

Dover School Committee

June 13, 2023 @ 5:30

Meeting Agenda

Dover-Sherborn Middle School Library

1. Call to Order
2. Welcome Jessie Hole and Martha Castle
3. Reorganization
4. Community Comments
Join Zoom Meeting (community comments only)
<https://us02web.zoom.us/j/86082110896?pwd=YIRROWhXcHlNa3pzdU5L2ZOZU5tZz09> Meeting ID: 860 8211 0896
Passcode: 120779
5. Dover PTO – PTO president Tindley Gilbert
6. Reports
 - Superintendent Report-Elizabeth McCoy
 - Principal Report–Dr. Reinemann
 - Warrant Report
7. FY23 Finance Report
 - Monthly Report
8. 2023-24 Family Handbook-Second Read A.R.
9. 2023-24 School Improvement Plan-First Read
10. Consent Agenda A.R.
 - May 15, 2023 Dover School Committee Minutes
11. Communications (For Members Information)
 - Subcommittee Assignments
 - Update on Elementary Literacy
12. Adjourn

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

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



Chickering School

Dover Public Schools

29 Cross St.

Dover, MA 02030

Phone: 508-785-0480 Fax: 508-785-9748

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

Dr. Deb Reinemann
Principal

Mr. Jim Carnes
Assistant Principal

Ms. Naomi O'Brien
Elementary Special
Education Coordinator

Ms. Laura Driscoll
Special Education
Team Chair

TO: Beth McCoy, Superintendent
FROM: Deborah Reinemann, Ed.D., Principal
RE: Principal's Report
DATE: June 13, 2023

Principal's Reflections

And it is nearly a wrap! What an amazing year we had at Chickering this year! Students made connections with each other and their teachers, they learned and grew emotionally, academically and physically and we grew as a community. We welcomed many new faces and are saying goodbye to many beloved Chickering community members as well.

We are looking forward to our Flag Day celebration with grades 1, 2 and 3, the Grade 5 promotion celebration and our last day "Oh be Joyful" tradition to wrap up the year.

Thank you to everyone who engaged with us this year. We have learned and grown from our challenging and difficult conversations as well as been fulfilled by the appreciative and kind gestures of support.

Curriculum and Learning and Professional Development

All classroom teachers, Interventionists, Coaches and Jim Carnes met last week to review end of year data in math, ELA and SEL for all students. The first part of every meeting was set aside to celebrate student successes, of which we have many. From the end of the year data they reflected on student growth and mapped out early intervention groups (Tier I and Tier II) for September.

Our remaining classroom teachers who have not yet attended Teachers College Readers Workshop will attend this summer, fully completing our all school training!

We are also in the process of scheduling and structuring our summer professional development time. Projects include Math and SEL curriculum, Readers workshop and collaborative work for our Music and Art instructor with their Pine Hill partners.

School Advisory Council (SAC)

Our School Advisory Council met many times this year to discuss current challenges and successes at Chickering this year as well as to map out our goals for next year. Thanks to our SAC committee: Rob Andrews, Jorge Frandiho, Jessie Hole, Colleen Burt, Bob Cocks, Allison Parker, Allie Vetere and Nisha Hochman.

We have two very broad goals for next year, mapped here against the draft district goals:

District Draft Goals	Chickering Goals	Specifics
Establish a shared vision for teaching and learning that engages students as active learners in the development of skills depicted in the Dover-Sherborn Portrait of a Graduate.	Chickering will continue to refine its multi-tiered system of support (MTSS) to ensure that all students have access to differentiated instruction, targeted interventions and evidence-based resources in support of their academic, social and emotional development, within the framework of the Portrait of a Graduate.	Expand the academic offerings during WIN time so all students get “what they need” in WIN time for enrichment. Continue to research and identify best practices for intervention in reading, writing, math, social emotional learning Actualize the Portrait of a graduate at each grade level at Chickering
Nurture a positive school culture and strong sense of belonging as a means to improve academic and social-emotional outcomes for all students. Refine communication strategies relative to district goals and practices as a means to increase transparency and build	Chickering will continue to foster a school community free from bias and discrimination and to ensure a sense of belonging and equitable outcome for all Dover students, through communication, curriculum review and policy review.	Refine Chickering Citizens (grade 5) based on staff and student feedback, and grow program Curriculum: Continued implementation of Teachers College Reading Units of Study, year 3 of 5 Continue research and pilot in Math curriculum

trust with families and the community.		Continue pilot and integration of SEL curriculum Actualize and introduce the new website to our community.
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Handbook

We are requesting no content changes to the Chickering Family Handbook. The only update is to align with the latest [Bullying Policy](#) and [Bullying Prevention and Intervention Plans](#). Please see attached document.

