

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

**June 14, 2022
Meeting Agenda
6:30 PM**

**LOCATION
DOVER SHERBORN MIDDLE SCHOOL LIBRARY**

The meeting will be live streamed.

[YouTube.com/doversherborncabletv](https://www.youtube.com/doversherborncabletv)

1. Call to Order
2. Union #50 Reorganization
3. Community Comments - zoom link
<https://us02web.zoom.us/j/85935408687?pwd=Ym11Zys0Q0pROWdObmZ3LzdmK21ndz09>
4. Presentation by Third Grade Students on Federal Holiday
5. Superintendent Update
 - Safety and Security
 - Central Office Audit
 - Communication Update
6. Asst. Superintendent Update
 - FLES Update
 - Equity Audit Preliminary Recommendations Update
7. Food Service increase **A.R.**
8. Approval to invite Dover and Sherborn Board of Selectmen designate a Selectperson to serve on school committee negotiating team **A.R.**
9. Consent Agenda **A.R.**
 - Minutes April 13 and 27, 2022
 - Appoint Elizabeth McCoy to TEC and ACCEPT Board of Directors
10. Communications (For Members Information)
 - Draft School Committee 2022-23 Meeting Schedule
11. Adjourn

Executive Session- contract negotiations with nonunion personnel – not to return to open session

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

The 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

Dover-Sherborn Public Schools

Organizational Study Overview

School Committee Meeting

June 14, 2022

Anne Shaloka Wilson, Ph.D., Associate
Heather Michaud, Public Services Manager

EDWARD J. COLLINS, JR. CENTER FOR PUBLIC MANAGEMENT
JOHN W. McCORMACK GRADUATE SCHOOL OF POLICY AND GLOBAL STUDIES
UNIVERSITY OF MASSACHUSETTS BOSTON

Overview of the Collins Center for Public Management

Mission Statement

The Collins Center is dedicated to improving the efficiency, effectiveness, governance, responsiveness, and accountability of public sector organizations, with a particular focus on local and state governments.

Our Expertise

- Cross-disciplinary team of practitioner-consultants with decades of experience working in municipal, regional, state governments, and public school districts
- Consult on all aspects of public governance and management
- As a member of the Dover-Sherborn Central Office Organizational Study Team, we bring expertise in:
 - *Public School Organizational Analysis*
 - *Human Resources Tasks & Duties*
 - *Central Office Support Structures*
 - *Best Practices for School District Operations*

Discussion Topics

- Study Introduction
- Study Goals
- Process & Methodology
- Cohort District Selection
- Data Collection
- Trends
- Recommendation Areas
- Conclusion



The Study

The Dover-Sherborn Public School District engaged the Collins Center for Public Management for an organizational study of the District's central office, and by extension, the District's full administrative team, including any operational support positions with a particular interest in human resources functions.

Within this context, the Dover-Sherborn Public School District requested the Center's project team conduct three major analyses to develop recommendations for review and possible adoption in the budget process.

The analyses requested were;

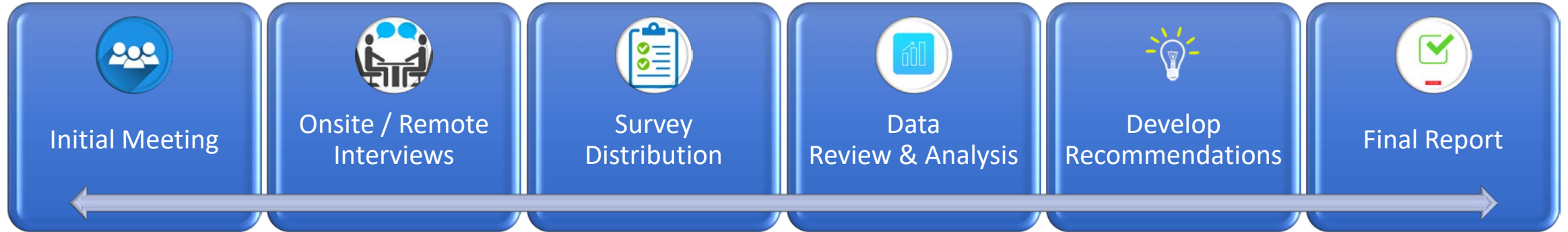
- 1. a study of the organizational structure, staffing, and practices of central administration operations;*
- 2. a review of the human resource functions in the District; and*
- 3. a review of organizational structures and best practices of central office and leadership positions in similar size regional school districts.*

Study Goals

1. *Recommendations in the area of staffing and efficiencies in administration that, ideally, will not compromise Dover and/or Sherborn's ability to fund any increase; and*
2. *Recommendations for an enhanced central office organizational structure that will properly support the District's mission.*



