

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

December 8, 2020

6:30 pm

Join Zoom Meeting

<https://us02web.zoom.us/j/83555389041?pwd=eIBzcnFzcWhGMTIKSnBFZUMwTW9rZz09>

Meeting ID: 835 5538 9041

Passcode: 023860

Agenda

1. Call to order
 2. Community Comments
 3. Reports
 - Assistant Superintendent Update
 - Superintendent Update
 4. First Read –
 - Updated Restraint Prevention and Behavior Support Policy and Procedures Review
 5. Transportation Contract Amendment **A.R.**
 6. Superintendent Search Update
 7. Consent Agenda **A.R.**
 - June 24, 2020 Minutes
 7. Adjourn
- Executive Session – with respect to personnel - not to return to open session

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 do not discriminate on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

The Public Schools of Dover and Sherborn

Dr. Andrew W. Keough, Superintendent

157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax 508-785-2239

Dawn Fattore, Business Administrator

Elizabeth M. McCoy, Asst. Superintendent

www.doversherborn.org

Kate McCarthy, Director of Student Services

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

To: Dr. Andrew Keough, Superintendent
From: Elizabeth McCoy, Assistant Superintendent
Re: December Joint School Committee Meeting
Date: December 3, 2020

I will provide a verbal update on the following item at the December 8 Joint School Committee meeting:

- November 30 Professional Development Day
 - Objectives
 - To continue conversations around anti-racism and building a diverse, equitable and inclusive school community
 - To provide opportunities for faculty to share (and interact with!) resources and best practices for hybrid learning
 - To promote self-care and mindfulness strategies
 - To allow additional curricular planning time among teams and departments
 - Overview of elementary, middle and high school agendas
 - Faculty feedback
 - *“I plan to incorporate more intentional discussions of whiteness - how it operates, the weapons it deploys, how to identify it in ourselves, where it comes from, and how to dismantle it.” - High School Teacher*
 - *“The comment about Equity vs. Equality really resonated with me and I hope to be more mindful of it in my work as a teacher and how I can reach out and help all of my students with their individual needs rather than focusing on the group as a whole.” - High School Teacher*
 - *“The best learning that I am walking away with today for book clubs is to think of them as a vehicle for teaching the guided reading skills.” Elementary Teacher*
 - *“Getting to work with my colleagues that I don't get to see every day!” - Middle School Teacher*
 - *“Having time to explore another new apps and time to plan with my colleague. We usually plan together for several hours on Sundays over the phone and/or Zoom.” - Middle School Teacher*
 - Resources
 - [Podcast](#) – Building Better Heroes, Cornelius Minor
 - [Toolbox](#) - Project Zero Thinking Routines
 - [Video](#) - Silent Beats

I am happy to address any questions you or the Committee may have at that time.

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

*Memo from
Superintendent Dr. Andrew Keough*

Superintendents Update

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

Reopening Update -

Our reopening has progressed exceptionally well. We did not expect to make it this far into the year with in-person instruction and the fact that we have is a testament to the efforts of so many people. By the time we meet, we will have begun our first week back for grades 4&5. As mentioned in my October 30th Screencastify to staff and families, we will not be increasing in person instruction at the secondary level until the start of the second semester (first week of February), at the earliest. Again, our challenges are primarily related to having enough room to properly socially distance both in classrooms and on our busses. Nevertheless, we will begin reviewing options in this regard immediately following the year end break.

Diversity, Equity, and Inclusion Task Force Update – To date the Diversity, Equity, and Inclusion working group, which has 42 members from across the system, has met four times. It is a thoughtful and motivated group of individuals from a variety of backgrounds with big ambitions for how we might be more actively anti-racist, fully inclusive, and appreciative of diversity as a school system. In the hopes that this group will be around for years to come, we have been developing our mission, norms, our name, and the areas we feel we should focus on. We have created subcommittees which will focus on community outreach, curriculum and competencies, hiring and supporting educators, policies and procedures, and climate and culture (See below). I want to thank Lynn Collins, Sara Gutierrez Dunn, Kate Potter, and Nancy Cordell for their participation.

Sustainability Task Force – The Sustainability Task Force has 56 members (up from 21 last year) and has met four times thus far this year. The group has a large number of students participating due to the recruitment efforts of my Co-Chair, senior, Katherine Whittle. As with our Diversity, Equity, and Inclusion group we have broken into areas of focus (See below). Unfortunately, the Pandemic has interfered with some of our work, but we continue to move forward. I want to thank Megan Page for participating with this process.

