

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

**April 4, 2023 6:30PM**

**METCO Headquarters  
11 Roxbury Street, Boston MA 02119**

**Agenda**

1. Call to Order

2. Community Comments

Join Zoom Meeting (community comments only)

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

Passcode: 120779

3. Superintendent Update

4. Superintendent Evaluation

5. Consent Agenda

**A.R.**

- Approval of Joint SC meeting minutes January 17, 2023
- Approval of Joint SC workshop minutes March 8, 2023

6. 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.*

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# The Public Schools of Dover & Sherborn

Joint Meeting of the School Committees  
April 4, 2023

# Superintendent Update



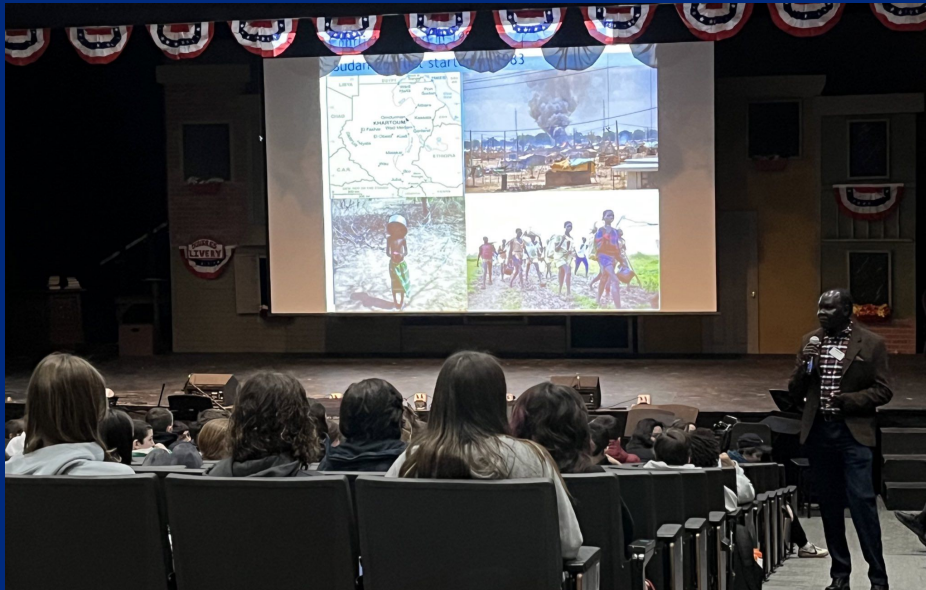
- School Updates
- MCAS
- Curriculum Webinar
- MIAA Workshop
- Budget Hearings
- Hiring/Job Fairs





