

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

Agenda

January 19, 2021

6:30PM

VIA ZOOM

Join Zoom Meeting

<https://us02web.zoom.us/j/87962909882?pwd=QUgyMTV6cHpkWCs1NkdiakRDR0J0UT09>

Meeting ID: 879 6290 9882

Passcode: 605866

1. Call to Order
2. Community Comments
3. Reports:
 - Assistant Superintendent Report
 - Superintendent Report
 - FFCRA (DS Regional School Committee Only) **A.R.**
4. Policy – Second Read
 - Updated Restraint Prevention and Behavior Support Policy and Procedures Review
5. Vote to approve 2021-22 School Year Calendar **A.R.**
6. Superintendent Search Update
7. Consent Agenda **A.R.**
 - Approval of October 19, December 8, and December 16, 2020 Minutes
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

Dr. Andrew W. Keough, Superintendent

Ms. Dawn Fattore, Business Administrator

Ms. Elizabeth M. McCoy, Asst. Superintendent

www.doversherborn.org

Ms. Kate McCarthy, Director of Student Services

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

To: Dr. Andrew Keough, Superintendent

From: Elizabeth McCoy, Assistant Superintendent

Re: January Joint School Committee Meeting

Date: January 15, 2021

DS AIDE

The Diversity Task Force has met five times over the last several months. The group is comprised of 42 members including educators, administrators, parents and alumni, and is in the process of recruiting current students as well. In addition to sharing experiences, discussing [articles](#), and developing a shared understanding of key terms including systemic racism, implicit bias and anti-racism, the team has worked to refine its mission statement, now almost in final form, and renamed itself DS AIDE – Dover Sherborn for Anti-Racism, Inclusion, Diversity and Equity.

After identifying current needs and logical next steps, the large group has divided into six subcommittees, list attached. Subcommittee leaders have and will continue to meet to share progress as they work with their smaller teams over the next few months.

While we have been working on [cultural responsiveness](#) through the #WEareDS initiative for the last four years, between conversations with alumni and various stakeholder groups this spring and the vision of DS AIDE, there is significant work still to be done. As we have discussed, the district is in need of an equity audit to assess our current status across multiple realms – climate, policies, practice, and programming in order to develop a comprehensive multi-year action plan. Andrew, Monique Marshall-Veale and I are in the process of interviewing potential organizations and individuals to conduct the audit and will update the Committee as things unfold. Beyond that, we are hopeful the Committee will allow subgroup leaders to provide updates relative to their work at future meetings.

I am incredibly inspired by the energy and passion of AIDE members and confident that we will make huge strides over time in fostering a community free from bias and systemic racism to ensure equitable outcomes for all students.

DOVER SHERBORN FOR ANTI-RACISM, INCLUSION, DIVERSITY & EQUITY			
CO-CHAIRS			
Andrew Keough	Superintendent		
Beth McCoy	Assistant Superintendent		
CLIMATE & CULTURE		DATA & ACCOUNTABILITY	
Carly Blais	Educator - High School	Katie Buckman	Educator - Chickering
Melissa Henderson McStravick	Parent	Barb Brown	Principal - Pine Hill
John Lin	Parent	Regina Cooper	Alum
Julie Ma	Educator - Pine Hill	Chris Luczkow	ELL Director
Kate Potter	School Committee - Region	Joan Pierce	Educator - High School
Laura Romer	Educator - Middle School	Irene Sarateas Bassalee	Parent
Megan Scobie	Educator - Pine Hill		
Alison von Rohr	Educator - Middle School		
		HIRING & SUPPORTING EDUCATORS	
		Alexandra Morey	Educator - Pine Hill
COMMUNITY OUTREACH		Veronica Moy	Educator - Middle School
Deepkia Bhayana	Parent	Addie Perez-Krebs	Educator - High School
Mila Clark	Parent	Deb Reinemann	Principal - Chickering
Nancy Cordell	School Committee - Sherborn	John Smith	Principal - High School
Emmanuel Daphnis	Parent		
Monique Marshall-Veale	METCO Director	POLICIES & PROCEDURES	
Alan Williams	Parent	Lynn Collins	School Committee - Region
		Johanna Edelson	Educator - Region
CURRICULUM & COMPETENCIES		Richard Fitzpatrick	Parent
Amira Abdal-Khallaq	Alum	Sara Gutierrez Dunn	School Committee - Dover
Christine Atkinson	Educator - Chickering	Scott Kellett	Principal - Middle School
Lamar Cardinez	Alum	Kate McCarthy	Director of Student Services
Tom Duprey	Educator - Middle School		
Caleb Dolan	Parent		
Leonie Glen	Educator - Middle School		
Kelly Hodge	Educator - Pine Hill		
Lindsay Li	Educator - High School		
Francie Latour	Parent		
Beth McCoy	Assisant Superintendent		

Culturally Responsive Work to Date - June 24, 2020

District Strategic Plan

- “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.”

Common Educator Goals - School Years 2018-2019, 2019-2020

“In support of our district/school-wide goal that seeks to create, foster and implement culturally responsive practices that will inform, educate and improve our school community, I will develop anti-bias curricula and acquire skills to facilitate developmentally appropriate conversations/activities among students around topics of identity and social justice.”

District

- Added METCO Coordinator as member of the District Leadership Team
- Included cultural proficiency in district’s strategic plan (above)
- Presented culturally proficiency goals at district’s opening meeting
- Launched #WEareDS initiative
- Engaged Leadership Team in professional development workshop with Kalise Wornum of KW Diversity Inc.
- Developed district-wide student learning and professional practice goals around cultural proficiency (above)
- Trained K-12 curriculum leaders on developing multicultural curricula
- Hosted Jeff Parotti of Safe Schools Program for presentation to district and teacher leaders on gender differences
- Organized full-day professional workshop series for K-12 educators
- Introduced culturally responsive classroom indicators for use by administrators during classroom observations
- Through round table discussion, shared school-based efforts at Leadership Team meetings
- Finalized the District Curriculum Accommodation Plan to support all students
- Held annual meetings with METCO families in Boston
- Hosted IDEAS 1 course; steadily increased participation in all IDEAS courses
- Administrators attended diversity job fairs
- Launched district “Book in Common” - So You Want to Talk About Race and engaged in discussions with full faculty

