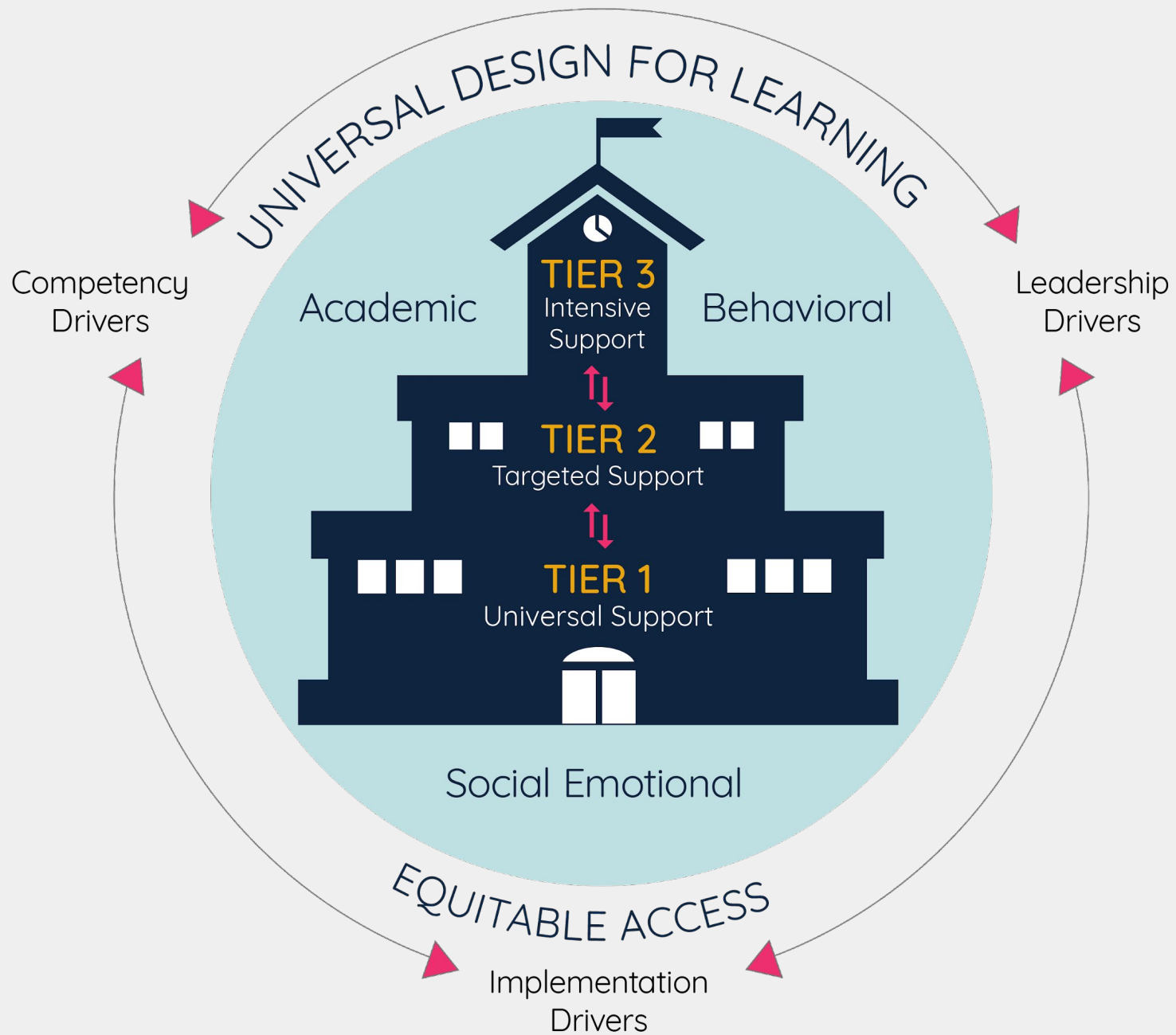
04

Tools We Use to Collect Data

What is MTSS?

MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize **data-driven** decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. MTSS is not just about tiered interventions, but rather how all the systems in a school or district fit together to ensure a high quality education for all students.



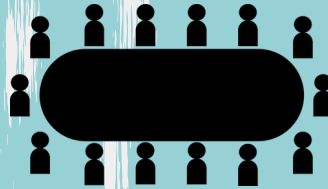


Systems Utilizing Data Tracking



Student Success Team

- Discuss one struggling student and previous Interventions tried
- Create plan of intervention
- Review progress of Interventions 6-8 weeks later
- Potential Evaluation



Student Update Meeting

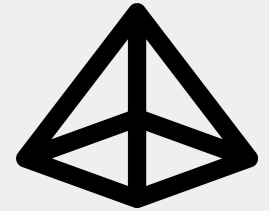
- Share pertinent student/school information regarding student experiences (i.e., recent trauma, life events, peer conflicts, consistent issues with students)
- Follow Up Measures and supports
- Potential SST Referral



Data Teams (Elem)

- Review School Wide Data
- Action Steps for struggling students
- Determine strategies to Implement for students not making progress

System of Supports



Tier 1 (80-90%)

- Tier 1 Interventions happen throughout the school including the general education classroom delivered by general education teachers.

Tier 2 (5-15%)

- Small group or individualized intervention designed to target specific areas outside of the core curriculum.

Tier 3 (1-5%)

- Intensive support which provides focused interventions to significant areas of need.



Title I

Dover-Sherborn Schools qualify for federal grant funding from Title I and its targeted assistance program. Title I is a federally funded program designed to strengthen core programs in school districts by providing support services to selected students in order to achieve state standards. The specific instructional programs implemented are scientifically research-based, and serve to support rather than supplant current instructional practice.

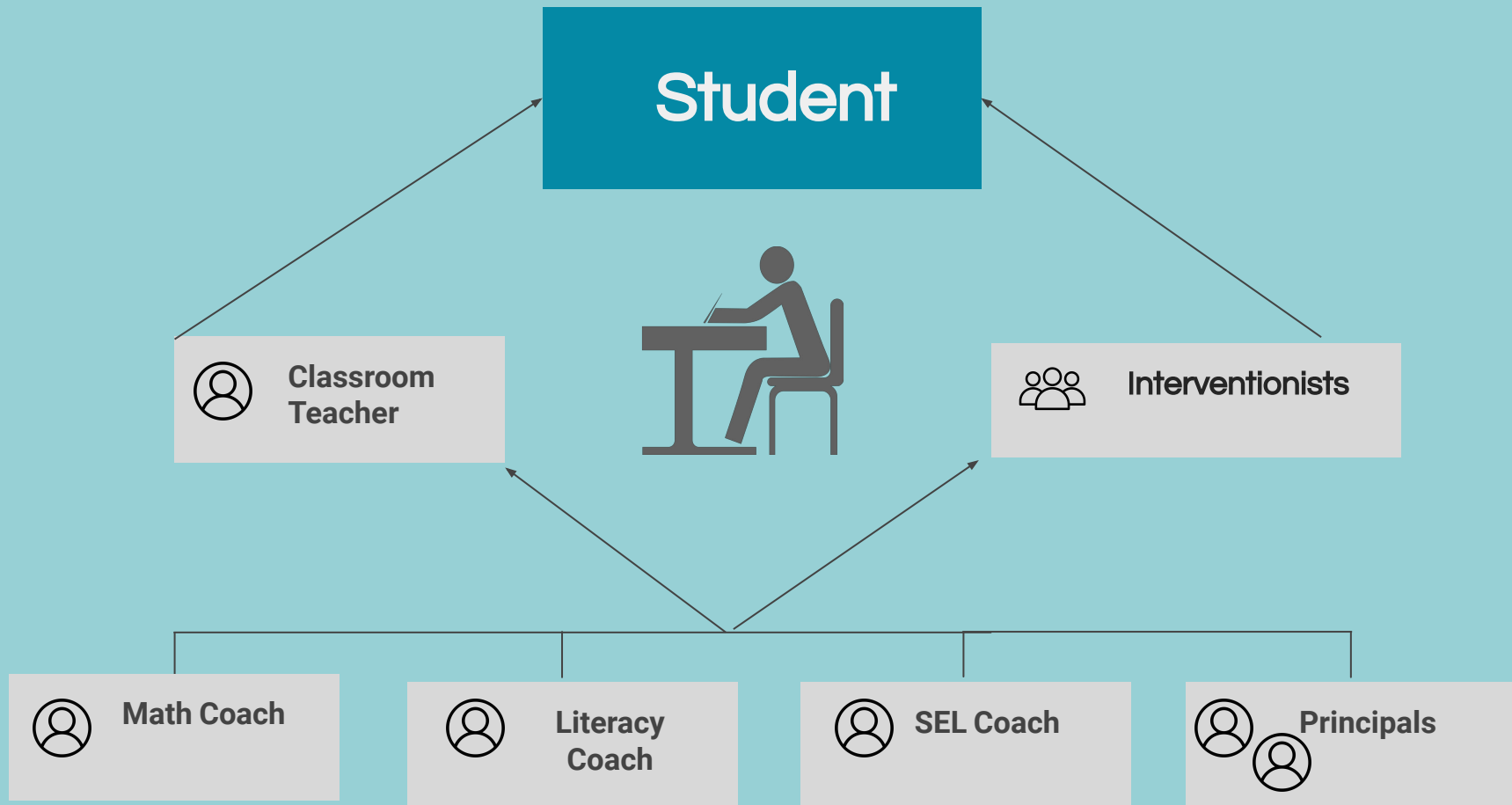
The Multi-Tiered Systems of Support or MTSS framework is a structure for providing academic and social-emotional support to students by identifying those who need an extra boost of instruction early and quickly intervening. Our Title I funds support Tier I and II instruction and support.