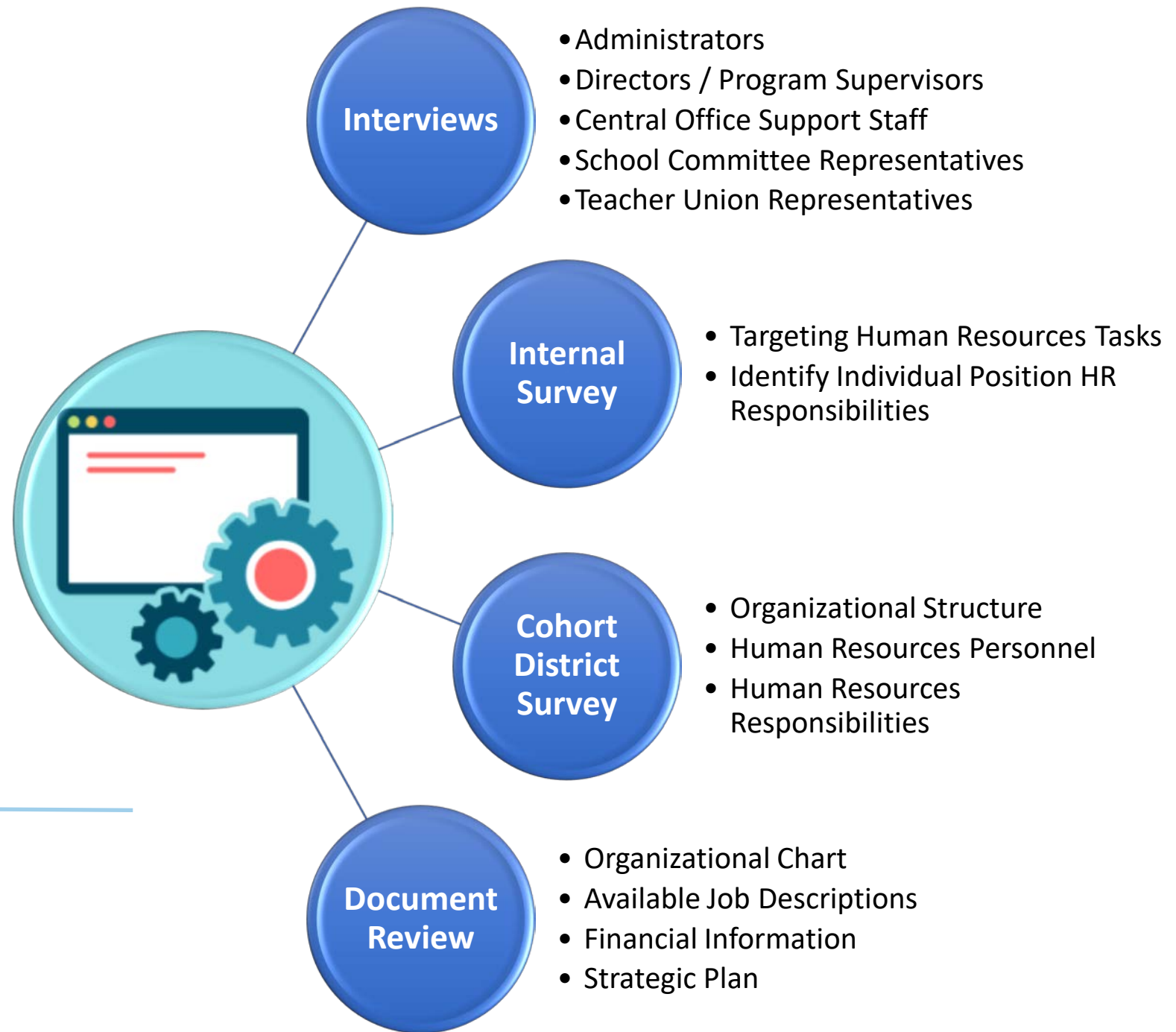
The Process



Timeline

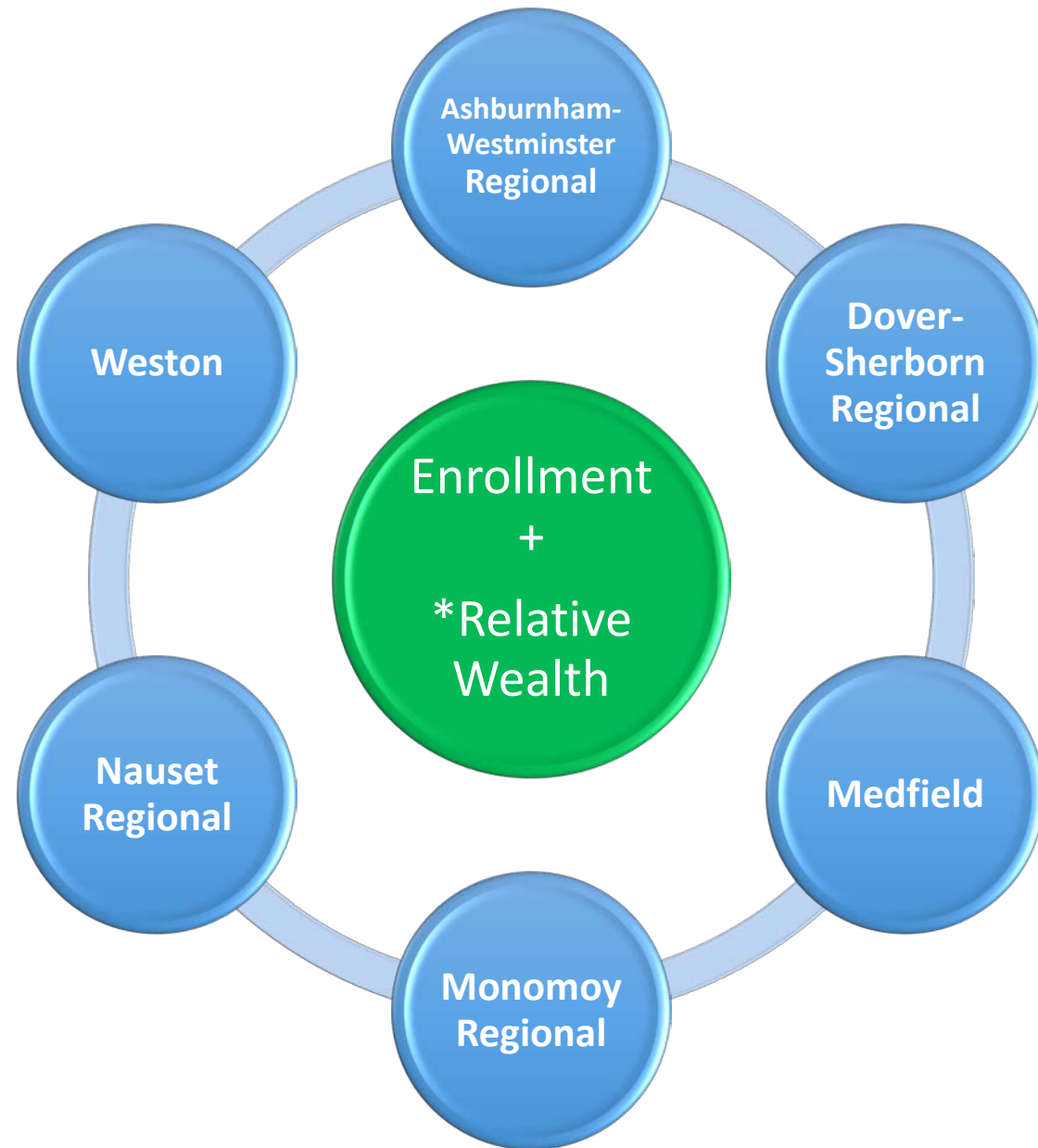
Task	Month				
	Mar	Apr	May	Jun	Jul
Step 1: Initial Meeting	X				
Step 2: Data Gathering & Analysis	X	X	X	X	
Step 3: Onsite / Remote Interviews	X	X			
Step 4: Cohort District Survey			X		
Step 5: Develop Recommendations				X	
Step 6: Final Deliverable					X