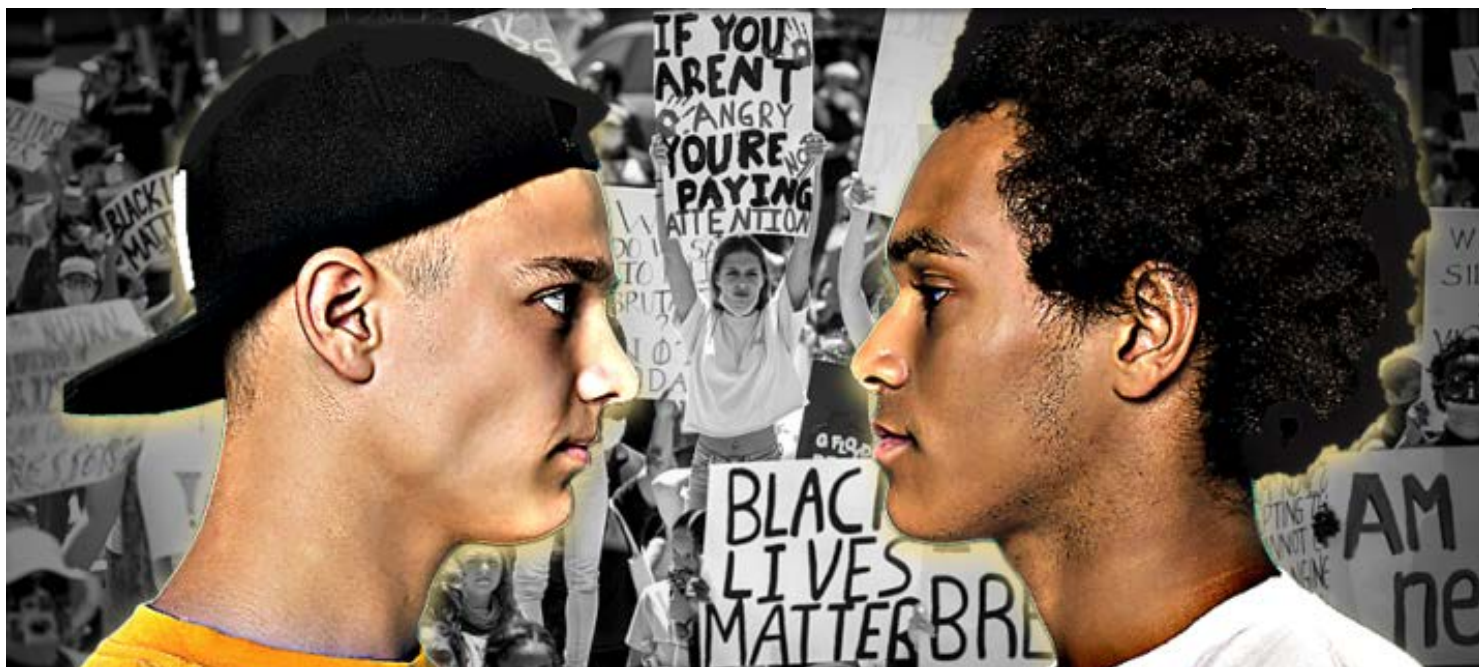
<ul style="list-style-type: none"> • Attended Mr. Joy at Emerson College and brought performance (& discussions) to DS for staff and community • Hired Nutrition Outreach Coordinator to increase diversity of menu options • Facilitated superintendent meetings with Boston students • Organized student, educator, and parent counseling sessions with Dr. Gayl Crump Swaby of New Generation Consultants & Associates • Attended meetings with METCO superintendents • Increased teacher and administrator attendance at annual METCO Directors Conference • Attended Beacon Academy's Annual Symposium on Race & Class • Celebrated 50 Years of METCO for DS – incorporating alumni, and raising funds for METCO Scholarships • Established METCO Scholarship Fund & Covid-19 Emergency Fund 	
Chickering <ul style="list-style-type: none"> • Reviewed and updated classroom and library literature to more accurately reflect student populations, specifically LGBTQ (2018) • Reviewed and updated classroom, and library literature to more accurately reflect student and family populations, specifically race (2019) • Utilized Understanding our Differences program across all grade levels • Focused teacher goals on integrating more culturally diverse and world texts into ELA units of study • Created photo gallery in lobby with rotating display of Chickering students in the spirit of #WEareDS • Played music in lobby, cafeteria and taught songs to broaden student experience with world music • Student participation in Roots & Wings program (2 cohorts for 10 week mini-course on cultural identity) • Attended METCO Directors Conference • Hosted International Night 	Pine Hill <ul style="list-style-type: none"> • Held professional development sessions with IDEAS on moving beyond heroes and holidays to an integrated multicultural curriculum • Conducted a text inventory (library, mentor texts, all curriculum areas) and invested in more culturally relevant texts and resources • Revamped Units of Study to bring in multiple perspectives • Utilized Understanding our Differences program across all grade levels • Diversified presenters via CSA enrichment programs and All School Meeting • Expanded historical elements and lenses of Old Sherborn Day • Deepened study of MLK and launched a Day of Action • Student participation in Roots & Wings program (2 cohorts for 10 week mini-course on cultural identity) • Attended METCO Directors Conference
Middle School <ul style="list-style-type: none"> • Revised curricula to include more diverse texts 	High School <ul style="list-style-type: none"> • Revised curricula within English and History departments, including

<ul style="list-style-type: none"> • Diversified posters throughout the building • Facilitated culturally responsive activity at every faculty meeting • Emphasized knowing student names and pronunciation • Piloted new format for parent teacher conference (early morning and group times, in addition to afternoon and evening plans) • Launched Black History Month announcements • Organized MLK Day celebration, including full day of interdisciplinary workshops and presenters (including Keynote Speaker, NE Regional Dir. of ADL, Robert Trestan) • Established a World Cultures Day focused on immigration & diversity • Launched D1A initiative, themes including One Voice Can Make a Difference, Be The Change • Created the GRIT Program to support students' SEL needs • Established a Middle School GSA • Hosted Mykee Fowlin presentation • Student participation in Roots & Wings & Playbook Initiative programs • Faculty participation in affinity groups • Attended diversity job fairs • Rode the METCO bus as part of a Day in the Life program • Attended annual METCO Directors Conference, METCO Youth Leadership Conference & ADL Youth Conference • Created gathering space for Boston students given new start times 	<ul style="list-style-type: none"> • summer reading texts • Facilitated faculty meetings focused on culturally responsive practices • Updated the schedule to include a flex block with opportunities for advisories, programming and mentoring • Hosted Judy Shepard & Mykee Fowlin presentations • Hosted student speakers on diverse topics • Held student-run panel on gender race and equity • Hosted Safe Schools presentation by Jeff Perrotti on supporting LGBTQ students • Expanded participation and activism of GSA student group • Student participation in Roots & Wings program • Distributed Safe Space posters and stickers on doors and in classrooms/offices • Established the Bridge Program to support students returning to school • Included METCO Director at student support meetings • Organized <i>The Conversation</i> student-run group • Participated in World of Difference Group (ADL) training • Established an affinity group • Designated space for early morning METCO arrival for next year • Attended METCO Directors Conference
--	---