DEI Subcommittees and Topics of Focus

<p>COMMUNITY OUTREACH</p> <ul style="list-style-type: none"> ● Provide opportunities for parent & community education ● Create spaces for sharing, learning & collaborating ● Organize events, speakers & books in common ● Strengthen family partnerships ● Expand the METCO family-friends program 	<p>Mila C Manny D Nancy C Deepika B Monique</p>
<p>CURRICULUM & COMPETENCIES</p> <ul style="list-style-type: none"> ● Conduct a curriculum audit ("whiteness," text inventory) ● Walk the walls to determine representation on posters, bulletin boards, etc. ● Incorporate anti-racist and social justice competencies into our Portrait of a Graduate ● Thread anti-racism throughout curriculum ● Include diverse perspectives & lenses across grades and subjects ● Add Indigenous studies to the curriculum ● Increase opportunities for study and discussion of current events ● Revisit the Western Canon and its place in the curriculum ● Explore impact of standardized testing on various groups of students 	<p>Beth M Caleb D Francie L Kelly H Lindsay L Amira AK Lamar C Christine A Leonie G Tom D</p>
<p>HIRING & SUPPORTING EDUCATORS</p> <ul style="list-style-type: none"> ● Improve hiring practices to recruit and retain a more diverse faculty ● Invite/encourage undergrad Ed students to do observations; student teaching at DS ● Provide DEI professional development for all faculty (implicit bias, etc) ● Require IDEAS 1 course for educators new to the district- be wary of application to all people? ● Organize book groups (Teaching & the Brain?) ● Establish a partnership with another HS (MS and elementary too) 	<p>John S Deb R Allie M Addie PK Veronica M</p>
<p>POLICIES & PROCEDURES</p> <ul style="list-style-type: none"> ● Formalize response to student, faculty, and community incidences of racism and injustice ● Develop an incident reporting system ● Identify and correct bias in organizational, structural & behavioral practices 	<p>Lynn C Richard F Sara GD Scott K Kate M Johanna E</p>
<p>CLIMATE & CULTURE</p> <ul style="list-style-type: none"> ● Survey & interview students & faculty to better understand individual experiences in DS ● Provide opportunities for staff/community to experience a day in the life of a METCO student ● Offer DEI training for all students ● Provide opportunities for students to engage in difficult conversations ● Upgrade the community service program to include opportunities for acts of anti-racism and social justice ● Implement restorative justice practices across the district ● Expand support systems for all students (ELL, LBGTQ), including guidance, SEL ● Provide opportunities for student/school exchanges ● Expand the METCO program ● Assign mentors to students 	<p>Carly B Melissa HM Laura R John L Kate P Megan S Alison v R Julie M</p>
<p>DATA & ACCOUNTABILITY</p> <ul style="list-style-type: none"> ● Gather baseline data ● Develop mechanisms for ongoing data collection and analysis ● Collect feedback/ideas from minority populations ● Establish a district team to analyze data (discipline, achievement, enrollment, referrals) ● Ensure access for all students to robust programming (DESE survey - required) 	<p>Barb B Gina C Chris L Joan P Irene SB Katie B</p>

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

Sustainability Task Force Subcommittee-Areas of Focus

Topic	Ideas	Members	Action Steps (Listing ideas to accomplish goals)
Energy	<ul style="list-style-type: none"> ● Solar panels ● Electricity conservation 		
Waste	<ul style="list-style-type: none"> ● Plastic <ul style="list-style-type: none"> ○ Recycle ○ Reuse ○ Reduce ○ Single-use elimination ○ Single-stream recycling 		
Water	<ul style="list-style-type: none"> ● Rain buckets ● Water usage ● Water bottle refilling stations 		
Food	<ul style="list-style-type: none"> ● Waste/compost ● Planting (DS Garden) <ul style="list-style-type: none"> ○ Trees ○ Pollinator friendly plants ● Vegan/vegetarian diet ● Permaculture ● Plant based diets 		
Education	<ul style="list-style-type: none"> ● Grade appropriate material ● Hope/excitement for students ● Educate the public 		
Politics	<ul style="list-style-type: none"> ● Understanding legislation ● School committee 		

To: Joint School Committee
From: Policy Subcommittee
Date: December 4, 2020
Re: Proposed Revision to Physical Restraint Policy – First Reading

We have prepared a proposed revision to the policy regarding Physical Restraint of Students in Dover-Sherborn Public Schools. This revision is being undertaken in order to update the policy per the current [DESE regulations](#) and [MASC model](#). The following is a summary of proposed changes compared to the [current policy](#) (JKAA, page 93).

The overriding theme of the DESE regulations is that physical restraint is an emergency measure of last resort. We have updated the introductory language in our revised policy to reflect this. We have also updated and expanded the definitions section of the revised policy to reflect current definitions of key terms from the regulations that provide important context for the policy material that follows.

We have organized into one section a series of prohibitions outlining impermissible forms and uses of restraint, in keeping with the MASC model and DESE regulations. We have removed references from the prior policy to outdated reporting requirements and IEP waivers that are no longer applicable. We have expanded the section on accompanying procedures to be developed by administration, which have already been prepared and will also be presented for the Committee's review.

We have removed a lengthy section from the prior policy summarizing the DESE regulations and instead allow those regulations to speak for themselves. Links are provided throughout the revised policy to the current regulations and relevant portions thereof.

Lastly, we continue to make clear that any student, parent/guardian, teacher, or staff member may raise a complaint concerning restraint practices but remove outdated contact information for doing so and instead enumerate administration's responsibility to develop and maintain appropriate procedures for receiving, investigating, and responding to any such complaints.