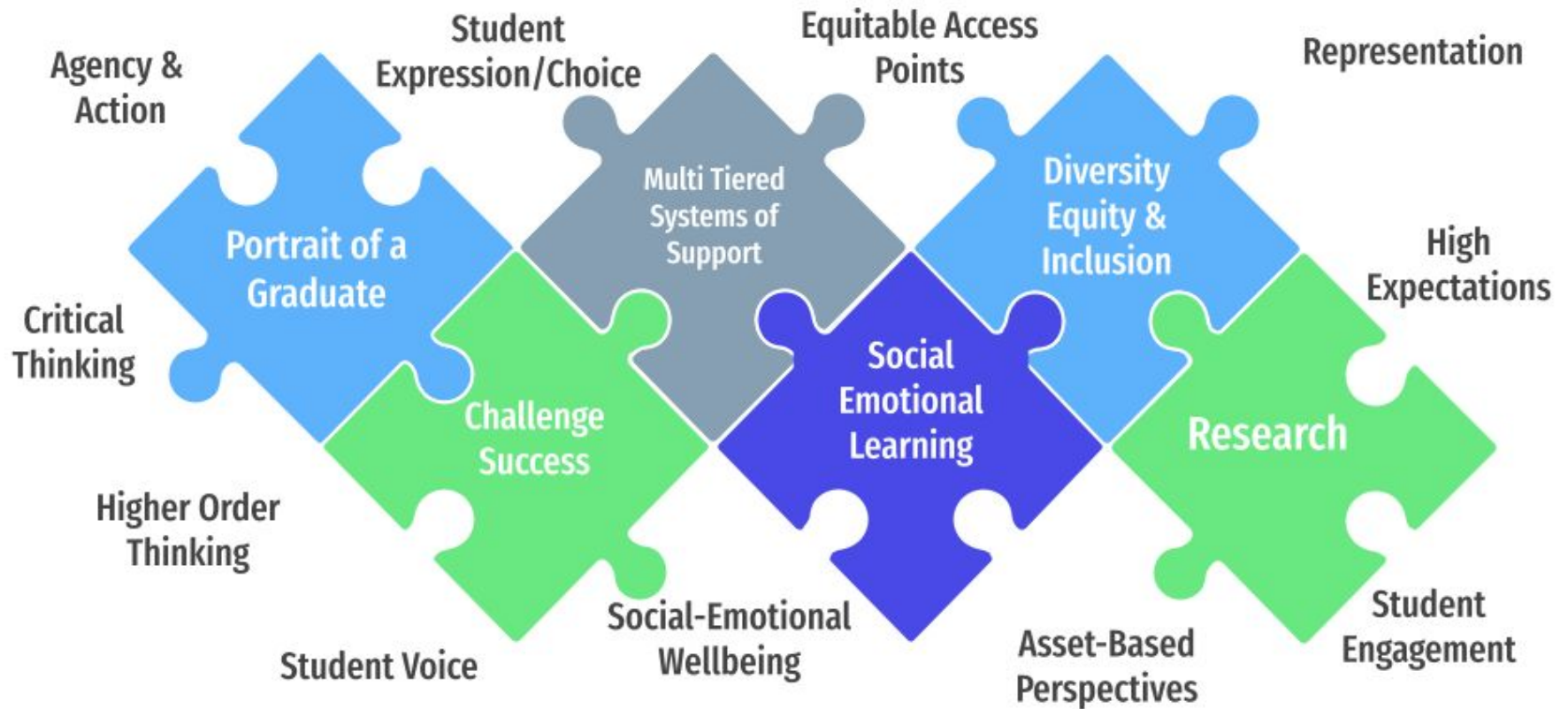
# Asst. Superintendent Update

- School & Classroom Visits
- Curriculum Audit
- Stop It, Name It, Claim It PD





# Curriculum Audit Update





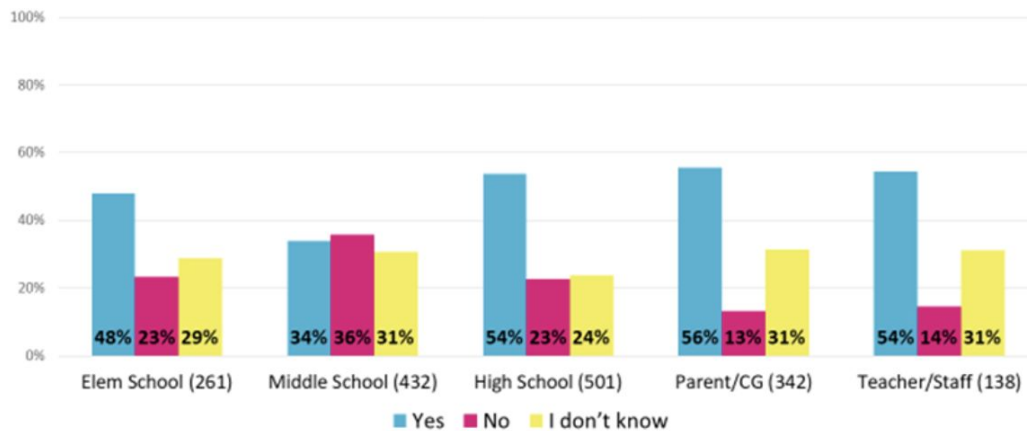
# Curriculum Audit- Why?

- 1. Recommendation as the result of the NYU Equity Audit**
- 2. DESE mandates & MGL**
- 3. Research on teaching & learning supports it**
- 4. It is something we value as a district (curriculum review cycles, innovative teaching & learning, PoG)**



# Why?– The Equity Audit

Is the curriculum culturally responsive, inclusive, and respectful?



**“Across focus groups and open-ended responses, parents and educators expressed concerns that the affluence and homogeneity of DS presents obstacles to preparing students for a multicultural world and saw a diverse, culturally responsive curriculum as an important tool for broadening students’ horizons and building flexible thinking and perspective-taking skills” (NYU D-S Equity Audit pg 5).**



# Why?– The Equity Audit

- **“Developing a process for examining strengths and opportunities at the school and district level will be crucial for ensuring that instruction builds on prior knowledge and that all students have equitable access to culturally responsive learning opportunities.”**
- **“A goal of the curriculum audit should be the collaborative development of flexible, district-wide expectations for culturally responsive curriculum design and an ongoing process for revising curricula.”**
- **“Move beyond the ‘food, festivals, fun’ approach to incorporating learning about diverse cultures and religions. Parents and students largely appreciate the work done so far to celebrate a broader range of holidays and highlight family traditions, but there’s room to integrate diverse cultures into academic instruction more regularly and authentically.”**
- **Student & family input**
- **Ongoing professional development**