Personnel

Step Up day is Monday, June 12, when all students will meet all the teachers for next year and learn some highlights ahead! Next year we anticipate the following teachers at each grade:

- K: Melissa Baker, Allison Parker, Nancy Powers and Alisa Saunders:
- 1: Amy Cohn, Jodi Emerson, Ashley Oleyer, and Laurette Ulrich
- 2: Kim Delaney, Renee Grady, Michelle Hugo, Laurie Moran and Devon Vanaria
- 3: Kristen Kraeutler, Leslie Loughlin, Allie Vetere and Andrea Welch
- 4: Cathy Chiavarini, Gioia Cianciarulo, Jim Keohane, Meredith Merritt and Donna Power
- 5: Christine Atkinson, Corinne Cummings, Jonathan Schenker and TBD.

Judy McConnell will be out on maternity leave for the year.

Extracurricular

PTO coordinated our first all school STEAM extravaganza! Students were challenged to transform recycled materials into something different (K & 1), into an animal that could survive in a specific environment (2 & 3) and to build a structure that could survive a wind storm, earthquake or flood. Thanks to all our volunteers, supply donors, teachers and students for a fantastic first STEAM event.

The Public Schools of Dover and Sherborn

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



Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Dover School Committee
FROM: Dawn Fattore, Business Administrator
DATE: June 9, 2023
RE: Approved FY23 Warrants

The following Accounts Payable Warrants were approved by one of the Committee's designated signers:

<u>Voucher #</u>	<u>Date</u>	<u>Amount</u>	<u>Fund</u>
1118	5/11/2023	\$43,998.16	General-School
1120	5/17/2023	\$137,776.60	General-School
1121	5/17/2023	\$7,114.79	General-School
1122	5/17/2023	\$58,792.27	General-ODD
1123	5/17/2023	\$1,120.00	252 Grant
1125	6/1/2023	\$32,768.18	General-ODD
1126	6/1/2023	\$25,484.36	Circuit Breaker
1127	6/1/2023	\$12,091.64	General-School

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Dover School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY23 Operating Update
DATE: June 9, 2023

Attached please find the Status of Appropriations as of May 31, 2023.

*Note: As in previous years, the financial narrative will be rolling with new/updated information in **bold**.*

Status of Appropriations

Salaries

The majority of salaries have been encumbered for FY23. The Special Education Teachers line item reflects the conversion of two special educational assistants to an additional special educator to provide more direct instruction to students on IEPs as well as savings from post FY23 budget staffing changes. You will see corresponding savings in the Educational Assistants line item which also reflects one additional EA charged to the SPED 240 Grant, increasing that positive variance. There are also variances in the Teachers-Classroom, Guidance and Psychological line items due to several post-FY23 budget staffing changes as well as current year unpaid leaves. The net impact is currently a negative variance of approximately **\$10,000**. The Substitutes line is over-budget representing the needed coverage for various leaves. There is a positive variance in SPED Administration due to the allocation of responsibilities this year with an interim in this shared district position. Substitutes and Custodial overtime services are expensed as incurred.

Expenditures

There are no material expenditure variances to report to date except for SPED Services/Supplies. Additional support services have been required for the current cohort of students on IEPs. The negative variance previously reported in textbooks for materials purchased for the Reader's Workshop implementation has been moved to utilize the available funding from the FY22 Pandemic-Related Enrollment Disruptions Impacting Chapter 70 Aid Dover received late in FY22 of \$7,884.69. As these expenses are one-time purchases and not annual operating expenses, this was an appropriate use of these funds. Initial projections have been encumbered for building maintenance contracts and most utilities. The encumbrance for Transportation costs was increased to reflect fuel adjustment increases. The TEC oil bid price for FY23 was for the first time a floating rate due to the current volatility of the oil market. The fixed rate at the time of the bidding process was \$4.1425 (FY22 was \$2.1524). We paid between \$3.20 - \$3.80 per gallon for our deliveries to date which is below the placeholder of \$4/per gallon. **Based on the mild winter and the better than expected pricing, there is no longer a negative variance projected in Utilities. The fuel bid for FY24 was recently completed and the District is locked in at a fixed rate of \$2.4957/per gallon.**

Out-of-District

Tuition encumbrances are reflected for all known out-of-district placements **however we continue to see some fluctuations in placements and placement costs. With changes since the May report, OOD tuition costs are now approximately \$310,000 over budget.** Transportation costs this month reflect **\$20,000** of additional costs and are \$45,000 over budget for the year. This corresponds with the new placements. Circuit Breaker reimbursement has been finalized. Dover received \$1,151,764 comprised of \$940,486 for tuition costs and \$211,278 in transportation costs. The State was able to fully fund tuition and transportation allowed costs at the mandated rate of 75%. This was great news for the transportation costs as the roll-out of reimbursement for these costs under the Student Opportunity Act had been accelerated.