Every year Dover-Sherborn Public Schools formally requests feedback from families and caregivers regarding Title I services and communications. To provide additional feedback please contact your school's Title 1 Administrator (assistant principal) or Assistant Superintendent, Denny Conklin.



Elementary Snapshot

Elementary Roles of Support





Elementary System of Supports

Tier 1

- Universal support available for all students through the general education system
- Tier 1 Interventions happen throughout the school including the general education classroom delivered by general education teachers

Tier 2

- Small group or individualized intervention designed to target specific areas outside of the core curriculum.
- Intervention instruction occur for a finite amount of time (6-8 weeks).
- Teachers communicate with families regarding T2.

Tier 3

- Intensive support which provides focused interventions to significant areas of need.
- Group size should be small or individualized.



Region Snapshot



Region System of Supports

Tier 1

- Evidence-based instructional practices
- Differentiated instruction
- DCAP accommodations as needed

Tier 2

- Small group support either in class or outside of classroom for short periods of time

Tier 3

- Small group or individual instruction provided for an extended period of time



Tools

“

An intervention cannot be called an intervention if it is not progress monitored. An intervention without progress monitoring is just an activity.





District and school-level data systems

District and school-level data systems are used to track student performance over time. These data systems are used to provide regular performance feedback to school teams, coaches, and individual staff for problem solving, and action planning.



Data Sources that Feed Into Dashboard

LITERACY

- DIBELs (Amplify)
- F & P BAS
- IXL


MATH

- Kathy Richardson Early Numeracy Assessment
- IXL

SOCIAL-EMOTIONAL

- SEL Survey

SCHOOL PROGRESS

- Current Grades
 - Behavioral Incidents
 - Attendance
 - Intervention Plans
- 

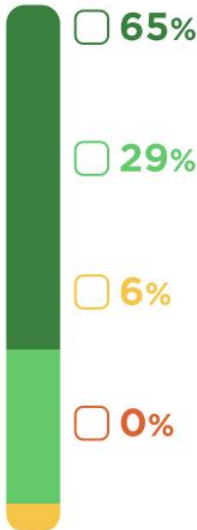
TIMEFRAME

Term 1 (current)

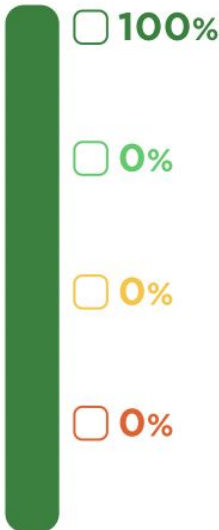
YTD

SNAPSHOT: OVERALL SCHOOL PROGRESS

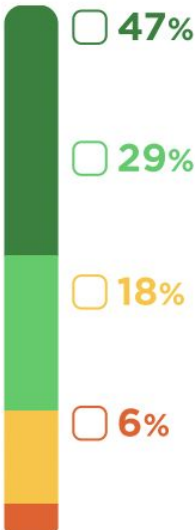
Attendance



Behavior



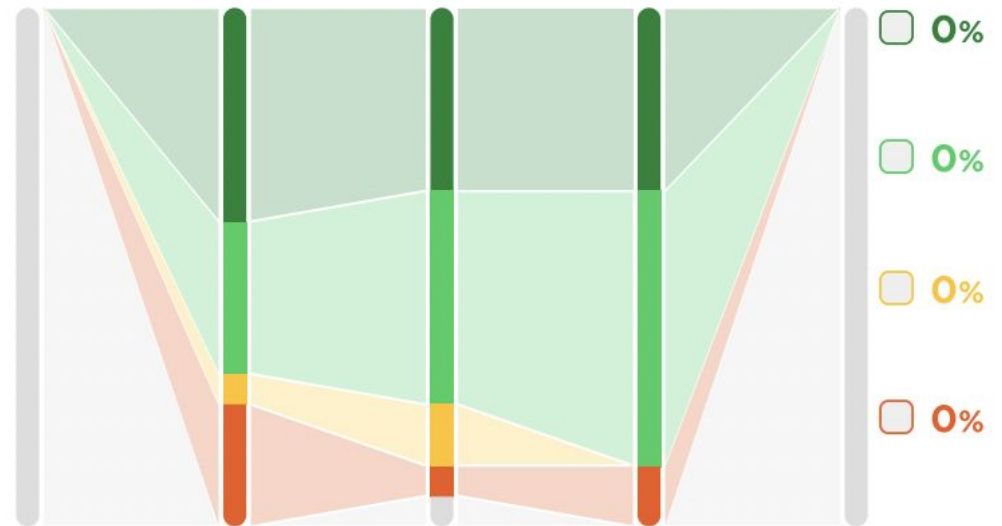
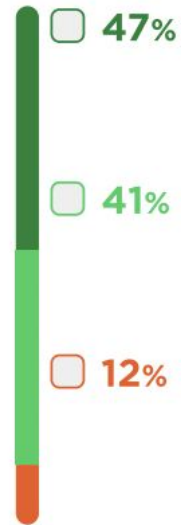
SEL



8	0	6	
4	0	7	
3	0	4	🚩
5	0	3	

F ▾ F&P

DIBELS 8th Ed ▾ DIBELS 8th Edition Composite Score



SNAPSHOT: LITERACY BENCHMARK ASSESSMENT

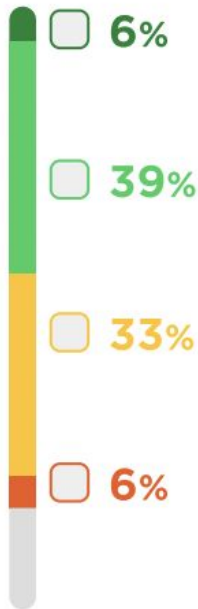
Oct 2021 Jan 2022 Jun 2022 Sep - Oct 2022 Jan 2023

D		387	424	341	
I		534	545	487	
D		416	453	343	

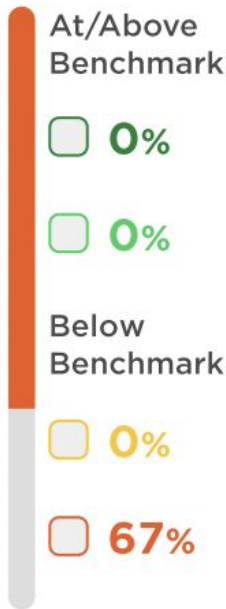


SNAPSHOT: MCAS & MATH BENCHMARK ASSESSMENT

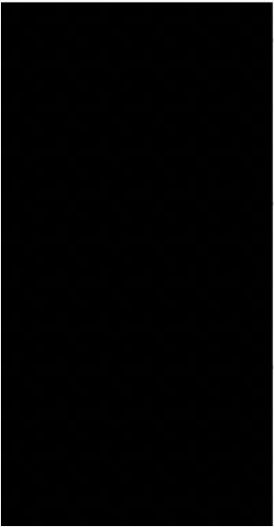
MCAS - Ma...



IXL Math



Dec 2022



492

350



488

390



470

340



Strategy
Fluency Practice - Rereadin...

Strategy
Dividing words into syllables

Strategy
Use of context clues

Strategy
GIST Summarizing

Strategy
Setting a purpose for readi...

Strategy
Practice with multiple choic...

SAMPLE INTERVENTION PLAN

Progress Monitoring Notes

Plan completed



██████ has made progress. He is doing better at monitoring and self-correcting his ██████ Jan 16, 2023
oral reading. Visual learning modality is not his strength. He needs to continue
[Show more](#)

Week 7



The group continues to make progress with the strategies that they are being ██████ Jan 16, 2023
taught. The recent focus is generating a summary main idea sentence after
[Show more](#)

Week 7



The group continues to make progress with the goals. I would like them to ██████ Jan 16, 2023
complete an additional cycle together.
[Show more](#)

Week 5



██████ does well when he uses the strategies. Visual tasks are more demanding of ██████ Jan 8, 2023
him. He is also task-orientated and this works against him when completing
[Show more](#)