The proposed revision is attached to this memo for your review, along with a redline comparing the proposed revision to the MASC model. We look forward to discussing these materials with you at our December 8 meeting.

PHYSICAL RESTRAINT OF STUDENTS IN DOVER-SHERBORN PUBLIC SCHOOLS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Dover-Sherborn Public Schools (the “Schools”). Further, students of the Schools are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher, employee or agent of the Schools may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

It is the policy of the Schools to comply with the Department of Elementary and Secondary Education (“DESE”) regulations governing the use of physical restraint, which can be found at [603 CMR 46.00](#) et seq. (the “Regulations”). According to their terms, these Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

Definitions

The definitions of forms of restraint shall be as defined in [603 CMR 46.02](#), and include the following:

- Physical restraint shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.
- Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.
- Mechanical restraint shall mean the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.
- Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.
- Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
- Time-out shall mean a behavioral support strategy developed pursuant to [603 CMR 46.04\(1\)](#) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Prohibitions

The use of mechanical restraint, medication restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under [603 CMR 46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint is prohibited as a means of discipline or punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

Physical restraint is prohibited as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior.

The use of "time-out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion" restraint.

Procedures and Training

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide, including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements, including but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by [603 CMR 46.03\(1\)\(b\)](#), seclusion, and the use of physical restraint in a manner inconsistent with [603 CMR 46.00](#);
- A process for obtaining Principal approval for a time-out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Review and Complaint

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Regulations to each Principal, who shall sign a form acknowledging receipt thereof.

Any student, parent/guardian, teacher or staff member may report a complaint concerning restraint practices under the procedures established by the Superintendent for receiving, investigating, and responding to such complaints.

LEGAL REF: M.G.L. c. 71, sec. 37G
603 CMR 46.00

FIRST READING: TBD

SECOND READING: TBD

ADOPTED: TBD
Previously adopted May 22, 2012

Previously adopted by Dover-Sherborn Regional School Committee November 6, 2001, by Dover School Committee November 14, 2001, and by Sherborn School Committee January 22, 2002

SOURCE: MASC

PHYSICAL RESTRAINT OF STUDENTS IN DOVER-SHERBORN PUBLIC SCHOOLS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Dover-Sherborn Public Schools (the "Schools"). Further, students of the Schools are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

Deleted: school district.
Deleted: district

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher, employee or agent of the Schools may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Deleted: or
Deleted: school district

It is the policy of the Schools to comply with the Department of Elementary and Secondary Education ("DESE") regulations governing the use of physical restraint, which can be found at 603 CMR 46.00 et seq. (the "Regulations"). According to their terms, these Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

Definitions

The definitions of forms of restraint shall be as defined in 603 CMR 46.02, and include the following:

- Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.
- Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.
- Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approve positioning or protective purposes for which such devices were designed.
- Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.
- Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
- Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Prohibitions

The use of mechanical restraint, medication restraint, and seclusion is prohibited.

Deleted: medical

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Deleted: themselves

Physical restraint is prohibited as a means of discipline or punishment, or as a response to destruction of property, disruption of school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm to the student or others.

Moved (insertion) [1]

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

Physical restraint is prohibited as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior.

The use of “time-out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion” restraint.

Procedures and Training

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide, including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school’s method of physical restraint for use in emergency situations;
- Descriptions of the school’s training and procedures to comply with reporting requirements, including but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal approval for a time_out exceeding 30 minutes.

Deleted: ;

Deleted: ;

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school’s physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Review and Complaint

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Regulations to each Principal, who shall sign a form acknowledging receipt thereof.

Any student, parent/guardian, teacher or staff member may report a complaint concerning restraint practices under the procedures established by the Superintendent for receiving, investigating, and responding to such complaints.

LEGAL REF: M.G.L. c. 71, sec. 37G
603 CMR 46.00

FIRST READING: TBD

SECOND READING: TBD

ADOPTED: TBD
Previously adopted May 22, 2012

Previously adopted by Dover-Sherborn Regional School Committee November 6, 2001, by Dover School Committee November 14, 2001, and by Sherborn School Committee January 22, 2002

SOURCE: MASC

Deleted: Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Moved up [1]: ¶
Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting

Deleted: ; ¶
The use of “time out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint”.

Deleted: Physical Restraint regulations

Deleted: SOURCE: MASC

Deleted: August 2015 ¶

Dover Sherborn Public Schools

Prevention of Physical Restraint

1. There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.
2. The following strategies and groups provide school wide and incisive supports in order to reduce the need for physical restraint:
 - a. Responsive Classroom Practices
 - b. Trauma Sensitive Training for Staff
 - c. Zones of Regulation
 - d. Child Study Teams
 - e. Safety Care Teams
 - f. Collaborative Problem Solving
 - g. Social Skill Groups
 - h. Individual Counseling
 - i. Individual Functional Behavior Assessment and Behavior Support Plans
3. If a student engages in challenging behaviors, staff should contact the following people in the building : administrators, school psychologist, adjustment counselor, board certified behavior analyst, special educator or safety care team members. They would seek this assistance to develop behavioral supports in a goal to reduce the likelihood of challenging behaviors.