Methodology

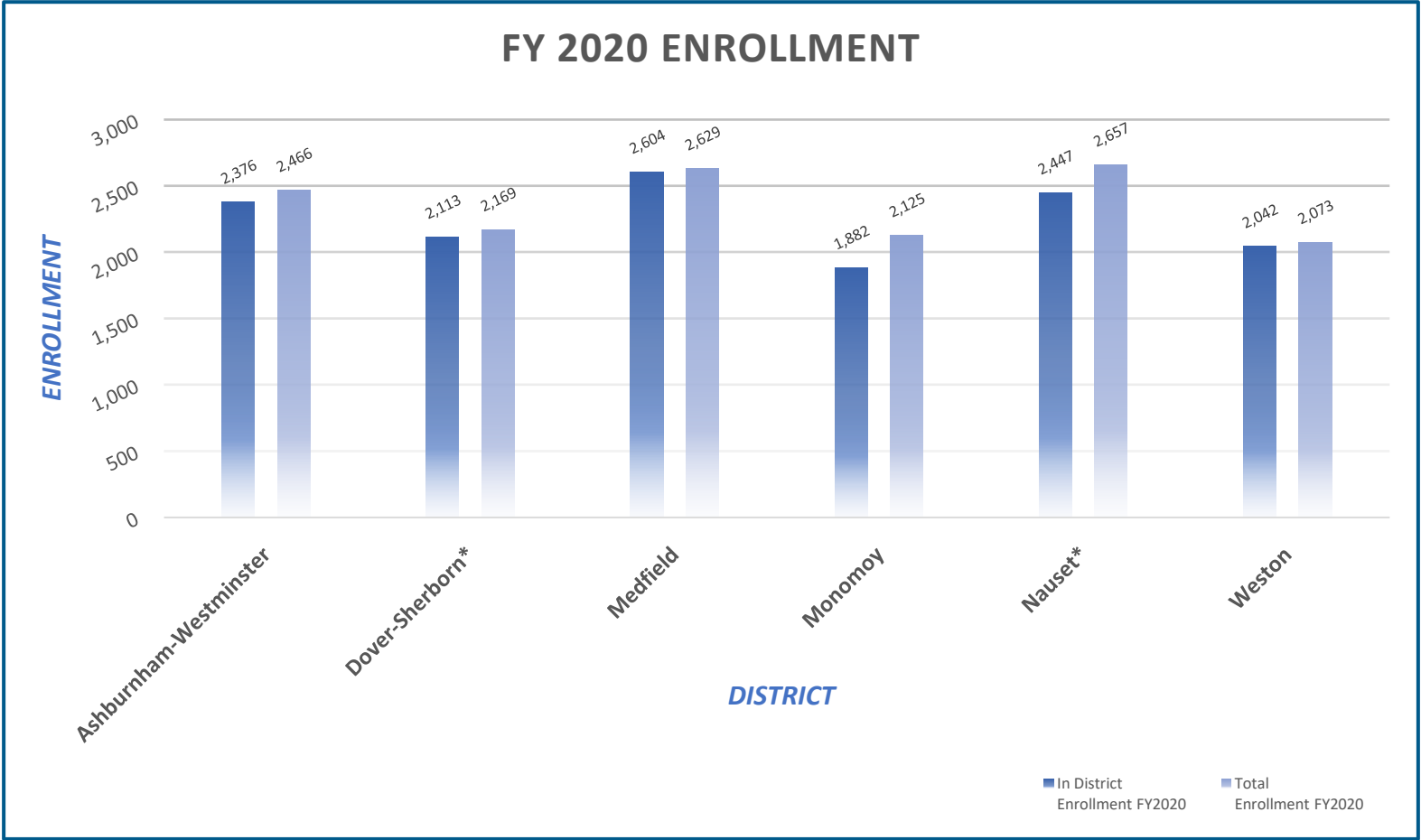


Cohort District Selection

**DESE RADAR Relative District Wealth Definition - This is an indicator of community wealth (personal income and property value) calculated for the Chapter 70 aid program. A district at 100% has the capacity to fully fund its foundation budget. Districts at less than 100% are less wealthy, with less personal income and property value, and districts at more than 100% are more wealthy.*