Week 3



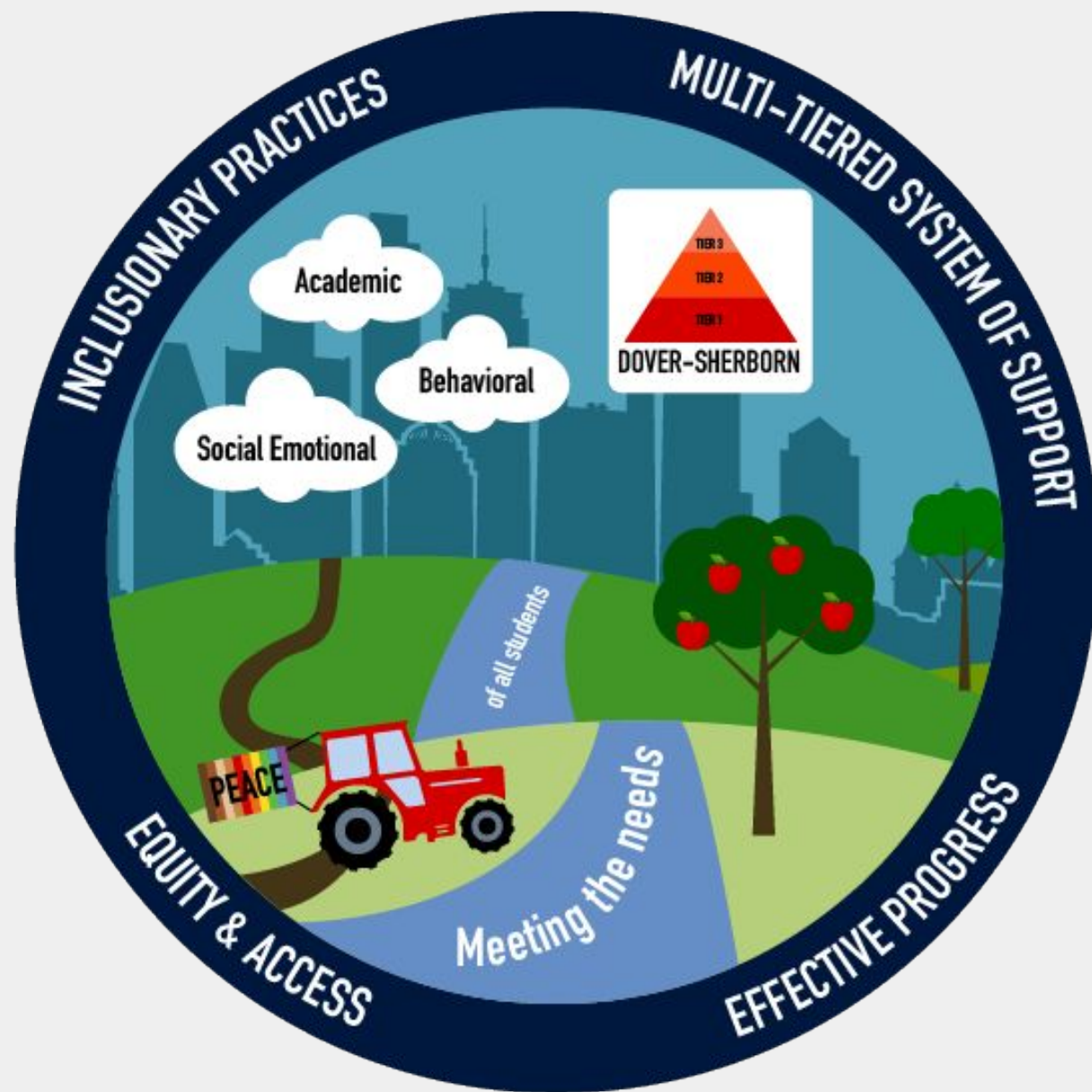
██████ continues to work on monitoring his oral reading. His fluency and ██████ Dec 19, 2022
expression have increased. He doesn't seek help when he encounters an
[Show more](#)

Plan created



Intervention goal: The group will focus on monitoring and self-correcting, word ██████ Dec 5, 2022
recognition strategies with multisyllabic words, fluency, and comprehension.

Pre-intervention reflection: The group will focus on the set goals as the students would all benefit from
additional small-group instruction in the identified skills.





The Public Schools of Dover & Sherborn

Joint Meeting of the School Committees
January 17, 2023

District Objectives



- To inspire, challenge and support all students as they discover and pursue their full potential.
- To prepare students for success in college, career and life in a rapidly changing world.



Commitment to
COMMUNITY
EQUITY & Excellence
Respect & Dignity
CLIMATE of Care
#WEareDS

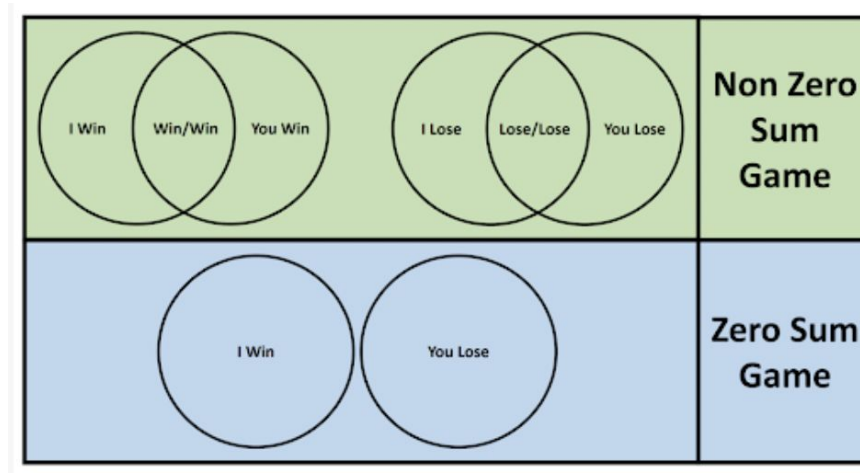
Academic excellence is a complex and multi-faceted concept that involves:

- high levels of proficiency and mastery in academic subjects;
- the development of skills and competencies, such as critical thinking, communication & resiliency;
- the ability to apply knowledge and skills in novel and complex situations.

Academic excellence should be inclusive and equitable, providing opportunities for all students to reach their full potential, regardless of background or ability.

Academic excellence is NOT a fixed concept but rather an ever-evolving one, as educational and societal needs change.

Academic excellence is NOT a zero-sum game.





- Providing high-quality instruction
- Setting high expectations
- Creating a positive school culture and climate
- Providing appropriate and adequate resources
- Offering targeted support
- Addressing non-academic barriers
- Encouraging parent and community involvement
- Cultivating a growth mindset



State & Federal Laws

“The Dover Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, activities, on the basis of race, color, or origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act); or on the basis of homelessness in accordance with The McKinney Vento Homeless Assistance Act of 1987.

Furthermore, in accordance with M.G.L. c.76 s.5 Dover, Sherborn, and Dover Sherborn Schools do not exclude or discriminate against students in admission or in obtaining its advantages, privileges, or courses of study on the basis of age, race, color, national origin, sex/gender, gender identity, religion, national origin, disability, sexual orientation, or homelessness.”



State & Federal Laws

“The gender identity law amended G.L. c. 76, § 5, 2 to establish that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of *gender identity*, among other characteristics. The amended Access to Equal Educational Opportunity regulations, 603 CMR 26.00, and the non-discrimination provision of the Charter School regulations, 603 CMR 1.00, require schools to establish policies and procedures, provide training, and implement and monitor practices to ensure that obstacles to equal access to school programs are removed for all students, including transgender and gender nonconforming students.” (DESE)

In order to further a safe and supportive school environment for all students, schools should incorporate education and training about transgender and gender nonconforming students into their anti-bullying curriculum, student leadership training, and staff professional development.

DESE Mandates



According to MA English Frameworks, a student who is ready for college, careers and civic participation...

THEY COME TO UNDERSTAND OTHER PERSPECTIVES AND CULTURES.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Sample Content Standard, Grade 1 Social Studies:

“Supporting Question: What does the motto, “Out of Many, One” mean and why is it a good motto of the United States?

Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures)

DESE Mandates



Race, Racism and Culturally Responsive Teaching in History and Social Science in MA

“An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.”

MA Educator Rubric

“Builds on and draws from knowledge of their students’ identities, skills, developmental levels, cultures, languages, and communities to inform curriculum and planning and provide differentiated learning experiences...”

“Plan lessons using evidence-based, inclusive, and culturally responsive instructional methods and activities, including identifying opportunities to create meaningful, relevant connections rooted in the local context.”

CASEL Standards

“DESE commonly uses the Collaborative for Academic, Social, and Emotional Learning (CASEL's), definition of Social and Emotional Learning (SEL): *SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions...It can help all young people and adults thrive personally and academically, develop and maintain positive relationships, become lifelong learners, and contribute to a more caring, just world.*” (DESE)

Student Voice



Alumni Letter

“As an institution that has long held itself as a leading college-preparatory school boasting high scores and a successful body of alumni, it is imperative to introduce not only anti-racist policies and training sessions for students, but faculty as well. Racial equity courses and programming on the reach of institutional racism must become the norm in all communities, and our community must do better. We should feel pressed to develop methods of teaching students to navigate, recognize, and promote racial inclusivity, cultural competency, and anti-racist dialogue.”

Equity Audit

1786 surveys

elementary school students (263)
middle school students (436)
high school students (531)
parents (420)
educators/staff (136).

22 focus groups

students (58)
parents (24)
educators/staff (26)
school leaders (6)

Metrowest Adolescent Health Survey 2021

I feel like I am part of this school... (of DSHS students, grades 9-12)

White students	(70%)
Students with a disability	(63%)
Non-white students	(61%)
LGBTQ students	(53%)

Student Panel - November 28, 2022



The Process

- Discussed audit findings & recommendations

- Leadership Team 10.12.22
- Chickering Staff 11.01.22
- Pine Hill Staff 10.24.22
- Middle School Staff 11.09.22
- High School Staff 11.01.22
- DS AIDE 10.13.22
- Community Members 11.16.22

Video & notes shared with entire community

- Synthesized input & priorities into a draft timeline

NOTE:

This is a DRAFT timeline that may change based on stakeholder feedback and other strategic priorities identified through the Superintendent's entry process.

PROVIDING HIGH QUALITY INSTRUCTION

SHORT TERM	<ul style="list-style-type: none">● Conduct an audit to ensure the curriculum engages all students as active learners in meaningful, standards-aligned content by: 1) providing opportunities to explore topics and apply learning in relevant, authentic, and real-world contexts; 2) building on students' strengths, interests, backgrounds, and prior knowledge; 3) developing students' abilities to think critically, ask questions, and analyze sources. (DESE, DS Portrait of a Graduate)● Research and use evidence-based instructional practices to provide all students opportunities, supports, and scaffolds for learning. (DESE)
MID-TERM	<ul style="list-style-type: none">● Identify essential content/skills within each content area to ensure a rigorous K-12 continuum of learning accessible to all learners (UDL & MTSS)● Expand educators' repertoire of inclusive practices, including co-teaching and small group instructional models that leverage special educators' expertise within the general education classroom.
LONG TERM	<ul style="list-style-type: none">● Increase opportunities for educator collaboration across buildings to ensure a scaffolded approach to content and skill development for students.