Grievance Procedures

Parents will notify principal or designee of any concerns regarding restraint practices and procedure. If a designee receives a complaint or a concern that the designee shall notify the principal within the school day. Principal shall notify the Superintendent within twenty-four hours of receiving a concern. The Superintendent of School Committee shall at his/her or its discretion order an investigation.

**Dover-Sherborn Public Schools
EXCLUSIONARY TIME-OUT REPORTING FORM**

Instructions: *Use this form to document exclusionary time-out (ETO) not otherwise and already identified as a calming strategy on an approved behavior support plan and ETO where the door is held shut.

Date: _____
Print Name of Person Completing Form: _____

Student Name: _____
SASID #: _____
Gender: _____

Does this Student have an IEP (circle one)? YES NO

Was anyone injured during the exclusionary time-out (circle one)? YES NO If YES, complete injury incident report and send to DESE

DATE/TIME OF ETO

Date: _____ Start Time: _____ End Time: _____

Was Door Held Shut (circle one): YES NO If YES, total duration door held shut: _____

Subject Period (circle one): Academic Homeroom Study Hall Enrichment Lunch Recess Other _____

Location (circle one): Classroom Cafeteria Bathroom Hallway Gym Outside Other _____

DESCRIPTION OF INJURIES (IF ANY) AND MEDICAL CARE PROVIDED

DESCRIPTION OF STUDENT'S EMOTIONAL & PHYSICAL STATUS AND HOW IT WAS MONITORED DURING ETO

DESCRIPTION OF WHY ETO WAS CONDUCTED

ANTECEDENT ACTIVITY

DESCRIPTION OF DE-ESCALATION TECHNIQUES AND ALTERNATIVES TO RESTRAINT THAT WERE ATTEMPTED

BEHAVIOR THAT JUSTIFIED THE NEED TO USE ETO

DATE/TIME OF VERBAL PARENT/GUARDIAN NOTIFICATION AND NAME OF PARENT/GUARDIAN CONTACTED

NAME OF PRINCIPAL/DESIGNEE WHO WAS IMMEDIATELY NOTIFIED AND, IF NECESSARY, NAME OF PERSON WHO APPROVED CONTINUATION OF BEYOND 30 MINUTES

DATE/TIME AND METHOD OF DEPARTMENT NOTIFICATION IN THE EVENT OF INJURY

DESCRIPTION OF DISCIPLINARY ACTIONS TAKEN

NAMES AND TITLES OF PEOPLE INVOLVED

Person 1 Involved: _____

Title: _____

Person 2 Involved: _____

Title: _____

Person 3 Involved: _____

Title: _____

Person 4 Involved: _____

Title: _____

Person 5 Involved: _____

Title: _____

Observer: _____

Title: _____

PARENT/GUARDIAN WISHING TO DISCUSS ETO, CONSEQUENCES THAT MAY BE IMPOSED, OR ANY RELATED MATTER SHOULD CONTACT

SUMMARY OF FOLLOW-UP OF ETO WITH STUDENT

SUMMARY OF FOLLOW-UP OF ETO WITH PARENT/GUARDIAN

Dover-Sherborn Public Schools
RESTRAINT REPORTING FORM

Instructions: *Use this form to document physical restraint

Date: _____
Print Name of Person Completing Form: _____

Student Name: _____
SASID #: _____
Gender: _____
Does this Student have an IEP (circle one)? YES NO

Was anyone injured during the Restraint (circle one)? YES NO If YES, complete the injury incident report and send to DESE

DATE/TIME OF RESTRAINT

Date: _____ Start Time: _____ End Time: _____

Subject Period (circle one): Academic Homeroom Study Hall Enrichment Lunch Recess Other _____

Location (circle one): Classroom Cafeteria Bathroom Hallway Gym Outside Other _____

Hold Used (circle one): Standing Floor Supine Floor Prone Seated Other _____

DESCRIPTION OF INJURIES (IF ANY) AND MEDICAL CARE PROVIDED

DESCRIPTION OF STUDENT'S EMOTIONAL & PHYSICAL STATUS AND HOW IT WAS MONITORED DURING RESTRAINT

DESCRIPTION OF WHY RESTRAINT HOLD WAS CHOSEN

ANTECEDENT ACTIVITY

DESCRIPTION OF DE-ESCALATION TECHNIQUES AND ALTERNATIVES TO RESTRAINT THAT WERE ATTEMPTED

BEHAVIOR THAT JUSTIFIED THE NEED TO USE RESTRAINT

DATE/TIME OF VERBAL PARENT/GUARDIAN NOTIFICATION AND NAME OF PARENT/GUARDIAN CONTACTED

NAME OF PRINCIPAL/DESIGNEE WHO WAS IMMEDIATELY NOTIFIED AND, IF NECESSARY, NAME OF PERSON WHO APPROVED CONTINUATION OF BEYOND 20 MINUTES