Cultural Responsiveness - Next Steps

District <ul style="list-style-type: none"> • Form a Diversity, Equity & Inclusion Committee • Develop a mechanism for community efforts • Establish a district-wide data team • Conduct an equity audit • Examine and update policies, procedures and practices to eliminate bias • Administer equitable access to programming survey • Utilize culturally responsive materials checklist • Explore increasing number of Boston students • Expand restorative justice practices • Provide adult mentors for students • Integrate anti-racist lessons into advisories • Create grade-based capstone projects around Teaching Tolerance Standards for Social Justice • Refine incident reporting system to strengthen accountability • Infuse new History standards and curriculum with multiple voices & resources • Require IDEAS 1 course for all new faculty (and encourage participation of others) • Strengthen Family & Friends host program across all schools • Increase summer tutoring opportunities 	
Chickering <ul style="list-style-type: none"> • Revisit current literature in classroom libraries for culturally diverse materials • Continue roll-out of robust RTI model to support early literacy and numeracy • Review hallway and classroom displays for accurate representation • Offer IDEAS 1 course for administrators and teachers • Administer connectedness survey • Update curriculum maps and embed social justice themes PK-5 • Establish a new METCO space • Strengthen relationships with family and community in support of diversity • Connect with local universities to establish pipelines and recruit diverse volunteers and student 	Pine Hill <ul style="list-style-type: none"> • Update curriculum maps and embed social justice themes PK-5 • Continue roll-out of robust RTI model to support early literacy and numeracy • Review hallway and classroom displays for accurate representation • Analyze data for students of color (Tier 2, Special Education referrals) and implement robust interventions • Strengthen relationships with family and community in support of diversity • Connect with local universities to establish pipelines and recruit diverse volunteers and student teachers • Actively recruit diverse candidates

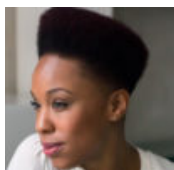
<p>teachers</p> <ul style="list-style-type: none"> • Actively participate in urban job fairs and recruit diverse candidates 	
<p>Middle School</p> <ul style="list-style-type: none"> • Continually reassess curriculum across departments with cultural proficiency lens • Update curriculum maps and embed social justice themes across grades • Roll-out 1:1 device program and increase student access to technology • Continue roll-out of robust RTI model to address needs and minimize gaps • Develop Diversity Group to hold roundtable discussions regarding race and diversity within DSMS • Hold weekly breakfasts with METCO Students • Create new lounge space for Middle School students from Boston • Offer additional IDEAS, Teacher as Scholars, SEL & SEI courses • Expand GSA program in second year • Attend MIAA Peer Leadership Conference • Explore change in school titles - Headmaster/Asst. Headmaster • Continue work with Anti-Defamation League • Strengthen relationships with Boston families (visits, calls, outreach) • Actively recruit diverse candidates 	<p>High School</p> <ul style="list-style-type: none"> • Continue to diversify non-humanities curricula • Change History course requirements to include Facing History or anti-racism course • Consider adding an African American studies course • Analyze data around student achievement and access to high level courses • Hold weekly breakfast with METCO students and invite teachers • Explore change in school titles - Headmaster/Asst. Headmaster • Increase administrative & faculty participation in IDEAS coursework • Increase faculty participation at METCO Directors Conference • Expand World of Difference student group • Make MIAA Student Ambassador Program more representative of student body • Explore start up of student-driven NAACP group • Actively recruit diverse candidates



BLOG > BETTER CONVERSATION

If You Really Want to Make a Difference in Black Lives, Change How You Teach White Kids

POSTED JUNE 29, 2020 IN [BETTER CONVERSATION](#)



Nahliah Webber, the Executive Director of the Orleans Public Education Network, is dedicated to disrupting education practices that negatively impact Black students and their intersections in the US and beyond. She holds double bachelor's degrees, Magna Cum Laude, from Sweet Briar College and a master's from Teacher's College, Columbia University, where she focused on racialized school policies and practices. [FULL PROFILE →](#)

SHARE THIS POST:

Share 201K

Tweet

The latest episodes of police murdering Black people have my chest burning like a building set ablaze. My heart is hot, my stomach churns. My head filled with black smoke. I am exhausted.

My body is weak from seeing, hearing, reading and crying over people who look like my father and brothers getting choked out on video ... again. My body hurts not seeing anything happen when people who look like my mother or me are killed by violent White men. The silence when Black trans- men and women are killed by police violently bangs in my eardrum. I'm sore from the hashtags marking yet another Black death gone viral. Physically, emotionally, mentally, I'm hurt. Professionally I'm tired.

WHEN ANYTHING GOES DOWN WITH BLACK PEOPLE I THINK ABOUT EDUCATION AND SCHOOLS AND WHETHER I AM A PART OF SOMETHING THAT IS PRESERVING BLACK LIFE OR FAILING IT.

I work in education advocacy and I focus on the protection, advancement and dignity of Black children and Black life. Black death is a threat to everything I work and live for, so when it happens I can't help but relate what I see, experience and feel to my work. When anything goes down with Black people I think about education and schools and whether I am a part of something that is preserving Black life or failing it.

As I saw the system choke the life out of [George Floyd](#) I became enraged because I knew the focus would be on the systems that produced this end result and not the ones that groomed both George Floyd and the cop who killed him for that moment. That the conversations would be about prosecution and police training, but not changing the places that socialize Americans for White violence and Black death.

The system that killed George Floyd and the system that raised and educated the cop who killed him are the same. And in the same way that folks are tired of the viral Black death—protest—fake trial—acquittal—rinse and repeat cycle, I am tired of folks acting like there's no direct connection between the schools where White children sit and the street corners where they choke out Black life.

There's a George Floyd in every school where Black children learn. Black children are screamed at, berated, surveilled and searched in schools. Black children are slammed and dragged, kicked and prodded in classrooms. Black children are denied an education and disrespected because of their culture. Black children are groomed for containment. We've got children walking on tape with hands over their mouths like prisoners in training.