Net Operating Results

At this point in the year, we are projecting a negative operating variance primarily related to the increase in in-district SPED costs and the OOD activity. CB funds are available to cover this deficit.

FY24 Operating and Capital Updates

The Town of Dover approved the FY24 operating budget as well as the classroom flooring and fire control panel replacement capital projects at the Annual Town Meeting on May 1st. We thank the Town of Dover and the taxpayers for their continued support.

We continue to monitor the FY24 enrollment numbers for any changes from projections and compliance with class size guidelines (17-22). **The current confirmed registrations for kindergarten is 63 and additional registration inquiries have been received. Based on this, we have recommended maintaining the already budgeted four (4) sections. All other grades as of June 9th have enrollments that fall within the FY24 budgeted sections.**

We will be happy to answer any questions at Tuesday's meeting.

Dover Public Schools
Status of Appropriations as of May 31, 2023

	<u>FY23</u>	<u>EXPENDED</u>		<u>TOTAL</u>	<u>OPERATING</u>	<u>% of</u>
<u>SALARIES</u>	<u>BUDGET</u>	<u>THUR 5/31</u>	<u>ENCUMBRANCES</u>	<u>PROJECTED</u>	<u>VARIANCE/</u> <u>BUD.REMAINING</u>	<u>BUDGET</u>
SUPERINTENDENT	\$146,408	\$135,285	\$0	\$135,285	11,123	7.60%
BUSINESS AND FINANCE	116,115	112,563	0	112,563	3,552	3.06%
DISTRICT INFO MANAGEMENT	77,214	74,919	0	74,919	2,295	2.97%
SPED ADMINISTRATION	212,753	187,177	11,562	198,739	14,014	6.59%
SCHOOL LEADERSHIP-BUILDING	380,251	363,032	16,738	379,770	481	0.13%
ACADEMIC LEADERS	33,112	36,469	0	36,469	(3,358)	-10.14%
TEACHERS, CLASSROOM	3,617,273	2,960,979	693,462	3,654,441	(37,168)	- 1.03%
TEACHERS, SPED	858,468	716,717	161,349	878,066	(19,598)	- 2.28%
SUBSTITUTES	45,000	77,104	575	77,679	(32,679)	-72.62%
EDUCATIONAL ASSISTANTS	712,988	603,701	30,992	634,694	78,294	10.98%
LIBRARIANS & MEDIA CENTER	57,321	48,990	11,664	60,654	(3,333)	- 5.81%
BUILDING BASED PD	16,875	27,353	0	27,353	(10,478)	-62.09%
GUIDANCE COUNSELORS	98,850	99,510	23,654	123,164	(24,314)	-24.60%
PSYCHOLOGICAL SERVICES	95,301	32,493	11,293	43,787	51,514	54.05%
MEDICAL/HEALTH SERVICES	100,007	86,636	14,655	101,292	(1,285)	- 1.28%
CUSTODIAL SERVICES	238,347	204,810	18,021	222,831	15,516	6.51%
TOTAL SALARIES	\$6,806,282	\$5,767,739	\$993,965	\$6,761,704	\$44,578	0.65%
EXPENDITURES						
SCHOOL COMMITTEE	\$10,650	\$8,202	\$11	\$8,213	2,437	22.88%
SUPERINTENDENT	17,300	15,606	0	15,606	1,694	9.79%
LEGAL SERVICES	9,000	9,398	0	9,398	(398)	- 4.43%
DISTRICT INFO MANAGEMENT	79,500	74,954	409	75,364	4,136	5.20%
SCHOOL LEADERSHIP-BUILDING	18,408	21,682	922	22,604	(4,196)	-22.79%
CLASSROOM CONTRACTED SERVICES	4,500	1,828	1,759	3,587	913	20.30%
SPED SERVICES/SUPPLIES	75,200	158,642	53,035	211,677	(136,477)	-181.49%
LIBRARIANS & MEDIA CENTER	13,860	13,473	221	13,694	166	1.20%
COURSE REIMBURSEMENT/PD	33,300	17,137	5,860	22,997	10,303	30.94%
TEXTBOOKS & RELATED SOFTWARE	37,000	36,269	0	36,269	731	1.98%
LIBRARY INSTRUCTIONAL MATERIALS	6,100	6,859	0	6,859	(759)	-12.44%
INSTRUCTIONAL EQUIPMENT	17,500	12,454	679	13,132	4,368	24.96%
GENERAL SUPPLIES	62,050	51,666	2,771	54,437	7,613	12.27%
CLASSROOM INSTRUCT TECHNOLOGY	20,000	23,418	0	23,418	(3,418)	-17.09%
GUIDANCE	3,500	1,445	0	1,445	2,055	58.72%
MEDICAL/HEALTH SERVICES	2,600	1,825	108	1,934	666	25.63%
TRANSPORTATION SERVICES	262,541	214,683	50,182	264,865	(2,324)	- 0.89%
CUSTODIAL SERVICES	25,000	17,743	1,577	19,319	5,681	22.72%
UTILITIES	217,500	190,988	25,304	216,292	1,208	0.56%
MAINTENANCE OF BUILDING	135,500	90,354	18,961	109,315	26,185	19.32%
TOTAL EXPENDITURES	\$1,051,009	\$968,625	\$161,800	\$1,130,425	(\$79,416)	- 7.56%
TOTAL INDISTRICT OPERATING	\$7,857,291	\$6,736,364	\$1,155,765	\$7,892,129	(\$34,838)	- 0.44%
OOD TUITION & TRANSPORTATION						
TUITION TO MA SCHOOLS	50,000	0	0	0	50,000	100.00%
TUITION TO COLLABORATIVES	375,000	383,602	26,354	409,956	(34,956)	- 9.32%
TUITION TO NON-PUBLIC SCHOOL	1,490,000	1,798,239	105,038	1,903,278	(413,278)	-27.74%
TUITION TO OUT OF STATE SCHOOLS	225,000	136,273	0	136,273	88,727	39.43%
TRANSPORTATION SERVICES	\$372,500	\$303,745	\$113,312	\$417,057	(44,557)	-11.96%
TOTAL OOD	\$2,512,500	\$2,621,859	\$244,704	\$2,866,563	(\$354,063)	-14.09%
TOTAL OPERATING	\$10,369,791	\$9,358,223	\$1,400,469	\$10,758,692	(\$388,901)	- 3.75%
CB Reimbursement offset at 75%				\$1,151,764	\$1,151,764	
Est. Operating Expenses/ Surplus				\$11,910,456	\$762,863	