DATE/TIME AND METHOD OF DEPARTMENT NOTIFICATION IN THE EVENT OF INJURY

DESCRIPTION OF DISCIPLINARY ACTIONS TAKEN

NAMES AND TITLES OF PEOPLE INVOLVED

Person 1 Involved: _____	Title: _____
Person 2 Involved: _____	Title: _____
Person 3 Involved: _____	Title: _____
Person 4 Involved: _____	Title: _____
Person 5 Involved: _____	Title: _____
Observer: _____	Title: _____

PARENT/GUARDIAN WISHING TO DISCUSS RESTRAINT, CONSEQUENCES THAT MAY BE IMPOSED, OR ANY RELATED MATTER SHOULD CONTACT

SUMMARY OF FOLLOW-UP OF RESTRAINT WITH STUDENT

SUMMARY OF FOLLOW-UP OF RESTRAINT WITH PARENT/GUARDIAN

**Dover-Sherborn Public Schools
PRINCIPAL WEEKLY AND MONTHLY RESTRAINT REVIEW CHECKLIST**

Date: _____
 Members of the Review Team: _____
 Principal's Signature: _____

Identification of Students		Check that it is Completed
1. Inclusion Facilitator or Teacher provide restraint reporting forms exclusionary time-out reporting forms to Principal		
2. Principal brings logs to review meeting		Names:
3. Identify students who have been restrained or were in exclusionary time-out		
4. Describe the type of restraint, and the severity of the episode. For time-out, discuss if the door was closed and the student's behavior in time-out		
5. Identify staff who participated		
6. Identify students who have been restrained or were in exclusionary time-out more than once in the week		
Analyze Data		Enter Data
1. Enter any patterns in restraint and time-out: Antecedent events, time of day, day of week, specific activities, staff involved, etc.		
2. Note strategies that were tried prior to restraint or time-out		
3. Document techniques that were successful/unsuccessful in de-escalation of student		
Injuries		Enter Data
1. List any staff injuries that occurred during restraint or time-out		
2. If any staff or student is injured, send copy of injury incident report and the last 20 days of restraint logs for school to DESE within 3 school days.		Date Sent (if applicable):
Review/Develop a Plan of Action		Check that it is Completed
1. Review current plan in place		
2. Review behavior support plan		
3. Identification of additional training		

Definitions:

Physical Restraint: Direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or physical escort.

Prone Restraint: Physical restraints in which a student is placed face down on the floor or another surface and physical pressure is applied to the student's body to keep the student in the facedown position.

Physical Escort: A temporary touching or holding, without the use of force or the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is agitated to walk to a safe location. This is not considered a restraint and is exempt from this protocol. However if the escort is performed against the active resistance of the student to go with the staff person, consider the procedure a restraint and document the occurrence as such.

**Dover-Sherborn Public Schools
PHYSICAL RESTRAINT SAFETY CHECKLIST**

Instructions: * This checklist is for students who may engage in challenging behavior that poses a serious, imminent physical threat to the safety of self and others and may require restraint.
 * The student's IEP case manager should complete this checklist with the student's parent/guardian at the start of the school year and the completed form should be kept in the student's permanent file and a copy should be kept in the restraint/exclusionary time-out binder.
 * If there are any psychological limitations identified on the checklist, the team, including the school nurse, should meet to consider if physical restraint is appropriate or if there are alternatives to physical restraint. If there are medical contraindications, physical restraint should not be used and alternatives should be identified.

Date: _____
 Print Name of Person Completing Form: _____

Student Name: _____
 School: _____

Indicator	YES	NO	Comments
Trauma History			
Behavior Support Plan in effect is in conflict with use of restraint			
Asthma			
Seizures			
Cardiac Condition			
Obesity			
Bronchitis			
Increased Risk of Vomiting			
Communication-Related Disorder			

I have had the purpose of this form explained to me and the information provided is an accurate account of known medical and psychological concerns.

Parent/Guardian Signature: _____ Date: _____

Dover-Sherborn Public Schools
MASSACHUSETTS DEPT OF ELEMENTARY AND SECONDARY EDUCATION (DESE)
STUDENT/STAFF RESTRAINT INJURY REPORT 603 CMR 46.06(7)

Note: *This report is required to be submitted to the Department of Elementary and Secondary Education (DESE), Director of Program Quality Assurance Services, by a publicly funded education program if a physical restraint of a Massachusetts student results in an injury to a student or staff member. This report must be sent to DESE within three (3) school/working days of the administration of the restraint.

*Please ensure that a copy of the required log of all physical restraints for the 30-day period prior to the date of the reported restraint for all students in the program is attached to this report for DESE review. The log must indicate dates of each restraint, student initials and length of each restraint.