NOTE: This is a DRAFT timeline that may change based on stakeholder feedback and other strategic priorities identified through the Superintendent's entry process.

SETTING HIGH EXPECTATIONS

SHORT TERM	<ul style="list-style-type: none">● Further expand the definition of success to include multiple pathways to college, career and life opportunities. (Challenge Success)
MID-TERM	<ul style="list-style-type: none">● Analyze student demographic data relative to course enrollment and levels to ensure all students have access to rigorous learning opportunities (i.e. multiple entry points, sections)● Ensure all parents/caregivers have access to information (i.e. curricular expectations, academic programming and support systems, course level criteria, etc).
LONG TERM	<ul style="list-style-type: none">● Calibrate course expectations across course levels (college prep, honors, AP) to ensure consistency of rigor, skill development, homework, etc.

NOTE: This is a DRAFT timeline that may change based on stakeholder feedback and other strategic priorities identified through the Superintendent's entry process.

CREATING A POSITIVE SCHOOL CULTURE & CLIMATE

SHORT TERM	<ul style="list-style-type: none"> ● Build positive, caring relationships to ensure all students feel valued, respected, supported, and a sense of belonging in the classroom community. (DESE) ● Provide students, educators and families with tools to promptly and safely address bullying and bias-based incidents (i.e. Stop It, Name It, Claim It). ● Consider various religious and cultural observances when scheduling events and athletic competitions. ● Train a cohort of administrators and counselors in restorative practices to increase opportunities for student reflection, relationship rebuilding and community repair in response to incidents. (Restorative Justice, MA updated student discipline process) ● Recruit, support and retain diverse staff to allow all students to see themselves reflected in the staff and broaden students' appreciation for multiple perspectives.
MID-TERM	<ul style="list-style-type: none"> ● Expand students opportunities for peer leadership (Roots & Wings, Project 351, Playbook Initiative, No Place for Hate, World of Difference). ● Increase activities that promote an interconnected school culture (i.e. celebrations, competitions, FLEX Block, advisory periods). ● Train additional educators/staff in restorative practices (K-12). ● Clarify the role of students, educators, administrators, and families in reporting and addressing disciplinary incidents. ● Draft guidelines for communicating effectively with students, staff and community members in response to school/district/community incidents. ● Explain confidentiality mandates around student privacy as they relate to student behavior and school incidents.
LONG TERM	<ul style="list-style-type: none"> ● Research and pilot an anti-bullying curriculum to decrease prevalence and equip students and staff with the skills to address and report incidents. ● Adopt a school or district-wide approach to social-emotional learning to cultivate environments and skills that advance students' learning and development. (CASEL) ● Establish advisories at the middle and high school level to provide for strong student-teacher and student-student relationships and opportunities for learning beyond content-specific curriculum.

NOTE: This is a DRAFT timeline that may change based on stakeholder feedback and other strategic priorities identified through the Superintendent's entry process.

PROVIDING APPROPRIATE & ADEQUATE RESOURCES

SHORT TERM	<ul style="list-style-type: none">● Map existing professional development investments across grade levels and departments to identify important 1) gaps in skills/training and 2) key capacities that can support multiple goals/initiatives; include staff feedback on effectiveness and relevance.● Hold exit interviews with staff to identify ways to better retain and support highly qualified and diverse educators.
MID-TERM	<ul style="list-style-type: none">● Identify a core set of professional development experiences required of all staff as well as a menu of differentiated professional learning opportunities to deepen knowledge and practice.● Increase opportunities for educators to share best/creative practices (via staff presentations, peer observations, coaching, etc.).● Expand marketing and recruitment efforts to ensure a highly qualified staff with experience aligned with the District vision and mission.
LONG TERM	<ul style="list-style-type: none">● Identify ways to increase time/capacity for educator collaboration and professional learning; examine the District calendar and school schedules for creative solutions.● Expand partnerships with locally, nationally and globally recognized professional organizations to support educator growth and development aligned with District goals.

NOTE: This is a DRAFT timeline that may change based on stakeholder feedback and other strategic priorities identified through the Superintendent's entry process.

OFFERING TARGETED SUPPORT

SHORT TERM	<ul style="list-style-type: none">● Maintain strong student programming to meet the academic, social-emotional and behavioral needs of all students (i.e. GRIT, BRIDGE, METCO Lounge).
MID-TERM	<ul style="list-style-type: none">● 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.● Increase support for new hires as a means of retaining highly qualified and diverse educators.
LONG TERM	<ul style="list-style-type: none">● 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.

NOTE: This is a DRAFT timeline that may change based on stakeholder feedback and other strategic priorities identified through the Superintendent's entry process.

ADDRESSING NON-ACADEMIC BARRIERS

SHORT TERM	<ul style="list-style-type: none">● Develop clear and consistent protocols for reporting and addressing bullying and bias-based incidents.● Ensure clarity of behavioral expectations; organize student handbooks around major categories such as academic integrity (cheating, plagiarism, cutting class), safety (drugs, alcohol, weapons, fighting, driving), and interpersonal conduct (insubordination, bias, harassment).
MID-TERM	<ul style="list-style-type: none">● Further analyze behavior and discipline data to better understand reported discrepancies relative to student subgroups.● Identify and eliminate bias from district policies and practices through a critical review of all documents and handbooks.
LONG TERM	<ul style="list-style-type: none">● Calibrate behavioral expectations and practices within/across buildings and adjust approaches to ensure consistency and opportunity for student growth and learning.

NOTE: This is a DRAFT timeline that may change based on stakeholder feedback and other strategic priorities identified through the Superintendent's entry process.

ENCOURAGING PARENT & COMMUNITY INVOLVEMENT

SHORT TERM

- Enlist a consultant to help facilitate community conversation and learning around topics involving diversity, equity and inclusion.
- Provide opportunities for all community members to share hopes and apprehensions related to equity work in the schools.
- Invite/engage marginalized families in school/community events (identify school/parent liaisons); identify and eliminate barriers to participation (i.e. language, childcare, transportation).

MID-TERM

- Engage community members in discussion on identified topics of interest:
 - Maintaining a focus on academic excellence as a District.
 - Developing a shared understanding/vision/goals re: equity.
 - Identifying proven practices that support equity for all students.
 - Highlighting the benefits of equity work for non-marginalized students.
 - Understanding what culturally responsive curriculum/practices entail.
 - Learning school approaches to discipline, bullying and biased-based incidents.
 - Defining the roles of schools and families in the educational process.
 - Anticipating possible budgetary implications tied to District goals.
 - Other topics, as identified over time.
- Support educators in building relationships with racially, culturally and linguistically diverse families.

LONG TERM

- Improve our efforts to clarify, refine, and communicate about our educational philosophies and practices in all areas.

NOTE: This is a DRAFT timeline that may change based on stakeholder feedback and other strategic priorities identified through the Superintendent's entry process.

CULTIVATING A GROWTH MINDSET

ALWAYS

- Approach individual/school/district goals with an understanding that intelligence, talents and abilities can be improved over time with effort and persistence.
- Realize that maintaining an exceptional school district requires sustained reflection and a continuous drive for improvement.

NOTE: This is a DRAFT timeline that may change based on stakeholder feedback and other strategic priorities identified through the Superintendent's entry process.

The Public Schools of Dover and Sherborn

STRATEGY 2018-2021

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

The Dover Sherborn Schools commit to the following Core Values:

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

Strategic Objectives 2018-2021

<i>Innovative Teaching and Learning</i>	<i>Health and Well-being of Students and Staff</i>	<i>Partnerships with Families and Communities</i>	<i>Safe and Innovative Facilities</i>	<i>Resource Efficiency</i>
Maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world	Revise and enhance programs in support of the social-emotional needs of students and staff	Cultivate partnerships with families and community groups to strengthen the support system	Evaluate and adapt facilities and learning spaces to support 21st century learning experiences	Provide the highest quality education in an efficient and productive manner

Already in Progress



- Ensure that learning experiences are horizontally and vertically aligned and emphasize creativity, innovation, critical thinking, design thinking, problem solving, communication, collaboration, and global competency.
- 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.
- 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.
- 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.
- 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.
- Focus on anti-bullying, marginalization, and community building through actions and communications that specifically teach and reinforce the District's Core Values.
- Expand opportunities for districtwide professional sharing and team building.



We are committed to:

- 1) create opportunities like the one held on November 16th for community members who are open to civil and constructive engagement;
- 2) find ways to ensure that all voices feel safe enough to be brave and express their perspectives;
- 3) improve our efforts to clarify, refine, and communicate about our educational philosophies and practices in all areas.

Opportunities for Input & Dialogue



- Superintendent's Entry Survey
- Connect with Dr. Carlos Hoyt, DS '78
hoyt.carlos@gmail.com

- Community Forums

Wednesday, January 25 @ 6:30 PM, Sherborn Community Center

DEI Doubts: Is It Safe to Say I Have Apprehensions?