Chickering School
Handbook revisions, June 2023

Our current handbook section for bullying and harassment needs to be updated with updated policies, previously approved by the School Committees.

Current text:

Bullying & Harassment Prevention

Statement of Purpose

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

The Bullying Prevention and Intervention Plan can be found at

[https://www.doversherborn.org/uploaded/Publications_Downloads/Bullying_Prevention_Plan_10.1.19_\(1\).pdf](https://www.doversherborn.org/uploaded/Publications_Downloads/Bullying_Prevention_Plan_10.1.19_(1).pdf)

BULLYING PROHIBITION POLICY

The Dover-Sherborn Public Schools (the "Schools") are committed to maintaining a school environment where students are free from Bullying and the effects thereof.

In accordance with Massachusetts law, the Schools maintain the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan (the "Plan") that sets out in detail the Schools' procedures for handling allegations and incidents of Bullying and Retaliation. The Plan is available **here** and on each of the school's websites.

Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Schools absolutely prohibit Bullying and Retaliation against a person who reports Bullying, provides information during an investigation of Bullying, or witnesses or has

reliable information about Bullying. When Bullying and/or Retaliation is alleged, the full cooperation and assistance of parents and families are expected.

Retaliation against a person who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying also is prohibited.

Bullying is prohibited:

(i) on school grounds; property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and

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

Definition of Bullying

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

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

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

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

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

Cyber-Bullying also includes:

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

Definition of Retaliation

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

Incident Reporting

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

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

Investigation

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

Determination

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

Responses to Bullying and Retaliation

Students who are determined to have engaged in Bullying or Retaliation will be subject to disciplinary action in accordance with the Plan and each school's policies and procedures. Disciplinary action taken will balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following:

- verbal warning
- written warning
- reprimand
- detention
- short-term or long-term suspensions from school

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

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

Closing the Complaint and Possible Follow-Up

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

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

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

LEGAL REF: M.G.L. c. 71, sec. 37O

FIRST READING:	June 11, 2019
SECOND READING:	October 1, 2019
ADOPTED:	October 1, 2019

Requested change:

Bullying & Harassment Prevention

Statement of Purpose

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

The Dover Sherborn Bullying Policy and Bullying Prevention and Intervention Plan can be found at:

[Bullying Policy](#) and [Bullying Prevention and Intervention Plan](#)

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

REFERENCES: Massachusetts Department of Elementary and Secondary Education's

Model Bullying Prevention and Intervention Plan

FIRST READING: November 8, 2022
SECOND READING: January 17, 2023
ADOPTED: January 17, 2023
Source: MASC

DRAFT

Dover School Committee Meeting of May 15, 2023

Members Present: Sara Gutierrez-Dunn

Colleen Burt
Jeff Cassidy
Liz Grossman
Goli Sepehr

Also Present: Beth McCoy, Superintendent
Denny Conklin, Assistant Superintendent
Dawn Fattore, Business Manager
Deb Reinemann, Principal

1) Call to Order

Sara Gutierrez-Dunn called the meeting to order in the Chickering Library at 6:30 pm.

2) Community Comments - two Chickering teachers responded to recent community comments and spoke about what they teach in the classroom.

3) Metro West Survey Results - the results were presented and discussed.

4) Reports

- Superintendent Report - Beth McCoy presented an update from her office. Denny Conklin also provided an update on what he has been working on.
- Principal's Report - Dr. Reinemann highlighted recent and upcoming events at Chickering.
- Warrant Report

5) FY23 Monthly Financial Report as of April 30, 2023

- Salaries - the Teachers - Classroom, Guidance, and Psychological line items show a negative variance of approximately \$10,000.
- Expenditures - there are no changes since the last report.
- Out-of-District - tuition costs are now approximately \$270,000 over budget. Transportation costs this month reflect \$20,000 of additional costs and are \$45,000 over budget for the year.
- Special Revenue/Revolving Funds - a new tilt skillet will be purchased this summer for the kitchen using the funds from the Food Services Revolving Account. Participation rates have increased from pre-COVID levels of 48% to over 71% in the current year (increase is likely related to the Federal and State funding of universal free lunch).
- FY24 Operating and Capital Updates - The Town of Dover approved the FY24 operating budget as well as the classroom flooring and fire control panel replacement. The enrollment numbers continue to be monitored for any changes from projections and compliance with class size guidelines (17-22).

6) Proposed changes to 2023-24 Student Handbook: first read - Dr. Reinemann highlighted the proposed changes for the handbook. A vote will be taken at the June meeting.

7) Consent Agenda

- Approval of Minutes: March 9, 2023

DRAFT

*Jeff Cassidy made a motion to approve the Consent Agenda. Colleen Burt seconded.
23-05 VOTE: 5 - 0*

8) Communications

- Dover Sherborn Regional School Committee Minutes of February 7 & 15, 2023
- Sherborn School Committee Minutes of February 7 and March 14, 2023

9) Recognition - Sara Gutierrez-Dunn and Colleen Burt were recognized for their contributions to the Dover Schools during their terms on the school committee.

10)Adjournment at 7:38 pm.

Respectfully submitted,
Amy Davis

DOVER SCHOOL COMMITTEE	
	2022-23
Chair	TBD
Secretary	Colleen Burt
Finance	
Warrants <i>Signs accounts payable and payroll warrants</i>	Liz Grossman
Budget	All
Subcommittees	
Superintendent's Evaluation <i>Coordinates evaluation of the superintendent per DESE guidelines</i>	Goli Sepehr
Union #50 <i>Three voting members (from each of the Dover and Sherborn School Committees) responsible for employment of the superintendent</i>	TBD
	TBD
	Liz Grossman
Personnel <i>Reviews and approves sick bank requests</i>	Jeff Cassidy
Negotiations <i>Participates in the collective bargaining process with the Dover Sherborn Educational Association</i>	Jeff Cassidy
	Liz Grossman
Search Committees <i>Participates in search committees for administrative positions as needed</i>	TBD
Policy <i>Revises and proposes policies as needed for joint review by the school committees; conducts periodic policy manual reviews; identifies required policy review cycles</i>	Sara Gutierrez Dunn
Buildings & Facilities <i>Collaborates with the Business Administrator and Director of Facilities on annual approval of the Capital Plan</i>	Jeff Cassidy
Liaisons <i>Serves as the key point of contact with each organization; attends meetings as requested</i>	
DS AIDE	TBD
Pine Hill CSA/Chickering PTO/MS POSITIVE/HS PTO	Goli Sepehr
School Advisory Council	TBD
Challenge Success	TBD
SEPAC	TBD
METCO	TBD
Wellness	Goli Sepehr
Task Forces	
Communication	Liz Grossman
Sustainability	TBD
	Liz Grossman
Sheriff's Task Force on Juvenile Substance and Mental Health	TBD

An Update on Elementary Literacy

Denny Conklin, Assistant Superintendent

We hope the information below gives an overview of the literacy programs we have in place at Chickering Elementary School and Pine Hill Elementary School. If you have additional questions, please contact Dr. Deb Reinemann, Chickering principal, Dr. Barbara Brown, Pine Hill principal, or Denny Conklin, Assistant Superintendent. Thank you to our elementary literacy coaches who helped create this document.