Cohort District Data

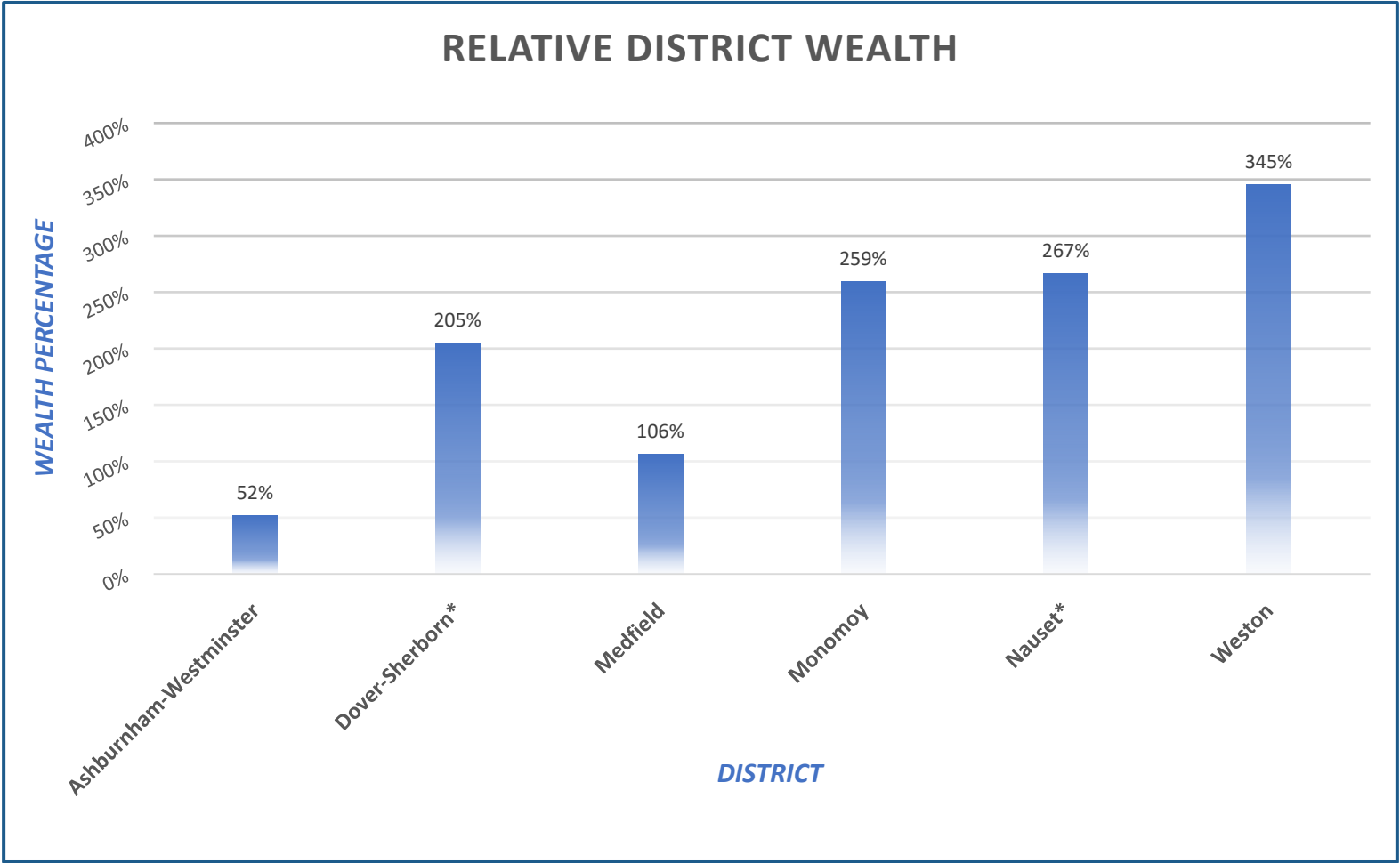


Sources:

DESE School and District Profiles - <https://profiles.doe.mass.edu/statereport/ppx.aspx>
DESE DART Trends - <https://profiles.doe.mass.edu/analysis/default.aspx?orgcode=06550000&orgtypecode=5&>
DESE RADAR Reports - <https://www.doe.mass.edu/research/radar/>



Cohort District Data



Sources:

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DESE DART Trends - <https://profiles.doe.mass.edu/analysis/default.aspx?orgcode=06550000&orgtypecode=5&>
DESE RADAR Reports - <https://www.doe.mass.edu/research/radar/>

Data Collection Detail



Interviews

- 4 Central Office Administrators
- 6 Central Office Support Staff
- 9 Director / Program Supervisors
- 4 Principals
- 3 Teacher Union Representatives
- 6 School Committee Representatives

***21 Total Interview Sessions**



Internal Survey

- 3 Central Office Administrators
- 2 Central Office Support Staff
- 6 Director / Program Supervisors
- 4 Principals
- 4 Other

***19 Total Internal Survey Responses**



Cohort District Survey

- 2 Local Districts
- 2 Regional Districts
- 2 Regional / Superintendency Union Districts

***6 Total Cohort District Survey Responses**



Document Review

- 1 Strategic Plan
- 1 Organizational Chart
- 9 Financial Documents
- - 10 Job Descriptions

***21 Total Documents Reviewed**

General Trends

1. *Dover-Sherborn boasts a “family” atmosphere and is a close-knit community.*
2. *Staff believe Central Office personnel are hardworking and always willing to assist.*
3. *Staff are welcoming of process and procedure implementations and desire a variety of additional training.*
4. *Dover-Sherborn has no licensed or specially trained primary contact for human resources functions.*
5. *A lack of clarity exists surrounding many human resources functions.*
6. *Decision making authority is unclear for certain human resources operations.*
7. *Central Office positions, both administrators and support staff, cover multiple areas of responsibility, not defined in current job descriptions.*