Black children are [suspended, detained, "demerited" and isolated in schools for trivial things every day](#). And there's a killer cop sitting in every school where

***THE SYSTEM THAT
KILLED GEORGE
FLOYD AND THE
SYSTEM THAT
RAISED AND
EDUCATED THE COP
WHO KILLED HIM
ARE THE SAME.***

White children learn. They hear the litany of bad statistics and stereotypes about “scary” Black people in their classes and on the news. They gleefully soak in their White-washed history that downplays the holocaust of Indigenous, Native peoples and Africans in the Americas. They happily believe their all-White spaces exist as a matter of personal effort and willingly use violence against Black bodies to keep those spaces white.

Yet whenever we talk about what’s wrong with the systems that train and socialize young minds to become violent and depraved adults who, say choose to choke people out as part of their jobs, all we ever hear is that Black children, Black families, Black communities, Black-NESS are “behind” and stuck in gaps. Conservatives, liberals and progressives alike grow their careers and feed their families off of myths about Black deficiency.

If you let them tell it, Black kids are in terrible shape while White children are doing gloriously. But how can White kids be doing okay when they’re growing up to be police officers, district attorneys, mayors, judges, media, mothers, fathers and presidents who take away Black life and call it justified? As Black bodies drop like flies around us from physical, medical, economic, and material deprivation and violence at White hands, how can we in any of our minds or metrics conclude that the Whites are alright? What kind of warped standards are these?

Because let me tell you something ...

A child who grows up to put their knee on someone’s neck and kill them in front of a crowd is “culturally deprived.”

A child who jumps in a car with their parent and chases down and executes a stranger is a “super predator.”

A child who grows up to shoot people while they are worshipping is “at-risk.”

A child who can grow up and never be confronted with how they benefit from racist violence is “levels behind”.

ANY SCHOOL OR CULTURE THAT PRODUCES CHILDREN TO GROW UP LIKE THIS IS FAILING.

And any school or culture that produces children to grow up like this is *failing*.

White children are left unchecked and unbothered in their schools, homes and communities to join, advance and protect systems that take away Black life. We never talk about this moral and human failing in White culture as something that needs to get fixed now. Instead, we pour millions of dollars into discussions, conferences, professional development, curriculum and consultancies that talk about fixing Black people. And I’m tired.

I’m tired of White people reveling in their state-sanctioned depravity, snuffing out Black life with no consequences and then having the nerve to tell Black children

that they are “behind” and need to work harder.

I’m tired of White people telling Black kids that they need to be held “accountable,” yet killer cops go free when they take Black life and White teachers go free when they miseducate Black kids.

I’m tired of White people taking their violent culture, standards and metrics into Black spaces and telling Black children that they don’t measure up. Because who is really failing here?

Where’s the urgency for school reform for White kids being indoctrinated in Black death and protected from the consequences?

Where are the government-sponsored reports looking into how White mothers are raising culturally deprived children who think Black death is okay?

Where are the national conferences, white papers and policy positions on the pathology of Whiteness in schools and how it leaves White children behind as adults?

Why isn’t Bill Gates throwing billions into school programs teaching White kids how not to grow up racist and choke out Black life?

The federal government needs to commission studies on White neighborhoods that produce and insulate anti-Black physical, economic and political violence. City councils and state legislatures should redline those places and determine them to be “high risk” and unfit for life. School reformers need to lobby, plot and plan on how to disrupt school systems that produce, protect and reward White violence.

Go get Walmart and the Koch brothers to fund tens of thousands of recent White college graduates trained in anti-racism and dispatch them to the disadvantaged all-White school districts across the country full of future killer cops. Take your six weeks of training and be an anti-racist teacher in classrooms full of families that hoard resources, separate their school districts and fund the police to keep their knees on Black necks.

THIS TIME IF YOU REALLY WANT TO MAKE A DIFFERENCE IN BLACK LIVES—AND NOT HAVE TO PROTEST THIS SHIT AGAIN—GO REFORM WHITE KIDS.

Simply, this time after you take off your Black Lives Matter t-shirt and recycle your protest signs, don’t go back into Black spaces with your usual bullshit. This time if you really want to make a difference in Black lives—and not have to protest this shit again—*go reform white kids.*

Because that’s where the problem is—with White children being raised from infancy to violate Black bodies with no remorse or accountability. That cop didn’t

just learn how to snuff out George Floyd's life in a police training or on the job. He spent a lifetime preparing for that moment with his parents and family, teachers, coaches, neighborhoods and churches.

Eventually, the fires will burn out and the aftermath of the latest uprisings will clear. The heat in my chest may subside a little, but the grief will still be there for the next time. And unfortunately, there *will* be a next time because I've seen this episode before. We all have. Today we scream for justice but on Monday we'll call for better police training and a guilty verdict that will only leave the system—all the systems—intact. And we'll feel better about ourselves as we return to business as usual, preparing children for White violence and Black death, again.

I'm tired.

A version of this post originally appeared on Medium.

PHOTO BY SEAN SIMMERS.

SHARE THIS POST:

Share 201K

Tweet

TOPICS: BETTER CONVERSATION, ACHIEVEMENT GAP, BLACK STUDENTS, EDUCATION REFORM, GEORGE FLOYD, LOUISIANA, NAHLIAH WEBBER, NOLA, OPPORTUNITY GAP, ORLEANS PUBLIC EDUCATION NETWORK, POLICE BRUTALITY, RACIAL INEQUALITY, RACISM, SYSTEMIC RACISM, WHITE STUDENTS

157 Comments

Sort by **Top**

Add a comment...

**Mike Smith**

The penalty for counterfeiting money for thousands of years was death. Even in the USA the penalty for counterfeiting money was originally death. It was even written on early US currency to counterfeit is death. The penalty also for resisting arrest for thousands of years was also death. If you want to help black people you should be teaching them to obey the laws, get a job, and don't resist arrest. You people have no intention of helping black people is the problem.

Like · Reply · 3 · 3w

**Mike Smith**

The fact is Floyd was 6'6" weighed 250lbs and a small asian guy, not a white guy, was trying to arrest him after he took Meth and fentanyl and was resisting arrest. Plus the reason he couldn't breathe was he had COVID 19. All you reporters should be ashamed of yourselves and quit

Like · Reply · 4 · 3w

**Ted Kassiotis**

Education Post should be ashamed about posting this racist garbage.

Like · Reply · 3 · 5w

Comments are moderated to facilitate an open, honest and respectful conversation. While we never censor based on political or ideological viewpoints, we do not publish comments that are off-topic, offensive, or include personal attacks. If your comment seems to disappear shortly after posting, please know that it can take up to 24 hours for new comments to be approved. If you still do not see your comment appear, please feel free to contact us at info@educationpost.org.