What has guided Dover-Sherborn's philosophy to literacy?

Dover-Sherborn utilizes the [MA DESE ELA Frameworks](#) and specifically focuses on aligning curriculum and instruction to the 11 Guiding Principles for English Language and Arts and Literacy outlined on page 18 of the frameworks document. We have also utilized research on reading, writing, speaking and listening in order to inform the essential components of a literacy program that meets the needs of all students (see below).

What are the essential components of an elementary literacy program?

In kindergarten and first grade, brief and engaging phonemic awareness instruction helps students understand and manipulate the sound structure of English. Research shows phonemic awareness is fundamental to successful acquisition of phonics. ([more on Mass Literacy](#))

- Phonemic awareness activities are quick word games that help students develop the ability to:
 - Isolate particular sounds (for learning letter-sound correspondences);
 - Put sounds together into whole words (blending for reading);
 - Take the sounds in a word apart (segmenting for spelling); and
 - Manipulate sounds to become more flexible (if I can read “lap,” I can read “flap”).
- Phonemic awareness activities are strengthened when graphemes (letter/s) are used and explicitly linked to phonics.
- Kindergarten and 1st grade teachers utilize the [Heggerty Phonemic Awareness](#) program to facilitate the development of phonemic awareness. In addition, the Revised Units of Study (RUOS) K-2 have optional phonological awareness extension activities that teachers can utilize.
- Phonemic awareness instruction may be utilized as part of reading interventions across the grades.

In K-2 classrooms, explicit, sequential phonics instruction is integral to teaching students sound-symbol correspondences for reading and spelling. ([more on Mass Literacy](#))

- [Wilson Foundations](#) is a research-based synthetic phonics program that uses a multisensory approach to teach and reinforce foundational skills for reading, spelling, and handwriting.
- Decodable texts and the revised reading units of study support students in their awareness and application of phonics in connected text.
- Teachers can differentiate foundational skill instruction through small groups during readers’ workshop and the use of Lexia Core5, a [research-proven](#) adaptive learning program. Students in K-2 have access to Lexia and may work in the program on below, at, or above grade-level skills.

Fluency practice is embedded in Foundations and the Revised Units of Study K-2. Fluent reading is associated with improved comprehension, and opportunities to work on fluency help students consolidate the foundational skills they have learned. ([National Reading Panel Report, p 3-8](#))

- Reading fluency is accurate, rapid, expressive oral reading, which is facilitated by efficient word recognition (National Reading Panel).
- The Foundations program includes activities for developing automaticity and fluency at the word, phrase, and passage levels. These activities reinforce the phonics and high-frequency words taught explicitly to students and model appropriate phrasing of connected text.
- The revised reading units of study K-2 include specific teaching points to encourage fluency, including: rereading of texts, scooping words into phrases, and reading with expression. In addition, during readers' workshop, students read aloud with a partner, during which teachers may provide corrective feedback and modeling.
- Print exposure is important in facilitating fluent reading and readers' workshop provides a structure for immersing students in text and motivating students to read independently ([p. 26 Motivating Children to Read](#))
- **Shift in Practice** - Teachers are shifting their approach to teaching high-frequency or "trick words," using routines to draw students' attention to graphemes that are regular and those that are irregular and need to be "learned by heart" or memorized. This represents a shift from past practice, during which students worked to memorize high-frequency words by sight.

Comprehension of texts is facilitated through explicit teaching of reading strategies during mini-lessons. Using a gradual release method of instruction, teachers model a strategy, guide students through practicing the strategy, and then provide opportunities for independent application.

- The National Reading Panel Report identified the benefits of teaching students strategies that promote active engagement with texts, such as summarizing, questioning, predicting, clarifying, using background knowledge, and visualizing while reading. Teaching of these strategies recurs across the reading units of study ([National Reading Panel](#)).
- Many teaching points support active self-regulation and self-monitoring while reading. Students are supported in recognizing when comprehension has broken down so they can work to repair understanding.
- Students interact in reading partnerships, book clubs, and research clubs to discuss their reading. Cooperative learning structures, where students interact using taught reading strategies, are shown to increase reading comprehension (National Reading Panel, p. 267).