Tuesday, February 28 @ 6:30 PM, Location TBD

Voices of Our Community: Listening and Learning from Each Other

Thursday, March 30 @ 6:30 PM, Location TBD

*Promoting a Safe and Inclusive School Environment:
The Role of Schools, Families and Community Partners*

Bullying Prohibition Policy

The Dover-Sherborn Public Schools (the “Schools”) are committed to maintaining a school environment where students are free from Bullying and the effects thereof. In accordance with Massachusetts law, the Schools maintain the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan (the “Plan”) that sets out in detail the Schools’ procedures for handling allegations and incidents of Bullying and Retaliation. The Plan is available **[here – hyperlink]** and on each of the school’s websites. If information in this policy contradicts information in the Plan, the Plan will govern in all cases.

Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Schools absolutely prohibit Bullying and Retaliation against a person who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying. When Bullying and/or Retaliation is alleged, the full cooperation and assistance of parents and families are expected. Retaliation against a person who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying also is prohibited.

Bullying is prohibited:

- (i) on school grounds; property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
- (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

Definition of Bullying

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or by a member of the school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to the target or of damage to the target’s property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against the individual's will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions, cruel rumors; false accusations; and social isolation.

Cyber-Bullying, as defined in M.G.L. c.71, s. 37O is Bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-Bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Cyber-Bullying also includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions of the definition of Bullying; and
- (iii) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions of the definition of Bullying.

Definition of Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying.

Incident Reporting

Students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student must report it to the Principal or Assistant Principal of the target's school. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the particular school's School Committee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Reports of Bullying and Retaliation may be submitted orally, in writing, or by submitting the *Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form* which is available on each school's website. Hard copies of the Form are also available at each school's main office, guidance office, and nurse's office.

Investigation

The Principal or designee will investigate as soon as reasonably possible a report of Bullying or Retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The investigation will include, among other things, interviews of students, staff, witnesses, parents or guardians, and others as necessary. Procedures for investigating reports of Bullying and Retaliation will be in accordance with the Plan and consistent with school or district policies and procedures.

Determination

If the determination is made that Bullying and/or Retaliation has occurred, the Principal or designee will take appropriate disciplinary action, notify the parents or guardians of the alleged target(s) and when the alleged aggressor(s) is a student, the parents or guardians of the alleged aggressor(s). If it is believed that criminal charges may be pursued against the aggressor, the Principal will notify the Superintendent and the appropriate local law enforcement agency.

Responses to Bullying and Retaliation

Students who are determined to have engaged in Bullying or Retaliation will be subject to disciplinary action in accordance with the Plan and each school's policies and procedures. Disciplinary action taken will balance the need for accountability with the need to teach appropriate behavior.

Nothing in this policy is intended to prevent the school administration from taking disciplinary action against a student for conduct that does not meet the definition of Bullying or Retaliation but nevertheless is inappropriate for the school environment.

As set out in greater detail in the Plan, if Bullying or Retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved.

Closing the Complaint and Possible Follow-Up

School staff will provide notice as soon as reasonably possible to the parent/guardian of the target(s) and the aggressor(s) about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of Bullying or Retaliation. Specific information about disciplinary action taken will not be released to the target's parents or

guardians—unless it involves a directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Target/Perpetrator Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR [26:00](#)
M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

REFERENCES: Massachusetts Department of Elementary and Secondary Education's
Model Bullying Prevention and Intervention Plan

SOURCE: MASC - Updated 2021

FIRST READING: January 25, 2011; June 11, 2019; November 8, 2022

SECOND READING: May 22, 2011; October 1, 2019; January 17, 2023

ADOPTED: May 22, 2011; October 1, 2019; ____

Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan

Dover School Committee

Colleen Burt
Jeffrey Cassidy
Elizabeth Grossman
Sara Gutierrez-Dunn
Goli Sepehr

Sherborn School Committee

Kristen Aberle
Amanda Brown
Dennis Quant
Sangita Rousseau
Christine Walsh

Dover-Sherborn Regional Schools

Maggie Charron
Lynn Toney Collins
Mark Healey
Angie Johnson
Judi Miller
Kate Potter

Dover-Sherborn Public Schools

Elizabeth McCoy, Superintendent
Denny Conklin, Assistant Superintendent
Kate McCarthy, Director of Student Services

Public Comment:

School Committee First Reading:

School Committee Second Reading and Approval:

Submitted to Department of Elementary and Secondary Education:

November 8, 2022

November 8, 2022

DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION PLAN

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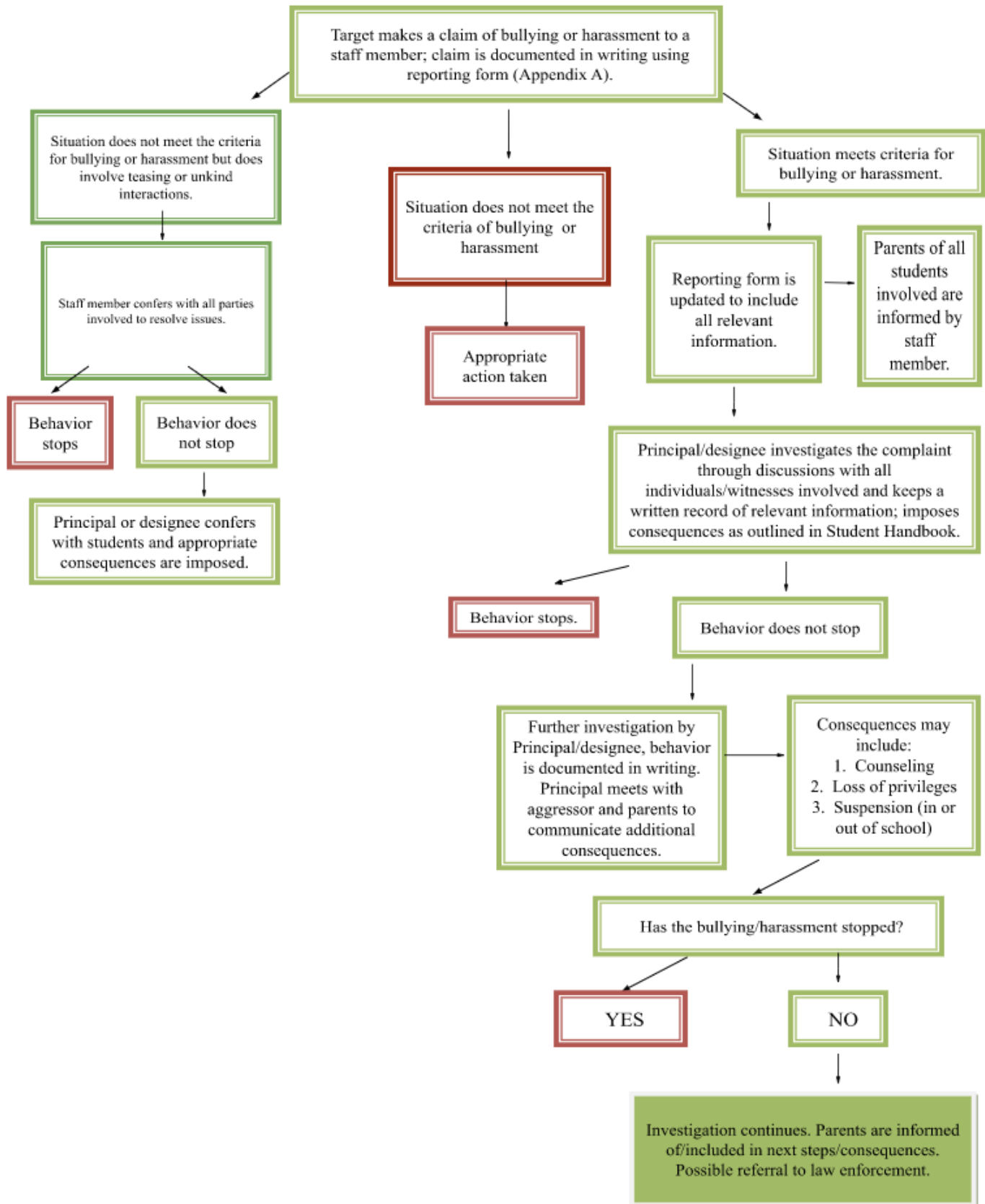
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The Dover School District, the Sherborn School District and the Dover-Sherborn Regional School District are hereinafter referred to as the “Dover-Sherborn Public Schools” or the “Schools”).

STATEMENT OF NONDISCRIMINATION

The Dover-Sherborn Public Schools do not discriminate on the basis of race, color, ethnicity, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, disability, pregnancy, genetic information, veteran status, homelessness, or any other category protected by law.

INVESTIGATION FLOW CHART



STATEMENT OF PURPOSE

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan meets the requirements of M.G.L. c. 71, S370 and is modeled after the Massachusetts Department of Elementary and Secondary Education's Model Plan for dealing with Bullying behaviors in our Schools. The Plan includes strategies for identifying, reporting and responding to Bullying behaviors. This Plan is a key part of our Schools' mission "to inspire, challenge and support all students as they discover and pursue their full potential" and it complements our Schools' student wellness and discipline policies. Please note the use of the words "target" instead of "victim" and "aggressor" instead of "perpetrator" are used throughout this document to be consistent with language used by the Massachusetts Department of Elementary and Secondary Education.

I. DEFINITIONS

Definitions essential to the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan:

Aggressor is a student or member of the school Staff who engages in Bullying or Retaliation.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or by a member of the school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to the target or of damage to the target's property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-Bullying is Bullying, as defined above, through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. Cyber-Bullying" includes, but is not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-Bullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person or
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of Bullying;
- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of Bullying. M.G.L. c. 71, § 370.