* MA Dept. of Elementary and Secondary Education, 75 Pleasant St, Malden MA 02148; Tele #781-338-3700

IDENTIFYING INFORMATION

Name of School District: _____
Name of Student/Staff Member Injured: _____
Name of Student Restrained: _____
Date of Restraint: _____
Student - Date of Birth: _____ Age: _____ Gender: _____ Grade Level: _____
Does Student currently receive Special Education Services? _____
Date of this Report: _____
Site of Restraint: _____

Report is being Prepared By: _____ Title: _____
School Address: _____
Email Address: _____ Tele #: _____

Staff Administering Restraint:
1. Name: _____ Title: _____ Received prior Restraint Training? _____
2. Name: _____ Title: _____ Received prior Restraint Training? _____
3. Name: _____ Title: _____ Received prior Restraint Training? _____

Type of Restraint Methodology: _____

Observers:
1. Name: _____ Title: _____
2. Name: _____ Title: _____

Administrator who was verbally informed of the Restraint:
1. Name: _____ Title: _____

Parent/Guardian was verbally informed of the Restraint: _____
*See PARENT/GUARDIAN NOTIFICATION section

Description of injury to student/staff: _____

Was medical treatment needed and sought promptly? _____
If applicable, was student/staff taken to the hospital? _____ If Yes, Hospital Name: _____

PRECIPITATING ACTIVITY

Provide a thorough description of activity in which the restrained and other students were engaged immediately preceding use of physical restraint: _____

Describe the behavior that prompted and justified the restraint: _____

Provide a thorough description of efforts made to prevent escalation of behavior and alternatives to restraint that were attempted: _____

DESCRIPTION OF PHYSICAL RESTRAINT

Justification for initiating physical restraint (check all that apply):

- Non-physical interventions were not effective
- To protect student from imminent, serious physical harm
- To protect other student/staff from imminent, serious physical harm

Describe holds used and why such holds were necessary: _____

What was the student's behavior and reaction during restraint: _____

Time restraint began: _____ Time restraint ended: _____

How did the restraint end (check all that apply):

- Determination by staff member that student was no longer a risk to him/herself or others
- Intervention by administrator(s) to facilitate de-escalation
- Law enforcement personnel arrived
- Staff sought medical assistance
- Other (describe): _____

FURTHER ACTION TO BE TAKEN

The school will take the following action and/or disciplinary sanctions (check all that apply):

- Review incident with student to address behavior that precipitated the restraint
- Review incident with staff to discuss whether proper restraint procedures were followed
- Consider whether or not follow-up is necessary for students who witnessed the incident
- Conduct a local investigation of any complaint regarding the restraint (describe investigation procedure):

____ Disciplinary actions/sanctions taken by the program (describe): _____

____ Contact with Parent/Guardian, responsible school district, other state agency (describe): _____

PARENT/GUARDIAN NOTIFICATION

Name of Teacher/Admin/Other who contacted Parent/Guardian: _____ Title: _____

Date of contact: _____ Time: _____ Parent/Guardian Name: _____

Communication means (telephone/email used): _____

Date written report sent within 3 school days of administration of restraint injury to parent/guardian: _____

Parental/Guardian mailing or email address that the report was sent to:

Email address: _____

Mailing address: _____

Parent/Guardian was offered an opportunity to discuss with school officials the administration of restraint and consequences that may be imposed on the student?: _____ Results of this discussion: _____

The Public Schools of Dover and Sherborn

157 Farm Street

Dover, MA 02030

Phone: 508-785-0036 Fax 508-785-2239

www.doversherborn.org

Dr. Andrew W. Keough, Superintendent

Ms. Dawn Fattore, Business Administrator

Ms. Elizabeth M. McCoy, Asst. Superintendent

Ms. Kate McCarthy, Director of Student Services

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

TO: Dover, Sherborn and Dover Sherborn Regional School Committees

FROM: Dawn Fattore, Business Administrator

RE: FY21 Transportation Contract Amendment due to COVID-19 Impacts

DATE: December 7, 2020

Consistent with our process last spring, the School Districts utilizing Connolly Bus met and developed preliminary guidelines for amendments to the current year transportation contracts given the continued impact on school transportation due to the Covid-19 Pandemic. The negotiated rates include using the same formula from the spring for the days missed due to the delayed start (8 days for Dover Sherborn) and a separate rate for when school is in session but no transportation is required (i.e. fully remote Wednesdays). We also agreed that the discounted rate methodology from the spring would carry-over for any period of time a district reverted to remote for more than one week. As occurred in the spring, Connolly would place all drivers on unemployment during these times thus providing a larger cost savings to the districts.

The other issue discussed was the increase in labor and supplies to properly sanitize the buses on a daily bases based on COVID-19 protocols. As most districts similarly scheduled Wednesdays as a remote day, it was determined the labor costs from Wednesdays would cover the increased labor on the four transport days as well as the required supplies. The reduced Wednesday rates reflect the fuel savings.

As a point of reference, the savings from the delayed start (a per diem discount of 41.1%) were \$15,272 for the Region, \$4,611 for Dover and \$4,106 for Sherborn. The weekly savings from remote Wednesdays (a per diem discount of 5.4%) are \$250.82 for the Region, \$75.73 for Dover and \$67.43 for Sherborn.

The negotiated rates are included in the Contract Amendment attached for your review and approval at Tuesday's meeting. We will be happy to answer any questions at that time. Connolly has provided extraordinary service to date and we are thankful to have them as our transportation partner.