Readers develop a knowledge of different genres, text structures, and text features through engaging in genre-based units of study in reading and writing.

- Across K-5 reading and writing units, students learn about narrative and expository text structures. Students are taught about narrative story elements and the story arc. In nonfiction units, they learn informational text structures (chronological, descriptive, cause and effect, problem and solution, and compare and contrast). Knowledge of these text structures helps students attend to and organize the most important information.
- Through the reading units of study, students learn the "nuances of subgenres" like historical fiction, fantasy, and narrative nonfiction texts. They learn how books of these genres "tend to go" and

how to approach them as strategic readers. For example, in third grade, students learn they can read biographies through the lens of a story and to learn information about a topic or time period.

- During nonfiction research clubs, students learn to research science and social studies topics, using nonfiction text structures and note taking strategies (boxes and bullets, T-charts) to summarize information. These units build students' background knowledge within a particular topic.

The workshop model for reading instruction is an approach that allows for differentiation to meet and engage all learners, while ensuring, during mini-lessons, that all students receive direct instruction using grade-level mentor texts.

- All students are rallied around a focused mini-lesson with application to independent reading.
- Teachers then meet with students individually or in small groups to offer differentiated, targeted instruction designed to move students along their own developmental reading trajectories. Students may receive targeted instruction through thematic book clubs, individual conferences, small groups that center around a particular strategy/skill and application to text.
 - This provides students with ample opportunity to push beyond grade-specific standards and boundaries if they are ready.
 - Similarly, students who need foundational skill instruction can receive this in small groups within the context of their classroom reading block.

What literacy programs do our elementary students use?

- Phonics
 - [Foundations](#) (K-2); integrated throughout grade 3 based on student need
- Phonemic awareness
 - [Heggerty](#) Phonemic Awareness (K - all students, Gr 1-2 Tier 2)
- Word Study
 - [Words Their Way](#) (Gr. 4-5 Pine Hill)
 - [Spelling Connections](#), Word Study Approach (Gr. 4 Chickering) - pilot
- Reading
 - [Units of Study in Reading](#)
 - Revised Units of Study K-2 launching in the 2023-2024 school year.
- Writing
 - [Units of Study in Writing](#) (Pine Hill)
 - [Empowering Writers](#) (Chickering)

How were these programs selected?

In 2010, Pine Hill began working with literacy consultants to integrate the workshop model into their practice. In 2018, Pine Hill began piloting the Units of Study as a means of formalizing their model; they were officially adopted in 2019. Simultaneously, Foundations was adopted as the phonics curriculum providing for a comprehensive literacy program.

In the absence of a reading program, Chickering piloted a few Units of Study in 2020. After attending the Reading Institute at Teachers' College and implementing a few units, participating teachers shared tremendously positive feedback.

Having consulted with literacy directors and curriculum coordinators in like districts, and in an attempt to bring consistency to reading instruction across our two elementary schools, Chickering adopted the Units of Study for Reading in 2021. (Note: Units of Study are used in Acton-Boxborough, Belmont, Brookline, Lexington, Lincoln, Medfield, Needham, Newton, Sudbury, Wellesley, Weston and Westwood).

The Units of Study published updated K-2 units in 2022 that further integrate the Science of Reading into practice; the new units have been adopted at both Chickering and Pine Hill. These, together with the evidence-based programs outlined above (Foundations, Heggerty, Words Their Way) provide for a comprehensive literacy program at the elementary level.

The district's literacy roadmap can be found [here](#).

How are we monitoring the effectiveness of our literacy programs?

A variety of assessments are utilized to measure progress, identify trends in student learning data, and determine the effectiveness of curriculum and instruction.

- In K-3rd grades, DIBELS mCLASS Amplify, [a DESE approved screening tool](#), is used to assess important foundational subskills. These screening assessments look at rapid naming (a risk indicator), alphabetic knowledge, phonemic awareness, phonic decoding, word identification, and oral reading fluency and accuracy.
- Dyslexia Screening Measures are in place in K-3rd grades to identify students who show potential indicators of dyslexia, such as weak phonological awareness, underdeveloped phonics skills, or rapid naming difficulties, so that early and targeted intervention can be provided. When students are flagged by the dyslexia screening, parents are notified and an intervention plan is put in place. These Dyslexia Screening Measures are in line with the [guidance that MA DESE has provided](#).
- Running Records, which provide a reading level, are administered across grades K-5. Running records are a system of texts that increase in complexity. Teachers listen to students read a portion of a text aloud to assess their reading accuracy and fluency. Then, they ask the student a series of questions to assess their literal and inferential comprehension. Running Records give teachers information about what kinds of texts and teaching points they can utilize for instruction. While the assessment provides an instructional level for students, it is only one source of information used by teachers to match and support students with complex texts.
- Informal curriculum-based measures such as Foundations Unit Tests, Phonics Assessments, Spelling Inventories, written responses to reading, and writing samples are utilized.