YOU MIGHT ALSO BE INTERESTED IN:



Q&A: Zakiya Sankara-Jabar on Why Now Is the Perfect Time for #SeekingChildJustice



Did My Black Life Matter?



This School Canceled a Celebration of Black Men, But They Showed Up Anyway



Yes, White Teachers Still Need to Be Ready to Talk to Students About Race

KEEP UP WITH EDUCATION POST

Sign up for weekly emails featuring our top blog posts:

SUBMIT

Want more? Get our weekly action email and join us in asking #HowAreTheChildren.

WHAT WE'RE TWEETING

[Follow @edu_post](#)



17 HOURS

Chicago Unheard

[@ChicagoUnheard](#)

"The gaps are going to get wider. We need to make sure the students struggling with #RemoteLearning are getting the... <https://t.co/vpPKu4EQBs>

[HOME](#)
[ABOUT](#)
[BLOG](#)
[VIDEOS](#)

[JOBS](#)
[PRIVACY POLICY](#)
[CONTACT US](#)

Education Post is the flagship platform of brightbeam, a network of education activists demanding a better education and a brighter future for every child.

© 2020 All rights reserved.

The Public Schools of Dover and Sherborn

157 Farm Street

Dover, MA 02030

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

www.doversherborn.org

Commitment to Community

Equity and Excellence

Respect and Dignity

Climate of Care

Dr. Andrew W. Keough, Superintendent

Elizabeth M. McCoy, Asst. Superintendent

Dawn Fattore, Business Administrator

Kate McCarthy, Director of Student Services

**To: Dover School Committee, Sherborn School Committee,
and Dover Sherborn Regional School Committee**

From: Andrew W. Keough, Ed.D.

Date: January 19, 2021

RE: Superintendent Update for JSC - 1-19-21

Events of January 6th - The riots and attack on the Capitol building on January 6th had a profound effect on us all. For the first time in my life, I fear for the future of our democracy due to extremism and the exponential growth of conspiracy theorists. As far back as I can remember, people who distorted the truth for personal or political gain were immediately censured by society and never had credibility. Messages that our recent election was corrupt and somehow “stolen” have been proven blatantly false, yet a significant number of Americans believe otherwise. When truth no longer overrides falsehoods and “alternative facts” gain traction in a democracy of 300+ million people, we have a serious problem. Our founders understood that education of the public was critical to our survival because an uneducated populace can be fooled by those with selfish or ill intent. Amazingly, they predicted that something like this could happen. I hold the American education system partly responsible for it. For too long we have mulled the idea of setting standards for history/social studies/civics instruction, but as a nation have not been able to agree on our non-negotiable content. As such, critical understanding about the history of our nation’s beginnings has been neglected and essentially many people do not know what they do not know. This is an immediate threat to the future of the United States. As a school district, I believe we have done well, but must double down on our efforts to teach our children about our (troubled) history, particularly as it pertains to race, and the threat of authoritarianism and demagogues. This will only happen if we as the leaders of the district insist upon it. This means although social studies and history may not be part of the state mandated testing program, it must become a priority for us. Perhaps even the highest priority. Likewise, we must embrace debate and allow for healthy discussion of differences. As Americans, we must remember that democracy is not a spectator sport and if we want to preserve the sacred ideals of this country we must actively work to support them.

Dover Sherborn for Anti-Racism, Inclusion, Diversity, and Equity - I have asked Beth McCoy, the Co-Chair of the DS AIDE coalition to provide an update on the progress made to date on our efforts to strengthen the inclusivity of our school system. As the superintendent and a resident, I am extremely proud of the progress we are making and am optimistic about what the future holds.

Sustainability Task Force - As mentioned in previous reports, the Sustainability Task Force continues to meet via Zoom. We have been developing within our subcommittees [a list of initiatives](#) that we believe we can address and should tackle first. The most exciting component of this work is that several high school students are participating and have accepted leadership positions on the subcommittees. Their enthusiasm and willingness to actively engage in this work has been a joy to watch. Although, I am not sure yet whether or not she will be able to join us, I have invited my Co-Chair, Katherine Whittle to introduce herself on Tuesday night.

Reopening and Pool Testing - The Governor's recent announcement offering six weeks of Covid pool testing to school systems has created a significant buzz in districts across the state. I worry that this may result in the creation of a false sense of security that this will address all of our concerns and make it easier to expand our reopening to the secondary level. The following is a [link](#) to a webinar offered by the state that we attended and that all school committee members should watch which explains the ins and outs of the program. On Tuesday night I would like to discuss this further with all of you and have asked members of our Health and Hygiene Committee to attend and give their perspective.

Along these lines, given that I previously mentioned that the semester mark would be when we considered further reopening for in person learning at the Region, I feel I should share my thinking about next steps in this regard. The infection rates in Sherborn and Dover are very concerning to me and I do not think it prudent to attempt to make a change at this time. Realistically, I think it makes the most sense to wait until our staff has been vaccinated (expected in February) and we have put some form of further testing in place before we consider expanding in person learning.

Extension of the Family First Coronavirus Relief Act (FFCRA) Coverage – The Families First Coronavirus Relief Act was signed into law on March 18, 2020 and went into effect beginning on April 2, 2020, up through December 31, 2020. With the recent legislation approved on December 27th, the Region has the opportunity to extend the coverage through March 31, 2021.

This bill provides protections for employees who could be otherwise negatively impacted through loss of sick time resulting from the Coronavirus. We have been participating in this as a system and with this new allowance would like to extend it until March 31st. We are seeking Regional School Committee approval (The towns of Dover and Sherborn handle this for our elementary teaching staff). Below are the coverage's we are requesting to be extended.

Under EPSL: Two weeks (up to 80 hours) of paid sick leave at employee's regular rate when the employee is unable to work because the employee is quarantined (pursuant to Federal, State, or local government order or advice of health care provider) and/or experiencing COVID-19 symptoms and seeking medical diagnosis; OR Two weeks (up to 80 hours) of paid sick leave at two-thirds the employee's regular rate of pay because the employee is unable to work because of a bonafide need to care for an individual subject to quarantine or to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.

Under Emergency Family and Medical Leave Expansion Act (EFMLEA): Employees that need to care for a son or daughter because their school, child care provider, and/or place of care is closed as a result of COVID-19 are eligible employees to receive up to 12 weeks of paid leave. The first 10 days of this kind of leave are unpaid, however, the remaining 10 weeks are paid at 2/3 of the employee's regular rate. Employees also have the option of using EPSL to cover the first 10 days of EFMLEA leave, which would otherwise be unpaid.