Internal Survey Trends

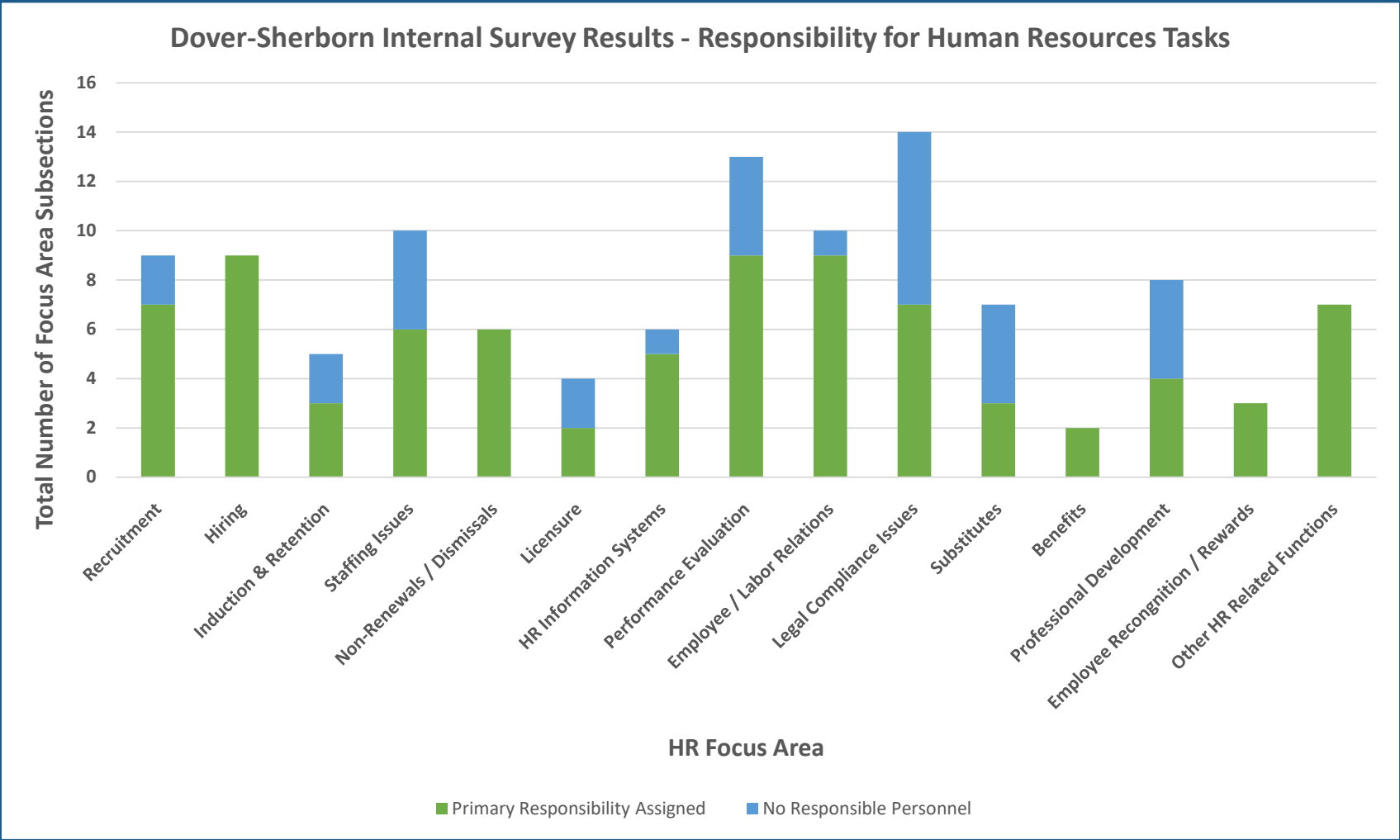
- *15 Human Resources Focus Areas.*
- *10 HR Focus Areas depicting gaps in responsible personnel to complete or oversee a particular HR duty.*