**Dover, Sherborn and Dover Sherborn Regional
School Districts
Amendment No. 1
To
Standard Service Agreement**

This Amendment No. 1 to Standard Service Agreement (hereinafter, this "Amendment"), is entered into as of **December 8, 2020** by and between the **Dover, Sherborn and the Dover Sherborn Regional School Committees** (herinafter, the "Committees") and **Michael J. Connolly & Sons, Inc.** (hereinafter, the "Contractor").

WHEREAS, the Contractor and the Committees have entered into a Standard Service Agreement, dated as of **April 7, 2020** (the "Existing Agreement"), which is herein incorporated by reference.

WHEREAS, the Committees and Contractor desire to **negotiate reduced per diem rates for yellow bus transportation during the 2020/2021 School Year on days in which students will be attending remotely and/or when not attending due to a delayed start of the year as a result of the ongoing Covid-19 Pandemic.**

NOW, THEREFORE, in consideration of the foregoing, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknkowleged, the Committees and the Contractor agree as follows:

1. The reduced per diem rate for yellow bus transportation during the 2020/21 School Year shall be:
 1. Deferred Start Hybrid Model Rate: **\$226.01 per diem**. These are days that transportation is not being provided as a result of a delayed start and reduction in the number of in-person days from the 181 days included in the contract.
 2. Hybrid Model No Transportation Days: **\$363.36 per diem**. These are remote days within the regular school year during which no transportation will be provided. This rate covers the cost of driver labor to clean and sanitize buses twice daily on 4 in-person days, along with costs of cleaning/sanitizing equipment and supplies.
 3. Remote Model or Suspended Learning Rate: **\$226.01 per diem**. This rate would be in effect should the Districts suspended in-person learning for more than one week and/or permanently revert to Remote Learning.
 4. All payments to the Contractor made during this period will guarantee the Contractor's future ability to perform under the contract, in light of the severe economic disruption caused by school closure.
2. Except as amended by this Amendment, the Existing Agreement shall remain in full force and effect, and the terms and conditions thereof shall govern the services provided by the Contractor. This Amendment shall be construed and enforced in accordance with the substantive laws of the Commonwealth of Massachusetts. This Amendment, together with the Existing Agreement, represent the entire agreement of the parties with respect to its subject matter and may not be modified in any manner except by a written instrument signed by both parties.

IN WITNESS WHEREOF, the Committees and the Contractor have duly executed this Amendment as of the date first set forth above:

CONTRACTOR AUTHORIZED SIGNATURE:

By: Contractor:

Signature/Date

Printed Name/Title

SCHOOL COMMITTEE AUTHORIZED SIGNATURE:

By:

Brooke Matarese, Dover School Committee Chair

Date

Angie Johnson, Sherborn School Committee Chair

Date

Maggie Charron, Dover Sherborn Regional School Committee Chair

Date

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes June 24, 2020
Virtual Meeting

Present:

Dover School Committee

Brooke Matarese, Chair*

Leslie Leon*

Mark Healey

Colleen Burt

Sara Gutierrez-Dunn

Sherborn School Committee

Angie Johnson, Chair*

Nancy Cordell

Amanda Brown

Mike Fitzgerald

Dover-Sherborn Regional School
Committee

Maggie Charron

Judi Miller

Lynn Collins

Kate Potter

Michael Jaffe

Anne Hovey

* - Union #50 Member

** - Union #50 non-voting member

1. **Call to order** – The meeting was called to order at 6:32 pm. There was a quorum of the Dover Sherborn Regional School Committee (DSRSC), the Dover School Committee (DSC), the Sherborn School Committee (SSC), and the Union #50 Superintendency Committee.

2. **Union #50 Reorganization** - Dr. Keough took nominations for Chair of the Union #50 Committee. Angie Johnson nominate Brooke Matarese. Maggie Charron seconded.

DSRSC: Vote in favor: Maggie Charron, Judi Miller, Kate Potter, Anne Hovey, Lynn Collins and Michael Jaffe

SSC: Vote in favor: Amanda Brown, Angie Johnson, Mike Fitzgerald, and Nancy Cordell

DSC: Vote in favor: Brooke Matarese, Mark Healey, Leslie Leon, Colleen Burt, and Sara Gutierrez-Dunn

Ms. Matarese took nominations for Secretary of the Union #50 Committee. Maggie Charron nominated Angie Johnson. Nancy Cordell seconded.

DSRSC: Vote in favor: Maggie Charron, Judi Miller, Kate Potter, Anne Hovey, Lynn Collins and Michael Jaffe

SSC: Vote in favor: Amanda Brown, Angie Johnson, Mike Fitzgerald, and Nancy Cordell

DSC: Vote in favor: Brooke Matarese, Mark Healey, Leslie Leon, Colleen Burt, and Sara Gutierrez-Dunn

Ms. Matarese read the following into the record:

Good evening. This Open Meeting of the JointSchool Committees is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

For this meeting, the Joint School Committees are convening via Zoom App, as posted. Information on how to join our School Committee mtgs and mtg agendas were posted on the Dover Sherborn District Website and on the town calendars.