#WEareDS

To: Joint School Committee
From: Policy Subcommittee
Date: January 15, 2021
Re: Proposed Revision to Physical Restraint Policy – Second 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 shared 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 continuing our discussion of these materials with you at our January 19 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: December 8, 2020

SECOND READING: January 19, 2021

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 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.

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.

File: JKAA

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 ACADEMIC CALENDAR 2021-22																												
August								February							START AND DISMISSAL TIMES													
Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa	CHICKERING AND PINE HILL SCHOOLS 7:50 AM START 2:15 DISMISSAL													
1	2	3	4	5	6	7				1	2	3	4	5	DS HIGH SCHOOL & MIDDLE SCHOOL 8:35 AM START 3:10 PM DISMISSAL													
8	9	10	11	12	13	14		6	7	8	9	10	11	12								Teachers Report						
15	16	17	18	19	20	21		13	14	15	16	17	18	19														
22	23	24	25	26	27	28		20	21	22	23	24	25	26	September 1, 2021							School Begins Grades 1 - 12 K Orientation						
29	30	31						27	28						September 2, 2021							PreK and Kindergarten Begins						
								15 days							September 6, 2021							Labor Day: No School						
September								March							September 7, 2021							Rosh Hashanah: No School						
Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa	September 16, 2021							Yom Kipper: No School						
			1	2	3	4				1	2	3	4	5	October 11, 2021							Columbus Day: No School						
5	6	7	8	9	10	11		6	7	8	9	10	11	12	November 11, 2021							Veterans Day: No School						
12	13	14	15	16	17	18		13	14	15	16	17	18	19	November 24, 2021							Early Release Day Thanksgiving Break						
19	20	21	22	23	24	25		20	21	22	23	24	25	26	November 25-26, 2021							Thanksgiving Break: No School						
26	27	28	29	30				27	28	29	30	31			December 24- January 1,2022							Year End Vacation: No School						
19 days								23 days							January 3, 2022							School Reopens						
October								April							January 17, 2022							Martin Luther King Day: No School						
Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa	February 21-25, 2022							February Vacation Week						
					1	2							1	2	April 15, 2022							Good Friday: No School						
3	4	5	6	7	8	9		3	4	5	6	7	8	9	April 18-22, 2022							April Vacation Week						
10	11	12	13	14	15	16		10	11	12	13	14	15	16	May 30, 2022							Memorial Day: No School						
17	18	19	20	21	22	23		17	18	19	20	21	22	23	June 2, 2022							Graduation Day						
24	25	26	27	28	29	30		24	25	26	27	28	29	30	June 17, 2022							Last Day of School - No Snow Days (Last day is Early Release Day)						
31															June 24, 2022							Last Day of School - Includes 5 Snow Days						
20 days								15 days																				
November								May																				
Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa	Teachers' Professional Development Day: No School													
	1	2	3	4	5	6									November 29, 2021							Professional Day: No School for Students						
7	8	9	10	11	12	13		1	2	3	4	5	6	7														
14	15	16	17	18	19	20		8	9	10	11	12	13	14														
21	22	23	24	25	26	27		15	16	17	18	19	20	21														
28	29	30						22	23	24	25	26	27	28														
								29	30	31																		
18 days								21 days																				
December								June																				
Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa														
			1	2	3	4					1	2	3	4														
5	6	7	8	9	10	11		5	6	7	8	9	10	11														
12	13	14	15	16	17	18		12	13	14	15	16	17	18														
19	20	21	22	23	24	25		19	20	21	22	23	24	25														
26	27	28	29	30	31			26	27	28	29	30																
17 days								13 days																				
January																												
Su	M	T	W	Th	F	Sa																						
						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																						APPROVED						

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes October 19, 2020

VIA ZOOM

Workshop Minutes for October 19, 2020 Meeting on Candidate Profile

The meeting was called to order at 6:34 pm by Brooke Matarese.

The school committee members present were as follows:

Anne Hovey - Regional School Committee
Angie Johnson - Chair, Sherborn School Committee
Nancy Cordell - Sherborn School Committee
Amanda Brown - Sherborn School Committee
Michael Jaffe - Regional School Committee
Lynn Collins - Regional School Committee
Sara Guitierrez-Dunn - Dover School Committee
Brooke Matarese - Chair, Dover School Committee
Kate Potter - Regional School Committee
Megan Page - Sherborn School Committee
Colleen Burt - Dover School Committee
Mark Healey - Dover School Committee
Maggie Charron - Chair, Regional School Committee
Leslie Leon - Dover School Committee

JSC workshop – Candidate profile
Agenda (with notes)

1. Overview of process (15 min)

- a. SC purview
 - i. The SC is the sole body in charge of hiring a Supt.
 - 1. technically Union 50 + Regional School Committee
 - ii. JSC granted the Supt Search team the authority to conduct the search on its behalf
 - 1. Full SC will not be-- cannot be- privy to much of the process b/c of OML until we are required to take all aspects of the process public
 - a. after finalists are announced
- b. OML restrictions
 - i. Exec session first round of interviews—

1. conducted by screening committee
2. Cannot share who has applied/been interviewed or anything about the interview process
3. No background checks, etc
- ii. after finalists are announced, everything is done in public
 1. EVERYTHING—discussions about finalist interviews, info obtained thru reference checks, salary range- EVERYTHING
- iii. We cannot discuss thoughts about the process with a quorum (per usual)
 1. Be thoughtful about discussions with members of the community
 - a. it is important to present a united front
 - b. Sharing personal opinions is fine- but make it clear PERSONAL, not the opinion of the School Committee
 - c. Remember:
 - i. We will all have to work with the person chosen...
 - ii. This is not about you- it's about what is best for the entire school community—and a Supt who enters without SC support will not succeed.
- c. Creation of candidate profile
 - i. What is the candidate profile?
 1. it's a short doc (1 page MAX) that provides a description of the key characteristics and skills we feel our next districts leader should possess in order to be successful. It's NOT a job description-- more of a list of most important qualities.... (like the list you might put together when you are looking for a significant other-- what's important to you and what would make you a good match)
 2. it is a SUMMARY, not a full list. Out of this discussion we need to pick top 10 or so characteristics (maybe fewer)...
 - a. we'll see how far we get tonight--
it will be used to create questions asked by screening committee
 3. It will be shared with candidates
 4. It will be created from our discussion tonight, 14 zoom focus groups (some of which are happening right now-- about 30 parents are participating in focus groups this evening), survey, and some 1-on-1 calls
 - a. the more people we hear from, the better a representation of the whole community our candidate profile will be
 - ii. Candidate profile timeline:
 1. At today's mtg, discussion about most important characteristics
 2. SST puts together draft Profile based on this mtg and data compiled thru community outreach
 3. JSC will get draft Oct 30 (probably) for Nov 2 mtg
 - a. With instructions to reach out to your committee rep to SST prior to Nov 2 mtg with any questions
 4. JSC will discuss and vote to accept Profile at Nov 2 public mtg
 - a. Ideally unanimous vote (present united SC to candidates)