# Why?– DESE Mandates

- **“Educators must also consider missing viewpoints and narratives, as well as engage in the inquiry necessary to facilitate student learning when promoting culturally responsive teaching and leading. When educators welcome multiple viewpoints and see them as learning opportunities, they create a classroom culture that engages students to do the same.”**
- **“All public school systems shall, through their curricula, encourage respect for the human and civil rights of all individuals regardless of race, color, sex, gender identity, religion, national origin or sexual orientation.”**

**M.G.L. c. 76, s. 5; 603 CMR 26.05(1) as amended by Chapter 199 of the Acts of 2011)**



# Why?– Research

Children's literature researcher, Rudine Sims Bishop, states that books should be windows into the realities of others, not just imaginary worlds, and books can be mirrors that reflect the lives of readers. Sliding glass doors refers to how readers can walk into a story and become part of the world created by the author – readers become fully immersed in another experience. [WITS- Windows, Mirror and Sliding Glass Doors](#)

“ When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part. ”



# Proposed Timeline

## By the June 2023:

- Each elementary grade level and secondary content area examines 4-5 lessons using the curriculum audit tool and reports back on:
  - Findings from the curriculum audit
  - Next steps (short term/long term) and who will be a part of taking these actions
  - What resources or supports you need from your building leaders and the district in order to carry out the changes above.

## By June 2024:

- Identify key leverage points in the curriculum to continue using the curriculum audit tool with

## Long Term:

- Using a tool to evaluate year-long scope and sequences/curriculum maps

## Ongoing:

- Using the curriculum audit tool as a guide for planning units/lessons with these components in mind
- Resume 6 year curriculum review cycles
- Monitoring effectiveness of curricular changes by students' ability to show mastery of DESE skills, PoG



# Teacher Feedback

“This process today is feeling like true best practice. Yay! We are using critical thinking while reviewing this teaching tool. We are rethinking how we are currently teaching and already revising. The \_\_\_ team is bubbling with ideas on how we would beef up various categories below to support this single lesson, more importantly creating excitement within our grade level moving forward. This tool has already proven to be eye-opening.”

“We all felt that a bonus of completing this task was that we were able to discuss a unit with our colleagues through a specific lens; we were also able to hear others' perspectives. This made us feel like as a team, perhaps we should find time to review / unpack a unit as a whole with one another prior to teaching it just to hear from one another about. We also thought that doing this work was "a lot" meaning, a lot to think about when teaching a lesson. Some of it is intuitive for us, but we feel as though the more familiar we get with this tool, the easier, and perhaps less overwhelming, it might become.”

“A lot of our discussion focused on how we could become better at teaching about mirrors, windows, and sliding glass doors as a way to help students learn about perspective-taking. We hope to insert this into more lessons throughout the year. Also, we discussed the importance of getting to know our students and highlighting their strengths, and allowing them to shine.”



# Teacher Feedback

"This requires a lot of hard, in-depth thinking."

"Will we have to do this with every unit?"

"We need time to do this important work as well as time to reflect on what is working and what needs to change. Also need to decide on which materials would be the most helpful."

"This work is difficult to do when we don't have as much familiarity with the curriculum, especially as we get a new curriculum or when a teacher switches grade levels."

# Sample Audit Tool



Lesson Plan Review			
Criteria	Finding	Strengths	Gaps
<b>REPRESENTATION:</b> Lesson/assignment provides students with a variety of resources (text, photos, scenarios, names) that affirm students' identities (mirrors) and expose them to experiences other than their own (windows).	Some evidence ▾	Students are exposed to content in different ways  Choice in book club options - teachers can be sure to include variety	Lucy's list of recommended book club books veers heavily toward the perspective of white males (Gregor, Percy Jackson, Harry Potter, etc.)  Do we have enough copies of books for all?
<b>ASSET-BASED PERSPECTIVES:</b> Lesson/assignment represents individuals and groups through their strengths, talents and knowledge rather than their flaws, deficiencies or ways they have been harmed. Attention is paid to minimizing possible <a href="#">labels</a> , <a href="#">assumptions</a> , <a href="#">stereotypes</a> & <a href="#">microaggressions</a> .	Minimal or inconsistent evid... ▾	Most of the main characters have what is considered to be a 'flaw' such as dyslexia - which should be framed as an asset  Can link to "dragons" students have overcome	In Session 9, groups / people are referred to in terms of their oppression without the opposite ever being presented. And, the 'hero' is often a white male such as George Washington  Uses terms like "homeless" to describe a character as opposed to a positive: unhoused
<b>EQUITABLE ACCESS POINTS:</b> Students from all identities as well as learning abilities/styles have the knowledge and resources to readily participate in all learning experiences.	Some evidence ▾	There is a variety of text levels available as resources  Uses a shared read aloud that everyone hears	The unit, as a whole, assumes that students have significant background in the fantasy genre  Consider building schema with students first  The content in this unit is highly figurative and might propose an