HR Focus Areas with Responsibility Gap

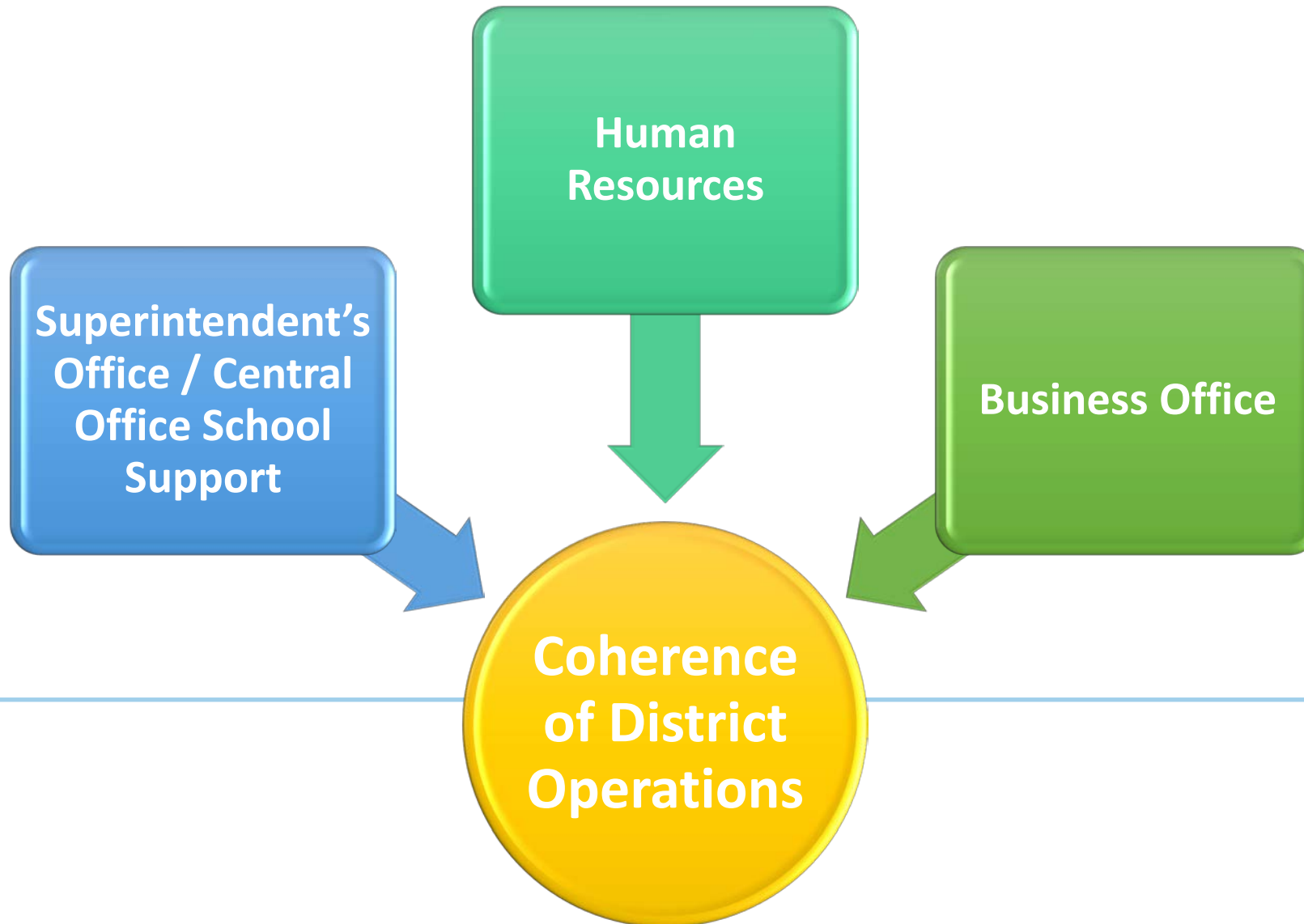
- | | |
|------------------------------------|-------------------------------------|
| • <i>Recruitment</i> | • <i>Performance Evaluation</i> |
| • <i>Induction & Retention</i> | • <i>Employee / Labor Relations</i> |
| • <i>Staffing Issues</i> | • <i>Legal Compliance Issues</i> |
| • <i>Licensure</i> | • <i>Substitutes</i> |
| • <i>HR Information Systems</i> | • <i>Professional Development</i> |



Internal Survey Trends



Recommendation Areas



Thank you!



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Metropolitan Center for Research on Equity and the Transformation of Schools

Dover-Sherborn Public Schools Equity Audit: Emerging Findings Research Brief

June 14, 2022

Center for Policy, Research and Evaluation

Sara McAlister, Lisette DeSouza, Joanna Geller, Elise Wilkerson

Overview

This research brief documents emerging findings and high-level themes from the equity audit undertaken by researchers from the Center for Policy, Research, and Evaluation at the NYU Metro Center on behalf of Dover-Sherborn Public Schools during the 2021-22 school year. In August 2022, we will share our full findings, including detailed data analyses and recommendations for next steps.

Our goals for this audit are to:

- Understand how a diverse range of students and families experience Dover-Sherborn Public Schools, with particular attention to the perspectives of students and families of color and otherwise marginalized students and families
- Understand a diverse range of teacher, staff and district leader perspectives on strengths, challenges, and support needed to advance culturally responsive and equitable practices
- Identify opportunity gaps and root causes of inequities related to race, language, sexuality, disability status, religion, etc.
- Collaborate to develop actionable, feasible, sustainable recommendations for improving access, support, engagement and inclusion for all students and families

Our Approach

Extensive research demonstrates that BELONGING is central to learning. When children and young people feel that they are truly a part of a learning community they are more prepared to learn and thrive. We know that to belong, students need to see that their schools and classrooms recognize and celebrate their experiences, their interests, their culture and their backgrounds. They need to see themselves and their families reflected in school. When they experience bullying or discrimination, they need to know that they'll be listened to and that adults will take real action to make sure they are safe.

We also know that equitable, inclusive schools are better for EVERYONE, including those students who are being well-served by the existing system. School is where young people learn to think critically, to take the perspectives of others, to work collaboratively across lines of difference, to appreciate the limits of their own experience, to learn how our present is connected to our history, to know and take pride in who they are, and to become engaged, competent citizens of a country and world where not everyone is just like them.

Our work is rooted in the premise that the people who are most impacted by a problem are the best positioned to describe that problem and bring their experiences to bear on devising solutions. In line with best practices for equity-centered research, we place heavy weight on the information shared during focus groups and in surveys by people of color, members of the

LGBTQ+ community and their families, students with disabilities and their families, and members of religious minority groups.