Teachers engage in data teams and progress monitoring meetings to analyze student data and design interventions that are responsive to student needs.

- During W.I.N. (What I Need) Blocks, students who have been identified through literacy screening and diagnostic assessments receive targeted interventions and their progress in response to this instruction is monitored and adjusted accordingly.

What is the Dover-Sherborn curriculum review process like?

- Dover-Sherborn Public Schools engage in a [5-year curriculum review cycle](#) which is a thorough process of reflecting on curriculum, updating ourselves on research/best practices in each content area, and then assessing whether any curricular changes are necessary. Post-COVID we are working to re-establish these cycles.

How is the district adapting its literacy practices?

We have re-examined the three-cueing systems model for reading.

- Proficient readers process letters of a word and match them to the individual speech sound to read; they do not circumvent phonics, even though the process is rapid. The three-cueing systems model for reading does not align with reading research and the compensatory strategies promoted by this model are ineffective (LETRS Volume 1, Moats & Tolman). The three-cueing model maintains that readers use meaning, syntax, and visual information simultaneously to identify words, and the use of these sources of information is equally important. Lucy Calkins and Teachers College have moved away from three-cueing in their revised units of study.
- **Shift in Practice** - Teachers may have been taught to interpret student reading errors using the three-cueing model and to prompt students to attend to context, picture clues, or initial sounds to identify an unknown word. Now, when students make an error in their oral reading, teachers support students with decoding first.
- **Shift in Practice** - The use of decodable text provides students with the opportunity to apply phonics strategies to connected text and minimizes the likelihood that students will encounter words that require them to rely on context clues, partial sound information, or pictures. Previous practice engaged students in leveled text that was not controlled for specific phonics principles, making it difficult for students to practice and apply discrete skills. Now teachers utilize a combination of decodable texts and uncontrolled text when working with small groups ([p. 15-16 A Role for Decodable Books](#)). This upcoming year, the district has purchased the [Geodes](#) decodable texts for grade K and 1 classrooms.

Finally, the Dover-Sherborn Public Schools believes that it is important for students to see themselves and the identities of others in the texts that they engage with; as Rudine Sims Bishop states, books function as [windows, mirrors, and sliding glass doors](#) for students as they read. Additionally, in the 2022-2023 school year, the district launched a curriculum audit process to identify strengths and gaps in its curriculum and instructional materials. As part of this curriculum audit, teachers have been examining the reading Units of Study and identifying areas where additional books and materials can supplement the curriculum's recommended texts. For more on the curriculum audit and components of a high quality curriculum, please see the slides from the District's ["Focus on Curriculum"](#) webinar with particular attention paid to slides 15-27.

Glossary of Terms:

- Phonological awareness - The awareness of the speech sound system including word boundaries, syllables, onset-rime patterns, and sounds.
- Phonemic awareness - The awareness of individual speech sounds and the ability to manipulate those sounds.
- Phonics - Code-based instruction that teaches students the sounds a letter or group of letters spell.
- Phoneme - A speech sound. English has 40-44 speech sounds that combine to make words.
- Grapheme - A letter or combination of letters that spells a sound (e.g., a, ay, tch, igh).
- Decoding - The process of mapping speech sounds onto print to read a word, using knowledge of sound-symbol correspondences.
- Encoding - The process of converting speech sounds to graphemes to spell words.
- Fluency- Accurate, rapid, and expressive oral reading, which is facilitated by efficient word recognition.
- Comprehension - Literal and inferential understanding of a text. The [Active View of Reading Model](#), shows comprehension as a complex process assisted by background knowledge, vocabulary, verbal reasoning, language structures, literacy knowledge, and active self-regulation.

For Further Reading:

- [Handbook for Research in Early Literacy, Scarborough](#)
- [The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading, Duke & Cartwright](#)
- [National Reading Panel Report](#)
- [MA Dyslexia Guidelines](#)
- [Susan Brady, A 2020 Perspective on Research Findings on Alphabetics \(Phoneme Awareness and Phonics\): Implications for Instruction \(Expanded Version\)](#)
- [Ending the Reading Wars: Reading Acquisition from Novice to Expert](#)