# Stop It, Name It, Claim It

## Stop It, Name It, Claim It

Dover-Sherborn Public Schools

When bullying, bias and hate happen in our schools, we all have a role to play to protect our students' right to learn and thrive in a safe and welcoming environment.



### Stop It

**Please don't say/do that anymore.**

**I need you to stop.**

**Knock it off.**

**We don't speak like that.**

### Name It

That is...

mean

not cool

disrespectful

demeaning

just wrong

inaccurate

name calling

harassment

not a joke



### Claim It

**We don't use someone's identity as a putdown**

**I am offended by it (because ...)**

**I'm not okay with that (because ...)**

**We don't accept that here at our school.**

**It is hurtful to people I know.**

**It makes me and/or my friends feel unsafe.**

**Rumors/gossip are hurtful to others.**

# DRAFT

Dover-Sherborn Regional School Committee  
Dover School Committee  
Sherborn School Committee  
Union #50 Superintendency Committee  
Meeting Minutes January 17, 2023

Present:

Dover School Committee

Sara Gutierrez-Dunn

Colleen Burt

Liz Grossman

Jeff Cassidy

Goli Sepehr

Sherborn School Committee

Amanda Brown

Sangita Rousseau

Dennis Quandt

Kristen Aberle

Dover-Sherborn Regional School  
Committee

Maggie Charron

Kate Potter

Lynn Collins

Mark Healey

Judi Miller

Angie Johnson

1. **Call to order** – The meeting was called to order at 6:41 PM in the Middle School Library.
2. **Community Comments** - Student representatives from the Asian Student Union requested Lunar New Year and Diwali be recognized as holidays (no school) as they are important religious/cultural holidays. Alexandra Frank, Sherborn parent, spoke about her concerns, based on her experience at her childrens' previous school, with the focus on DEI work at the cost of academics.
3. **Superintendent's Report**
  - *Superintendents' Formative Evaluation* - Beth McCoy updated the Committee on each of the District goals as well as her superintendent goals.
  - *Multi-Tiered System of Support (MTSS)* - Kate McCarthy, Director of Student Services, gave an overview of MTSS which is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth.
  - *Equity Audit Recommendations* - Beth McCoy reviewed the draft presentation of "what's next" and how the District will continue to provide academic excellent for all kids through the equity lens. The full presentation can be found on the school website (Joint SC Updated Packet 1.17.2023) using this [link](#).
4. **Policies** - second read on the following policies.
  - Security Cameras in Schools

There were motions to approve the Security Cameras in Schools Policy as presented.

DSRSC: motion by Mark Healey, second by Angie Johnson

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

DSC: motion by Gold Sepehr, second by Liz Grossman

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

SSC: motion by Dennis Quandt, second by Sangita Rousseau

Vote in favor: Amanda Brown, Dennis Quandt, Sangita Rousseau and Kristen Aberle

## DRAFT

- Bullying Prohibition Policy

There were motions to approve the Bullying Prohibition Policy as presented.

DSRSC: motion by Judi Miller, second by Lynn Collins

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

DSC: motion by Colleen Burt, second by Jeff Cassidy

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

SSC: motion by Dennis Quandt, second by Sangita Rousseau

Vote in favor: Amanda Brown, Dennis Quandt, Sangita Rousseau and Kristen Aberle

- 5. 2023-24 School Year Calendar** - Beth McCoy provided a proposed calendar for the 2023-24 school year. There was lengthy discussion about adding additional no school days to the calendar in observance of Diwali, Lunar New Year, and Eid al-Fitr as requested by parents/students as well as other cultural/religious holidays. There was also discussion about including restrictions on homework assignments, sports practices/games, and meetings to any no school days. School Committee members recognized the need to get next year's calendar approved in a timely manner as well as to thoughtfully consider how to treat cultural/religious holidays going forward. Ultimately it was decided to vote on the calendar as presented for 2023-24 and to form a Task Force to address the issue for future years.