- i. Doesn't have to be a perfect document
 - 1. Goal is a document that fairly portrays the basic qualities and skills we believe the chief exec of our districts needs in order to be successful
 - d. Some more info on the rest of the process:
 - i. Screening committee is selected & announced
 - 1. From this point until the finalists are announced, we can't share much until finalists are announced
 - ii. finalist recommendations
 - 1. JSC votes to accept screening committee recommendation for finalists
 - a. You'll see resumes
 - b. Screening committee can NOT provide any info about any other candidates other than finalists
 - 2. visit days
 - a. Inc l an evening JSC mtg when you can listen to them speak and ask some questions
 - b. Whether in person or virtually...?
 - c. In Dec or Jan... tbd
 - 3. Site visits—TBD
 - 4. Reference checks
 - 5. Carefully share info learned thru phone calls, etc
 - 6. All done in PUBLIC mtg
 - iii. Discussion and vote for new Supt
 - 1. Union 50 and RSC vote
 - a. Everyone votes as show of support for new Supt....
 - e. Reviewed this because there will be a LOT of extra meetings
 - i. This is one of the most important things you will ever do as a member of the School Committee
 - 1. For instance, if we don't vote on Candidate profile on Nov 2, we need to have another mtg in the next couple of days to finish the work
 - 2. If there are 3 finalists, there will be 3 evening mtgs in the course of a week or 2 (in addition to regularly scheduled mtgs)
 - a. This is in addition to the work of running a district...
 - ii. Setting expectations now....
- 2. Setting Workshop Norms (10 min)**
 - a. Keep discussion on track and focused on specific topic
 - i. In the interest of time we MUST be willing to cut people off when necessary
 - ii. Try to make sure everyone has the chance to speak
 - 1. Watch for folks in your district to make sure everyone has the floor at some point...
 - b. Encourage people to agree with what someone just said rather than repeating/restating it
 - c. Fine to disagree with what someone else says- but please provide an alternative idea

- i. “I don’t agree that the new supt needs to come from a regional district, but I do think experience at the district level is important.”
 - d. Forward looking, positive comments
 - i. “We need a supt who excels at communication”- not “I don’t like how Andrew communicates, so we need someone who communicates better”
 - e. Encourage members to be concrete
 - i. Avoid using edu-speak or cliches
 - ii. Encourage examples to clarify
 - 1. “I want an innovative leader”
 - a. Follow up with “Can you give an example of what an innovative leader looks like?”
- 3. What makes DS attractive/unattractive to candidates? (15 min)**
 - a. Attractive:
 - i. \$, great faculty, high performing, good DSEA/SC relationship, supportive/involved parents, great kids
 - b. Unattractive:
 - i. 3 SCs/2 towns; overly involved parents; lack of diversity, very traditional
 - 1. 3 SCs—but really 4 sets of mtgs
 - a. Non-functioning SCs
 - i. Perhaps better than some other districts- but that doesn’t make us function better
- 4. Brainstorming (50 min)**
 - a. What are the key responsibilities and challenges confronting the district and the next leader?
 - b. What are the critical skills we seek in our new leader?
 - c. What skills do we see a Supt needing to be successful at DS?
 - i. Are these different from “b”? (I think they are...)
 - d. What do we want in a district chief executive?
 - i. “A person who...” responses

Polled to executive session at 6:59 pm not to return to open meeting.

DSRSC -Anne Hovey-yes; Maggie Charron- yes; Kate Potter- yes; Lynn Collins- yes; and Michael Jaffe-yes

SSC – Angie Johnson-yes; Amanda Brown-yes; and Nancy Cordell-yes

DSC – Brooke Matarese –yes; Leslie Leon-yes; Mark Healey-yes; Colleen Burt –yes; Sara Gutierrez – Dunn –yes.

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes December 8, 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*
Megan Page*
Nancy Cordell
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 6:42 pm. There was a quorum of the Dover Sherborn Regional School Committee (DSRSC), the Dover School Committee (DSC), the Sherborn School Committee (SSC), and the Union #50 Superintendency Committee. Union #50 Chair Brooke 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 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.

2. **Community Comments** - None

3. **Reports**

- Assistant Superintendent Update - Ms. McCoy gave an overview of the Professional Development offered on November 30th. The objectives were: 1) to continue conversations around anti-racism and building a diverse, equitable, and inclusive school community; 2) to provide opportunities for faculty to share (and interact with) resources

DRAFT

and best practices for hybrid learning; 3) to promote self-care and mindfulness strategies; and 4) to allow additional curricular planning time among teams and departments.

- Superintendent Update - Dr. Keough addressed each of the following:

- *Reopening Update - Grades 4&5 have started 4 days of in-person learning this week.

Members of the Dover and Sherborn Boards of Health were available to answer questions about the rising cases in MA and the incidence of cases within the schools.

There was consensus that all were pleased to have been able to keep (and increase at the elementary level) the in-person learning throughout the fall.

- *Diversity, Equity, and Inclusion Task Force Update - the Task Force includes 42 members and has met 4 times so far, working to develop the mission, norms, and areas of focus. Subcommittees focusing on community outreach, curriculum and competencies, hiring and supporting educators, policies and procedures, and climate and culture.

- *Sustainability Task Force - the Task Force has 56 members including a large number of students. Areas of focus include energy, waste, water, food, education, and politics.