Hostile Environment, as defined in M.G.L. c. 71, § 37O, is a situation in which Bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom Bullying or Retaliation has been perpetrated.

II. LEADERSHIP

School leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Schools partner with various representatives of community leadership in promoting a positive school climate that is safe for all student learners.

A. Public involvement in developing the Plan:

As required by M.G.L. c. 71, § 37O, the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan was developed in consultation with Staff, school volunteers, community representatives, local law enforcement agencies, students, parents, and guardians. We invited all interested community members to provide public comment relative to the proposed Plan before the Plan was adopted by the Dover, Sherborn and Dover-Sherborn Regional School Committees at their respective December 2010 meetings. Additionally, the Schools solicited comment from various school organizations such as CSA, PTO, POSITIVE, Special Education Parent Advisory Councils and Guidance Advisory Council.

B. Assessing needs and resources:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of Bullying or Retaliation within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families, students and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on Bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist our Schools and districts in identifying resource gaps and the most significant areas of need. Based on these findings, our Schools will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

At least once every four years beginning with 2015/16 school year, Dover-Sherborn Public Schools will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of Bullying in our Schools. Additionally, we will annually report Bullying incident data to the Department. In addition, our Schools will utilize surveys to obtain input from staff, parents and guardians on school climate and school safety issues. Data from each school will be collected and analyzed on the

prevalence and characteristics of Bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform future decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

C. Planning and oversight:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan has identified that the building Principal or designee is the individual who is responsible for receiving all reports on Bullying and Retaliation (see VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION). The building Principal or designee is responsible for collecting and analyzing building data on Bullying to assess the present problem and to measure improved outcomes. This same individual is also responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The Dover-Sherborn Public Schools Professional Development Committee, under the supervision of the Assistant Superintendent, as well as building Principals/Headmasters are responsible for planning for the ongoing professional development that is required by the law.

The building Principal or designee is responsible for planning supports that respond to the needs of targets and aggressors as well as for choosing and implementing the curricula that the school or district will use to instruct students about issues of Bullying. Each building Principal or designee is responsible for implementing the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan; for amending student and staff handbooks and codes of conduct; leading the parent or family engagement efforts and drafting parent information materials; and reviewing and updating these materials each year, or more frequently if necessary.

The Superintendent or designee is responsible for developing new or revising current policies and protocols under the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan, including an Internet safety policy, and for designating key staff to be in charge of reviewing and updating them on an annual basis. The School Committees are responsible for the approval of any new policy.

D. The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan Priority Statement:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing Bullying and Retaliation and each school in the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of aggression. Measures of prevention including social competency curricula help to inform our practices. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of Bullying and Retaliation. The building Principal is responsible for the implementation and oversight of the Plan except when a reported Bullying or Retaliation incident involves the Principal or the Assistant Principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee, shall be responsible for investigating the report

and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Each school in the district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

We recognize that certain students may be more vulnerable to become targets of Bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. We will identify specific steps we will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to Bullying, harassment, or teasing.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

The Dover-Sherborn Public Schools ongoing professional development plans reflect the requirements under M.G.L. c. 71, § 37O and provide ongoing professional development for all Staff, including contracted service providers.

A. Annual staff training on the Plan:

Annual training for all school staff on the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of Bullying or Retaliation, and an overview of the Bullying Prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development:

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to Bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent Bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop Bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the Bullying;
- research findings on Bullying, including information about specific categories of students who have been shown to be particularly at risk for Bullying in the school environment;
- information on the incidence and nature of Bullying; and
- Internet safety issues as they relate to Bullying.

Professional development will also address ways to prevent and respond to Bullying or Retaliation

for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students;
- Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and Bullying behaviors.

C. Written notice to staff:

Each school will provide all staff with an annual written notice of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the school employee handbook.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of Bullying and Retaliation. Schools will also address the emotional needs of these students' families. The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the Schools' capacity to prevent, intervene early, and respond effectively to Bullying and Retaliation, available services reflect an understanding of the dynamics of Bullying and provide approaches to address the needs of targets, aggressors and bystanders. The Schools' provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

A. Identifying resources:

School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Dover-Sherborn Public Schools work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

B. Counseling and other services:

School counselors, nurses, school psychologists and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various schools:

- One-on-one and small group counseling
- Case management services
- Crisis intervention
- Social Emotional Learning curriculum and skills support
- Classroom meetings to resolve problems
- School counseling curriculum on issues of respect, sexual harassment and student success skills
- Social thinking education groups
- MARC Student Ambassadors (Massachusetts Aggression Reduction Center)
- Mindfulness groups and lessons
- Lunch/friendship groups
- Study skills/time management groups
- Parent-teacher conferences
- Parent workshops
- Transition planning
- Parent guidance
- Behavioral plan development
- Classroom observations
- Teacher consultation

The Dover-Sherborn Public Schools consult with Dr. Elizabeth Englander, a professor of Psychology and the founder and Director of the *Massachusetts Aggression Reduction Center* at Bridgewater State University, a Center which delivers anti-violence and anti-Bullying programs, resources, and research for the Commonwealth of Massachusetts. She is a nationally recognized expert in the area of Bullying, childhood causes of violence and aggression, child development, and characteristics of juvenile and adult violent offenders. Dr. Englander provides social skills programs to parents and to students of the Dover-Sherborn Public Schools to help prevent Bullying. She offers education and training to faculty and staff on identification and intervention services for students exhibiting Bullying behaviors. In addition, trained professionals from Youthcare provide consultative services to the Dover-Sherborn Public Schools to address the needs of students on the autism spectrum.

C. Students with disabilities:

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to Bullying, Retaliation, harassment, or teasing because of a disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to Bullying, Retaliation, harassment, or teasing.

D. Other students who may be at risk.

The district recognizes that students may be more vulnerable to Bullying and Retaliation based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. Staff shall provide additional support to vulnerable students, as necessary, to provide them with the skills, knowledge and strategies needed to prevent or respond to Bullying, Retaliation, or harassment.

E. Referral to outside services:

Dover-Sherborn Schools have building specific referral processes in place. Parents/guardians are encouraged to contact their child's school counselor for assistance in identifying appropriate and timely services.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Dover-Sherborn Public Schools will provide age-appropriate instruction on Bullying prevention in each grade that is incorporated into the Schools' evidence-based curricula. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for Bullying prevention and social skills development.

A. Specific Bullying prevention approaches:

Bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of Bullying or Retaliation, including seeking adult assistance;
- helping students understand the dynamics of Bullying, including the underlying power imbalance;
- emphasizing Cyber safety, including safe and appropriate use of electronic communication technologies per acceptable use policies.
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and

- providing parents and guardians with information regarding the Schools' Bullying prevention curricula

Initiatives will also teach students about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of each school year.

B. General teaching approaches that support Bullying prevention efforts:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our Bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- communicating with parents and guardians regarding the Schools' goals and expectations for students and students' safety
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to Bullying and Retaliation, the Dover-Sherborn Public Schools have policies and procedures in place for receiving and responding to reports of Bullying and Retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of Bullying occur.

A. Reporting Bullying or Retaliation:

Reports of Bullying or Retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing by the staff member. All employees are required to report such events as soon as reasonably possible to the Principal or designee any instance of Bullying or Retaliation when the staff member becomes aware of or witnesses the incident. Reports made by students, parents or guardians, or other non-employees may be made anonymously. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. The Schools will make reporting resources available to the school community including, but not limited to, the Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form, available on the

Use of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form is not required as a condition of making a report. Schools will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the Principal or designee; and 3) post it on the school's website.

At the beginning of each school year, the Schools will provide the school community, including Staff, students, and parents or guardians, with written notice of its policies for reporting acts of Bullying and Retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan that is made available to parents or guardians.

1. Reporting by Staff

A Staff member will report such events as soon as reasonably possible to the Principal or designee when they witness or become aware of conduct that may be Bullying or Retaliation. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

Students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student shall report it to the Principal or designee. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of Bullying or Retaliation with a staff member, or with the Principal or designee.

B. Responding to a report of Bullying or Retaliation:

1. Safety

Before fully investigating the allegations of Bullying or Retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the Principal or designee contacts parents or guardians prior to an investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from Bullying or Retaliation a student who has reported Bullying or Retaliation, a student who has witnessed Bullying or Retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of Bullying or Retaliation. The confidentiality of students and witnesses reporting alleged acts of Bullying or Retaliation will be maintained to the extent possible given the school’s obligation to investigate the matter.

2. Obligations to Notify Others

a. Notice to parents or guardians:

Upon determining that Bullying or Retaliation has occurred, the Principal or designee will notify the parents or guardians of the target and the student who is the alleged aggressor or the staff member who is the alleged aggressor, of this determination as soon as reasonably possible, and of the procedures for responding to it.

b. Notice to Another School or District:

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will notify by telephone as soon as reasonably possible the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR.

c. Notice to Law Enforcement:

At any point after receiving a report of Bullying or Retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds involving an individual not enrolled in the school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with local law enforcement/school resource officer, and other individuals the Principal or designee deems appropriate.

C. Investigation Procedure:

1. Pre-Investigation:

Even before fully investigating allegations of Bullying or Retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

2. Investigation:

The Principal or designee will investigate as soon as reasonably possible all reports of Bullying or Retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved and/or information related to the staff member involved.

Procedures for investigating reports of Bullying and Retaliation are consistent with district policies and procedures as detailed in each handbook. If necessary, the Principal or designee will consult with the Superintendent/Assistant Superintendent.

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address this matter.