There were motions to approve the 2023-24 District Calendar as submitted and to direct the Superintendent to form a Task Force comprised of school committee members, educators, students, and community members to review the school calendar for greater inclusivity of religious and cultural holidays.

DSRSC: motion by Lynn Collins, second by Judi Miller

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

DSC: motion by Liz Grossman, second by Goli Sepehr

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

SSC: motion by Sangita Rousseau, second by Dennis Quandt

Vote in favor: Amanda Brown, Dennis Quandt, Sangita Rousseau and Kristen Aberle

- 6. Connelly Bus Contract 2 Year Extension** - The current transportation contract with Michael J. Connolly & Sons has an option for a two year extension. The extension years have a lower cost increase than the first three: 1% for FY24 and 1/5% for FY25. Cost break down as follows:

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

1.

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

## **DRAFT**

DSRSC: motion by Kate Potter, second by Lynn Collins

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

DSC: motion by Colleen Burt, second by Goli Sepehr

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

SSC: motion by Dennis Quandt, second by Sangita Rousseau

Vote in favor: Amanda Brown, Dennis Quandt, Sangita Rousseau and Kristen Aberle

### **7. Consent Agenda**

- Approval of November 8, 2022 minutes
- Request for Westborough to join ACCEPT Collaborative

There were motions to approve the Consent Agenda.

DSRSC: motion by Angie Johnson, second by Mark Healey

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

DSC: motion by Liz Grossman, second by Golly Sepehr

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

SSC: motion by Dennis Quandt, second by Sangita Rousseau

Vote in favor: Amanda Brown, Dennis Quandt, Sangita Rousseau and Kristen Aberle

### **8. Adjourn at 9:14 pm.**

Respectfully submitted, Amy Davis

**DRAFT**

**Dover School Committee  
Sherborn School Committee  
Dover Sherborn Regional School Committee**

**March 8, 2023  
Joint School Committee Workshop Minutes**

**Present:**

**Dover School Committee**

Sara Gutiérrez Dunn  
Colleen Burt  
Jeff Cassidy  
Liz Grossman  
Goli Sepehr

**Sherborn School Committee**

Amanda Brown  
Kristen Aberle  
Christine Walsh  
Dennis Quandt

**Dover Sherborn Regional School Committee**

Maggie Charron  
Mark Healey  
Angie Johnson

- Workshop was called to order at 6:30pm.
- Reviewed goals and norms for the workshop.
- Reviewed timeline for next steps in the superintendent evaluation process:
  - March 20, 2023: Superintendent McCoy will provide to school committee members the End-of-Cycle Summative Evaluation Report form populated with goals and the focus indicators marked for identification, along with the Superintendent's Self-Evaluation using the same rubric.
  - By March 30, 2023: School committee members will submit their individual Evaluation Reports to their representative on the Superintendent Evaluation Subcommittee (Goli Sepehr for DSC, Amanda Brown for SSC, and Maggie Charron/Judi Miller for RSC), such that the Subcommittee will meet (in a separate, posted open meeting) to synthesize the individual reports into one overall Evaluation Report to be submitted to DESE. School committee members should also indicate by March 30 whether they plan to read individual evaluative comments into the record at the April 4, 2023 Joint School Committee meeting.

- April 4, 2023: The Joint School Committee meeting agenda will include an update from the Superintendent Evaluation Subcommittee on the evaluation process to date, and any school committee members who so choose may read brief comments into the record concerning their evaluation of Superintendent McCoy.
- April 26, 2023: The Superintendent Evaluation Subcommittee will present the Overall Summative Performance Rating and the Overall Evaluator Comments to Superintendent McCoy and the school committees in public session at a Joint School Committee meeting.
- Reviewed the Summative Evaluation Form and process. Discussed the focus indicators identified by Superintendent McCoy from each standard:
  - Standard I: Instructional Leadership – Instruction (I-B) and Evaluation (I-D)
  - Standard II: Management and Operations – Law, Ethics, and Policies (II-D)
  - Standard III: Family and Community Engagement – Engagement (III-A)
  - Standard IV: Professional Culture – Communication (IV-C) and Shared Vision (IV-D)
- Reviewed additional resources available from DESE and MASC concerning the superintendent evaluation process and addressed remaining questions.
- Adjourned at 8:13pm.

Submitted by,  
Sara Gutiérrez Dunn

Approved: April \_\_, 2023