Please note that this meeting is being recorded. Anything you broadcast may be captured by the recording.

Community comments are an opportunity for members of the community to be heard. We respectfully request that you please make your comments brief (2-3 minutes) and that you

DRAFT

move the discussion forward by adding new information. Please try to avoid repeating points that have already been made.

Community comments are an opportunity for us to listen to members of the community. It is not a forum for answering questions or engaging in a debate. Once the public comment section of the meeting has been concluded, we will move on to other business and unsolicited comments from the community will no longer be permitted. This is standard operating procedure in school committee meetings across our 3 school districts. We appreciate that you have taken the time to participate and encourage you to reach out to your school committee reps at any time.

3. Community Comments - none

4. Superintendent Update - Dr. Keough requested hiring outside consultants to conduct an Equity Audit using budgeted superintendent funds. He also reviewed the work of the District to date to address Cultural Responsiveness as one of the goals of the District Strategic Plan. There was discussion about the audit and the proposed Essential Questions. Brooke Matarese asked committee members to reach out to their respective chairs with thoughts, ideas, concerns and stated that discussion of this topic will continue at future meetings.

5. Bargaining Unit Contract - Tentative agreements have been reached with the Custodians and Educational Assistants Associations.

- Custodial Association - this bargaining unit is comprised of twenty 12-month school employees working across all three districts. Agreed upon changes were limited to the Wage schedule including a 2.5% COLA for FY21 and 2.0% for FY22 and FY23.

There were motions to approve the tentative agreement between the Dover, Sherborn, and Dover Sherborn Regional School Committees and the Dover Sherborn Public Schools Education Support Professional Association for a Three-Year Contract, July 1, 2020 to June 30, 2023.

DSRSC: motion by Lynn Collins, second by Kate Potter

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

SSC: motion by Nancy Cordell, second by Amanda Brown

Vote in favor: Amanda Brown, Angie Johnson, Mike Fitzgerald, and Nancy Cordell

DSC: motion by Leslie Leon, second by Colleen Burt

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

- Educational Assistant Association - this bargaining unit is comprised of approximately seventy 10-month employees across all three districts serving in both regular and special education assigned positions. Changes to the contract included refining the classification of levels to provide fluidity in staffing assignments to meet the ever changing needs of students and acknowledging the equal importance of all special education assignments. In addition, enhancements were made to longevity and sick leave as well as some language clarifications.

There were motions to approve the tentative agreement between the Dover, Sherborn, and Dover Sherborn Regional School Committees and the Dover Sherborn Public Schools Custodial Association for a Three-Year Contract, July 1, 2020 to June 30, 2023.

DSRSC: motion by Maggie Charron, second by Anne Hovey

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

SSC: motion by Amanda Brown, second by Nancy Cordell

Vote in favor: Amanda Brown, Angie Johnson, Mike Fitzgerald, and Nancy Cordell

DSC: motion by Mark Healey, second by Leslie Leon

DRAFT

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

6. Resolutions

- COVID-19 State Funding: Whereas, if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and Whereas, it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation, and material expenses required to do this; and Whereas, the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines; therefore, let it be RESOLVED: that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates. We must ensure a statewide school re-opening that is safe, responsible, and equitable.

There were motions to adopt the resolution.

DSRSC: Vote in favor: Maggie Charron, Judi Miller, Kate Potter, Anne Hovey, Lynn Collins and Michael Jaffe

SSC: Vote in favor: Amanda Brown, Angie Johnson, Mike Fitzgerald, and Nancy Cordell

DSC: Vote in favor: Brooke Matarese, Mark Healey, Leslie Leon, Colleen Burt, and Sara Gutierrez-Dunn

- Anti-Racism Resolution: Whereas, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and Whereas, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity, and inclusion; and Whereas, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and Whereas, every district will examine their policies for institutional and systemic radicalized practices and implement change with sustainable policies that are evidence based; and Whereas, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and Whereas, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions; RESOLVED: that Dover-Sherborn and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity, and inclusion is embedded and practiced for our students, families, faculty, and staff. We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.

Ms. Collins expressed concern about the phrase “can no longer remain silent”. She does not want it on record that Dover-Sherborn has been silent up to this point on the issue and suggested replacing it with “cannot be silent”. There was discussion about whether the text from MASC can be edited.

There were motions to support the resolution as drafted and adopt the resolution with the suggested edit and grammatical corrections.

DSRSC: Vote in favor: Maggie Charron, Judi Miller, Kate Potter, Anne Hovey, Lynn Collins and Michael Jaffe

SSC: Vote in favor: Amanda Brown, Angie Johnson, Mike Fitzgerald, and Nancy Cordell

DRAFT

DSC: Vote in favor: Brooke Matarese, Mark Healey, Leslie Leon, Colleen Burt, and Sara Gutierrez-Dunn

7. Communications

- Draft School Committee 2020-21 Meeting Schedule

8. Adjournment at 8:18 pm.

Respectfully submitted, Amy Davis