3. Written statement of the complaint:

The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

4. Interviews:

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that Retaliation is strictly prohibited and will result in disciplinary action. The Principal or designee shall remind the alleged aggressor, target, and witnesses of the importance of the investigation and of their obligation to be truthful. The following are general guidelines for responding to a report of Bullying or Retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying or Retaliation behavior and to assess the level of need for additional social skills development.

Interviews will be conducted by the Principal or designee, or other staff members as determined by the Principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given the obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that Retaliation against persons whom they believe might have reported the incident or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

D. Determinations:

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute Bullying or Retaliation. The Principal or designee will make a determination based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991).

If, after investigation, Bullying or Retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying behavior or Retaliation and to assess the level of need for additional social skills development.

If a School Principal or designee determines that Bullying or Retaliation has occurred, they shall take appropriate disciplinary action, and if it is believed that criminal charges may be pursued against the aggressor, the Principal shall notify the appropriate local law enforcement agency and notify the superintendent.

A Principal or designee, upon determining that Bullying or Retaliation has occurred, shall promptly contact the parents or guardians of the alleged target(s) and when the alleged aggressor(s) is a student or a staff member, parents or guardians of the alleged aggressor(s). Actions being taken to prevent further acts of Bullying and Retaliation shall be discussed.

If Bullying or Retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of Bullying or Retaliation:

- Holding parent conferences;
- Transferring student's classroom or school;
- Limiting or denying student access to a part, or area, of a school;

- Enhancing adult supervision on school premises;
- Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
- Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.
- Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- Providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.
- Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law, any applicable Collective Bargaining Agreements, and the district's policies and procedures.

E. Closing the Complaint and Possible Follow-Up

School staff will provide notice as soon as reasonably possible to the parent/guardian of the target(s) and the aggressor(s) about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of Bullying or Retaliation. Specific information about disciplinary action taken will not be released to the target's parents or guardians—unless it involves a directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the Principal or designee will contact the Target to determine whether there has been any recurrence of the prohibited conduct. The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

The Principal or designee will notify the parents or guardians of the target and the aggressor as soon as reasonably possible about the results of the investigation and, if Bullying or Retaliation is found, what action is being taken to prevent further acts of Bullying or Retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations and due process is followed in all cases as documented in school handbooks. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a directive that the target must be aware of in order to report violations.

The Principal or designee will inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the Bullying determination.

F. Responses to Bullying and Retaliation:

The Dover-Sherborn Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidences of Bullying and/or Retaliation.

1. Teaching Appropriate Behavior through Skills-Building

Upon the Principal or designee determining that Bullying or Retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-Bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-Bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and with each school's policies and procedures.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law and the Dover-Sherborn Public Schools' policies and procedures.

If the Principal or designee determines that a student knowingly made a false allegation of Bullying or Retaliation, that student may be subject to disciplinary action consistent with the school's code of conduct/student handbook.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation will be in accordance with state law and the Dover-Sherborn Public Schools' policies and procedures.

3. Promoting Safety for the Target and Others

The Principal or designee(s) will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them as soon as reasonably possible.

VII. COLLABORATION WITH FAMILIES

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of each of our Schools as well as the district to prevent and respond to Bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents or guardians about the Bullying Prevention and Intervention curricula used by the Schools include: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of Bullying; and (iii) online safety and Cyber-Bullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan.

Schools will collaborate with School Councils and overarching parent organizations (School Councils, PTO, CSA, POSITIVE, Guidance Advisory Council, and SEPAC) to create parent resource and information networks. Schools will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-Bullying curricula and any social competency curricula used by the school(s).

Schools will annually inform parents or guardians of enrolled students about the anti-Bullying curricula that are being used. This notice will include information about the dynamics of Bullying, including Cyber-Bullying and online safety. The Schools will send parents written notice each year about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and the Dover-Sherborn Network and Internet Acceptable Use Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Each school will post the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Dover-Sherborn Public Schools will not tolerate any unlawful or disruptive behavior, including any form of Bullying or Retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Schools will investigate as soon as reasonably possible all reports and complaints of Bullying and Retaliation, and take prompt action to end that behavior and restore the target's sense of safety. The Dover-Sherborn Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Acts of Bullying are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus

stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and

- at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

IX. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, ancestry, sexual orientation, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

APPENDIX A

INCIDENT REPORTING FORM

ECAF - SECURITY CAMERAS IN SCHOOLS

The Dover Sherborn Public Schools strive to maintain a safe and secure environment for all students, staff, visitors, and facilities.

In pursuit of this objective, the School Committees authorize the use of security cameras in school district buildings and on school district property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other destructive behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. No sound is to be monitored or recorded in connection with the security camera system. Access to video recordings from security cameras shall be limited to district and school administrators (e.g., Superintendent/designee, Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system as the situation requires.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC - Updated 2022

The Public Schools of Dover and Sherborn

157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org



Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

To: Dover, Sherborn, and Dover-Sherborn Regional School Committees
From: Elizabeth McCoy
Re: Proposed 2023-2024 District Calendar
Date: January 13, 2023

Attached please find a proposed calendar for the 2023-2024 school year; a second page outlines multiple cultural and religious holidays and observances recognized by members of our community. Early release days will be determined later this winter.

During the 2023-2024 school year, some holidays typically recognized as “no school days” fall on weekends or during regularly scheduled breaks. These include Rosh Hashanah (sundown Friday September 15 - Sunday, September 17), Christmas Eve (Sunday, December 24) and Christmas (Monday, December 25).

Some groups of students and parents/caregivers have expressed interest in adding additional “no school days” to the calendar in observance of Diwali, Lunar New Year and Eid al-Fitr. During the 2023-2024 school year, Diwali (Sunday, November 12) and Lunar New Year (Saturday, February 10) fall on weekends. Eid al-Fitr is Wednesday, April 10, a scheduled school day.

Having surveyed comparable school districts, the following recognize these holidays:

- Diwali: Acton-Boxborough, Ashland, Holliston, Hopkinton
- Lunar New Year: Acton-Boxborough, Hopkinton
- Eid al-Fitr: Acton-Boxborough, Ashland, Hopkinton

Other districts, such as Concord-Carlisle, have recently removed religious holidays from their district calendar, including Rosh Hashanah, Yom Kippur and Good Friday.

I respectfully request the Committees review the proposed calendar and discuss how they wish to proceed regarding the recognition of additional cultural and religious holidays and observances.

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



Proposed
Dover-Sherborn Academic Calendar
2023-2024

Elementary Schools: 7:50 AM - 2:15 PM
Middle/High Schools: 8:35 AM - 3:10 PM

2023

IMPORTANT DATES

AUGUST/SEPTEMBER						
S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

(21 days)

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

(21 days)

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

(18 days)

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

(16 days)

AUGUST

28	EDUCATORS' FIRST DAY
30	FIRST DAY OF SCHOOL GRADES 1-12
31	FIRST DAY OF PRE-K & KINDERGARTEN

SEPTEMBER

4	LABOR DAY - NO SCHOOL
25	YOM KIPPUR - NO SCHOOL

OCTOBER

9	INDIGENOUS PEOPLES' DAY - NO SCHOOL
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NOVEMBER

10	VETERANS DAY Observed - NO SCHOOL
22	EARLY DISMISSAL
23-24	THANKSGIVING RECESS - NO SCHOOL
27	EDUCATOR PROFESSIONAL DEVELOPMENT - NO SCHOOL for students

DECEMBER

25-29	DECEMBER BREAK - NO SCHOOL
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2024

JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

(21 days)

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

(16 days)

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

(20 days)

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

(17 days)

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

(22 days)

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

(9 + 5 snow days)

JANUARY

1	NEW YEAR'S DAY - NO SCHOOL
15	MARTIN LUTHER KING, Jr. DAY - NO SCHOOL

FEBRUARY

19-23	WINTER BREAK - NO SCHOOL
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MARCH

29	GOOD FRIDAY - NO SCHOOL
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APRIL

15-19	SPRING BREAK - NO SCHOOL
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MAY

27	MEMORIAL DAY - NO SCHOOL
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JUNE

13	LAST DAY of SCHOOL (181st day)
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June 14, 17 & 18, 20 & 21: Snow make-up days

If no snow days, the last day for students will be June 13.

19	JUNETEENTH - NO SCHOOL (if still in session)
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NOTE: Early release dates TBD

In the spirit of inclusivity, the Dover-Sherborn Public Schools have chosen to attach this page the district calendar to increase awareness of various holidays celebrated by families in our community. Although school may remain in session, students are offered flexibility as meaningful holidays present in their lives. This list may not be exhaustive of all observances and may be updated as the district continues its efforts to promote celebration and belonging.