4. **Policy: First Read** - the revision to the policy regarding Physical Restraint of Students in Dover-Sherborn Public Schools is being proposed in order to update the policy per the current dESE regulations and MASC model. The overriding theme is that physical restraint is an emergency measure of last resort so the policy was updated to reflect the DESE regulations. Any suggested revisions should be forwarded to the Policy Committee prior to the next meeting.
5. **Transportation Contract Amendment** - the School Districts utilizing Connolly Bus met and developed preliminary guidelines for amendments to the current year transportation contracts given the continued impact of the pandemic. The discounted rate methodology from the spring will carry-over for any period of time a district is required to revert to remote learning for more than one week. 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 saving 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.
There were motions to approve Amendment No. 1 to the Standard Service Agreement between the Dover, Sherborn, and the Dover Sherborn Region School Committees and Michael J Connolly & Sons, Inc as presented.
DSRSC: motion by Anne Hovey, 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 Megan Page
Vote in favor: Megan Page, Angie Johnson, Mike Fitzgerald, and Nancy Cordell
DSC: motion by Mark Healey, second by Leslie Leon
Vote in favor: Brooke Matarese, Mark Healey, Colleen Burt, Leslie Leon, and Sara Gutierrez-Dunn
6. **Superintendent Search Update** - the search committee has been screening candidates and plans to have a slate of candidates to present to the school committees soon. Ms. Hovey asked for feedback on face-to-face interviews vs Skype, several members expressed their strong desire to hold in-person interviews if possible.
7. **Consent Agenda**
 - **June 24, 2020 minutes** - Change the sentence under Resolutions: Anti-Racism to read "Ms. Collins expressed concern about the phrase "can no longer remain silent". She does not *want the document to suggest* that Dover-Sherborn has been silent up to this point on the issue and suggested replacing it with "cannot be silent"."

DRAFT

There were motions to approve the Consent Agenda as amended.

DSRSC: motion by Judi Miller, 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 Megan Page

Vote in favor: Megan Page, Angie Johnson, Mike Fitzgerald, and Nancy Cordell

DSC: motion by Leslie Leon, second by Colleen Burt

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

- 8. Adjournment at 9:04 pm to Executive Session for matters pertaining to personnel, not to return to Open Session.**

Respectfully submitted, Amy Davis

**Dover Sherborn School Committee
Dover School Committee
Sherborn School Committee
Dover Sherborn Union #50 Superintendeny Committee
Agenda-Candidate Reveal Meeting**

December 16, 2020

6:30 pm

Attendance:

Anne Hovey-Regional School Committee
Angie Johnson-Chair, Sherborn School Committee
Michael Jaffee-Regional School Committee
Amanda Brown-Sherborn School Committee
Leslie Leon-Dover School Committee
Brooke Matarese-Chair, Dover School Committee
Judy Miller-Regional School Committee
Sara Guterrez-Dunn-Dover School Committee
Colleen Burt-Dover School Committee
Maggie Charron-Chair, Regional School Committee
Mark Healey-Dover School Committee
Megan Page-Sherborn School Committee
Nancy Cordell-Sherborn School Committee
Kate Potter-Regional School Committee

Absent:

Lynn Collins-Regional School Committee
Mike Fitzgerald-Sherborn School Committee

Business

Over the past three weeks, the Screening Committee met to review applications and interview candidates for the position of Superintendent of Schools. The Screening Committee reviewed all the applications and subsequently selected a number of candidates who were invited to meet with the Screening Committee for a preliminary interview. Following the preliminary interviews, and after much discussion and consideration, the Screening Committee voted to recommend four candidates for further consideration by the School Committees of Dover and Sherborn.

The four candidates, listed in alphabetical order, are:

Vanessa Beauchaine, Ed.D.: currently Director of Curriculum, Instruction, and Assessment, Wrentham, MA Public Schools. Prior to this role, Dr. Beauchaine served as a Principal in Wrentham (gr 4-6), Brookline (preK-8), and Easton (preK-3).

Marc Gosselin: currently Special Education Supervisor, North Penn School District, Lansdale, PA. A Doctoral Candidate at the University of Pennsylvania (May, 2020) Mr. Gosselin previously served as the North Penn District curriculum coordinator and has been an elementary school principal.

Aurelia Henriquez, Ed.D.: currently consultant for Fostering Quality Schools and the Journal for Leadership and Instruction SCOPE. Dr. Henriquez previously served as the Superintendent of the Riverhead (NY) Central School District as well as the Assistant Superintendent for Elementary Education and Human Resources for the Brentwood (NY) School District.

Robert Wargo: currently Assistant Superintendent of Instructional Services and Support, Weymouth Public Schools. A Doctoral Candidate at UMass Lowell, his previous leadership experience includes serving as Principal of Scituate and King Phillip Regional High Schools.

Resumes for each candidate can be found [here](#) on the District Website.

On behalf of the School Committees and our communities, we would like to thank the members of the Screening Committee listed below for the many hours they devoted to reviewing applications, interviewing candidates, and deliberating during the preliminary selection process. The conversations were insightful, thoughtful, thought-provoking, and courteous. It was a pleasure to work with this group of truly dedicated people.

Respectfully submitted,

Anne Hovey

Chair, Dover Sherborn Superintendent Screening Committee (Suptsearch@DoverSherborn.org)

Members of the DS Superintendent Screening Committee:

Jim Carnes, Chickering Assistant Principal
Regina Cooper Benjamin, DS & METCO Alumna
Mark Healey, Dover School Committee
Anne Hovey, DS Regional School Committee
Ana Hurley, DSMS Assistant Principal
Michael Jaffe, DS Regional School Committee
Jen Ryan, Teacher
Angie Johnson, Sherborn School Committee
Keith Kaplan, Teacher
Francie Latour, Parent
Monique Marshall-Veale, METCO coordinator
Kate McCarthy, Director of Student Services
Laura McGovern, DSEA President, Teacher
Dennis Quandt, Parent
Erin Rodat Savla, Parent

Vote for the slate:

To accept the slate as presented by the Dover School Committee was moved by Mark Healey and seconded by Colleen Burt. Some discussion. Leslie inquired about the candidate pool. Sara asked about the process at this point and Colleen wanted to understand a determination. Roll call vote yes by the following members: Sara Guiterrez-Dunn, Leslie Leon, Colleen Burt, Mark Healey, Brooke Matarese

To accept the slate as presented by the Sherborn School Committee was moved by Nancy Cordell and seconded by Amanda Brown. No discussion. Roll call in favor: Megan Page, Amanda Brown, Nancy Cordell, Angie Johnson. Mike Fitzgerald was absent.

To accept the slate as presented by the Regional School Committee was moved by Michael Jaffee and seconded by Kate Potter. No discussion. Roll call in favor: Michael Jaffee, Judi Miller, Kate Potter, Anne Hovey, Maggie Charron. Lynn Collins was absent.

Thank you to Anne for leading the committee. Anne stated the next steps:

January 6, 2021 there is a training meeting for the committees about the process. NESDEC will run the meeting to inform us how the final steps will proceed. Interviews will commence mid January.

We have to speak with references. If you are interested please let your chair know.

The list of finalists is now public. You may discuss what you know and the resumes are on the website.

Meeting adjourned at 7:05 by unanimous consent.