HOLIDAY/OBSERVANCE	2023-2024
Independence Day	Tuesday, July 4, 2023
Eid al-Adha**	Thursday, June 29 (begins eve of June 28)
Labor Day	Monday, September 4
Rosh Hashanah*	Saturday, September 16 (begins eve of September 15; ends September 17)
Yom Kippur*	Monday, September 25 (begins eve of September 24)
Sukkot *	Friday, September 29 - Friday, October 6
Indigenous Peoples' Day	Monday, October 9
Veterans' Day	Saturday, November 11
Diwali	Sunday, November 12
Thanksgiving	Thursday, November 23
Hannukah*	Thursday, December 7 - Friday, December 15
Christmas Day	Monday, December 25
Kwanzaa	Tuesday, December 26 - Monday, January 1
New Year's Day	Monday, January 1, 2024
Orthodox Christmas	Sunday, January 7
Martin Luther King, Jr. Day	Monday, January 15
Lunar New Year	Saturday, February 10
Presidents' Day	Monday, February 19
Ramadan**	Sunday, March 10 - Tuesday, April 9 (Laylat al-Qadr - Saturday, April 6)
Good Friday	Friday, March 29
Easter	Sunday, March 31
Eid al-Fitr**	Wednesday, April 10 (begins eve of April 9)
Patriots' Day	Monday, April 15
Passover*	Monday, April 22 - Tuesday, April 30
Orthodox Good Friday	Friday, May 3
Orthodox Easter	Sunday, May 5
Memorial Day	Monday, May 27
Shavuot*	Tuesday, June 11 - Thursday, June 13
Juneteenth	Wednesday, June 19

*All Jewish observances begin at sundown on the evening prior to the day of the observance. In addition to dates noted, observant Jews celebrate the first, second, seventh and eighth days of Passover; the first, second, eighth and ninth days of Sukkot; and two days of Shavuot (Mass. Lawyers Diary and Manual).

**Due to the lunar calendar, these are only approximate dates.

Holiday Observances in Massachusetts (statewide legal holidays in **bold**)

The Public Schools of Dover and Sherborn

157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org



Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Dover, Sherborn and Dover-Sherborn Regional School Committees
FROM: Dawn Fattore, Business Administrator
RE: Michael J. Connolly & Sons, Inc. contract extension
DATE: January 13, 2023

As is past practice, we have the option to extend our current transportation contract with Michael J. Connolly & Sons for an additional two years under the same terms and conditions. The initial contract covered FY21, FY22 and FY23. The two year extension covers FY24 and FY25.

The extension years have a lower cost increase than the first three. The increase is 1.0% for FY24 and 1.5% for FY25. The total ncrease for the 5-year contract was 25.9%. Below are the base costs per District for the upcoming fiscal years:

• Dover:	FY24 \$264,912	FY25 \$268,821
• Sherborn:	FY24 \$235,879	FY25 \$239,354
• Region:	FY24 \$878,248	FY25 \$891,497

These costs have been included in each District's FY24 Proposed Budgets.

Recommended Motion: (by Committee)

To approve the two-year extension of the Michael J. Connolly & Sons transportation contract as provided in the existing contract awarded in April of 2020.

We will be happy to answer any questions at the meeting.

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes November 8, 2022

Present:

Dover School Committee

Sara Gutierrez-Dunn
Colleen Burt
Liz Grossman
Jeff Cassidy
Goli Sepehr

Sherborn School Committee

Amanda Brown
Sangita Rousseau
Christine Walsh
Kristen Aberle

Dover-Sherborn Regional School
Committee

Maggie Charron
Kate Potter
Lynn Collins
Angie Johnson
Mark Healey
Judi Miller

1. **Call to order** – The meeting was called to order at 7:00 PM in the Middle School Library.
2. **Community Comments** - none
3. **Superintendent's Report** - Beth McCoy presented an update on items she has been working on since the last Joint meeting as well as upcoming work/goals.
4. **Policies** - first read on the following policies. Both policies were discussed and changes were suggested. A vote will be taken at the next Joint meeting.
 - Security Cameras in Schools
 - Bullying Prohibition Policy
5. **Consent Agenda**
 - Approval of September 6, 20, and October 18, 2022 minutes - there were edits to the minutes requested.

There were motions to approve the Consent Agenda as amended.

DSRSC: motion by Judi Miller, second by Lynn Collins

Vote in favor: Maggie Charron, Kate Potter, Lynn Collins, Angie Johnson, Judi Miller, and Mark Healey

DSC: motion by Colleen Burt, second by Liz Grossman

Vote in favor: Sara Gutierrez-Dunn, Liz Grossman, Colleen Burt, Jeff Cassidy, and Goli Sepehr

SSC: motion by Kristen Aberle, second by Christine Walsh

Vote in favor: Amanda Brown, Christine Walsh, Sangita Rousseau and Kristen Aberle

6. Communications

- The project for Policy Manual Development was approved by all three School Committees and will be moving forward.

7. Items for January 17, 2023

8. Adjourn at 8:15 pm.

Respectfully submitted, Amy Davis

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

To: Dover, Sherborn, and Dover-Sherborn Regional School Committees
From: Elizabeth McCoy
Re: Request for Westborough to Join the ACCEPT Collaborative
Date: January 13, 2023

On behalf of the Westborough Public Schools, Superintendent Amber Bock has requested membership in the ACCEPT Collaborative. Please see the attached letter from Dr. Bock as well as Dr. Donna Flaherty, Executive Director of ACCEPT.

In order for Westborough to join the collaborative, the school committee(s) of each member district must vote in favor of the request. I respectfully ask that the Dover, Sheborn, and Dover-Sherborn Regional School Committees review Dr. Bock's letter and consider taking a vote at Tuesday's meeting.

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



Dr. Donna Flaherty • Executive Director • dflaherty@accept.org
Center for Learning and Growth • 4 Tech Circle, Natick MA 01760
Main Office 508.653.6776 • Fax 508.653.0878 • accept.org
Transportation 508.620.3875 • Fax 508.655.5008

January 3, 2023

RE: Westborough Public Schools request for ACCEPT Membership

Dear Board of Directors and School Committees,

Since its formation in 1974, ACCEPT Education Collaborative has established trusted partnerships to promote excellence and innovation in educational practice. The mission and purpose of ACCEPT is to leverage the collective power and resources of member school districts to provide excellent, cost-effective regional programs and services to unlock the potential of students, their families, educators and communities. ACCEPT offers a wide range of programs and services whose focus is to minimize the impact of student disabilities or relative weaknesses and maximize student outcomes including achievement, independence and participation in the community. We are committed to providing member districts with current services and do this through the guidance and authorization of the Board of Directors. ACCEPT's Board of Directors is composed of all member district Superintendents.

The Westborough Public Schools has sent a letter requesting admittance to the Collaborative. Superintendent Amber Bock was invited to speak at ACCEPT's Board of Directors meeting on December 7, 2022. The Board had an opportunity to understand the request for membership and to ask questions of the Superintendent. Superintendent Bock stated her respect for the work of ACCEPT and discussed meaningful ways that Westborough can contribute to the mission and vision of the ACCEPT Education Collaborative. The Board of Directors and ACCEPT are recommending admitting the Westborough Public School District to the Collaborative. The next step is for each member district School Committee to discuss this option and take a public vote to either admit or not admit the Westborough school district. The following is the formal process for admitting new member districts per the ACCEPT Education Collaborative Articles of Agreement:

Per the ACCEPT Education Collaborative Agreement:

Section IX: Procedure for Admitting New Member Districts

A new School Committee or Charter School Board may be added to ACCEPT consistent with approval of the Board and subsequent to amendment of the ACCEPT Collaborative agreement, consistent with the provisions of Section VIII, MGL c40, §4E and 603 CMR 50.03 to reflect such membership. The applicant School Committee or Charter School Board shall apply in writing for admission to ACCEPT no later than December 31st of the fiscal year prior to the fiscal year in which the applicant School Committee or Charter School Board seeks membership. A School Committee or Charter School Board may be admitted to the Collaborative as of July 1st of any fiscal year provided that *all required approvals, including each member School Committee votes to approve* the School District

or Charter School and that the approval of Board of Elementary and Secondary Education are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new member School Committee or Charter School Board is to be admitted to the Collaborative. If the process for amendment of the ACCEPT Articles of Agreement has not been finalized by July 1st, the new member district may appoint a non-voting representative to the ACCEPT Board. During the first year of membership, a newly admitted district will pay a 10% surcharge for all programs and services. During the second year of membership the surcharge will be reduced to 5%; the following years member district rates will apply.

I welcome any questions or concerns you may have. Please feel free to reach out to me. Thank you for your ongoing support.

Sincerely,

A handwritten signature in black ink that reads "Donna Flaherty, Ed.D." The signature is written in a cursive, flowing style.

Donna Flaherty, Ed.D.
Executive Director



WESTBOROUGH PUBLIC SCHOOLS

45 West Main Street · Westborough, MA 01581 · 508-836-7700 · www.westboroughk12.org

December 19, 2022

Dr. Donna Flaherty, Executive Director
and ACCEPT Board of Directors
ACCEPT Education Collaborative
4 Tech Circle
Natick, MA 01760

Dear Dr. Flaherty and Board Members,

It was a pleasure to attend the board meeting on December 7th, to discuss the Westborough Public Schools becoming a member of the ACCEPT Education Collaborative. The quality of discussion and the shared objectives and goals between our districts only reinforced our interest in becoming active members of ACCEPT. As a school district of 4,000 students, with a diverse population and a thriving community, we are focused on academic excellence, supporting all learners, and contributing to the educational dialogue on these topics.

We are a district that strongly believes in the mission statement of the collaborative:

"To use the collective power of member school districts to provide programs and services that maximize the potential of students, their families, educators, and communities."

This mission statement also aligns well with our 2021-2026 Strategic Plan, which has as one focus:

"To create an authentic and personalized learning environment PK-22 that provides and fosters curiosity, choice, joy, and meaningful connections."

We would very much like to work with ACCEPT to further the goals of both of our organizations. Currently we participate in several job-like groups, and we have students placed into some ACCEPT programs. We feel these experiences have been meaningful. We also actively collaborate with many of your partner districts and we are committed to contributing to the organization as well as benefiting from its dynamic resources.

Please let me know if there's anything additional we might be able to share to assist in your decision regarding our membership in the collaborative.

Thank you.

Amber Bock
Superintendent