We appreciate the work of the Dover-Sherborn Equity Audit Advisory Board, a group of 14 students, alumni, parents, educators, and community members with whom we have collaborated throughout the 2021-22 school year, to root our data collection and analysis in the local context. We also appreciate the candor, thoughtfulness, and insights of everyone who has participated in surveys and focus groups or reached out directly to share their experiences.

Data Collection and Analysis

This brief draws mainly on data collected through surveys, focus groups, and interviews with members of the Dover-Sherborn schools community.

Survey: We collected 1786 surveys from the Dover-Sherborn Community. Those who responded were elementary school students (263), middle school students (436), high school students (531), parents (420), and teachers/staff (136). The demographics of survey participants are similar to the demographics for the district reported by the state (see p. 15 for a detailed demographic breakdown).

The survey was designed to capture feedback from those who did not participate in focus groups. Questions were designed to parallel the feedback from the focus groups. Survey takers could answer each question with Yes, No, or I don't know responses. Survey respondents were also invited to respond in writing to each question to elaborate on their selected answer or to provide examples; most respondents included written responses to at least some questions. The survey also included a brief school climate scale drawn from a U.S. Department of Education instrument.

In this report we included responses to questions relevant to our key findings, calculated as percentages. Where relevant to the key finding, we include some information about preliminary demographic differences. Full descriptions of these analyses will be available in the final report.

Interviews and Focus Groups: During the 2021-22 school year, we conducted 22 focus groups with 58 students, 24 parents, 26 teachers and school staff, and 6 school leaders across the four schools. We also conducted interviews with six parents who had removed their children from Dover-Sherborn schools for a range of reasons. Our focus group sample included students with disabilities; parents of students with disabilities; LGBTQ+ students, parents and staff; religious minority students, parents, and staff; and was diverse by race, gender, and home language. We transcribed, systematically coded, and analyzed interview focus group data to capture themes, promising practices, and recommendations for improvement. We sorted, categorized and synthesized written comments from survey responses and integrated them with focus group and interview data. Through our analysis, we looked for consistent themes and points of agreement across different groups of respondents. We also sought to understand how community members who hold different positions and identities experience schools.

Emerging Findings

This report is designed around five emerging findings:

1. Large majorities of Dover-Sherborn schools community members agree this is a time for bold, consequential action for equity.
2. Not everyone is fully supported to grow and thrive in Dover-Sherborn schools. Despite important signs of change, school cultures still center White, Christian, neurotypical, affluent, academically and athletically successful students.
3. Many students and families experience racism, ableism, homophobia and transphobia, religious bias, and other forms of exclusion, bias and harassment in the Dover-Sherborn schools community.
4. Current approaches to discipline aren't serving goals of accountability, repair and growth.
5. Educators need time, resources, support and accountability to prepare students to navigate and thrive in a diverse, multicultural world.

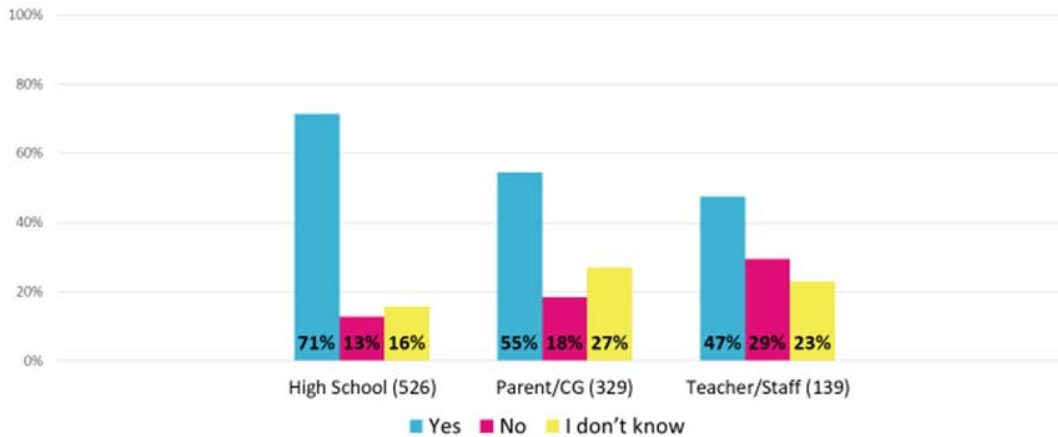
In the sections that follow we present data supporting our preliminary findings. We will share more complete analyses and findings in the September final report.

1. Large majorities of Dover-Sherborn schools community members agree this is a time for bold, consequential action for equity.

Nearly all school and district staff and large majorities of parents and students shared appreciation for the work that's been undertaken so far to ensure that all students have the opportunity to thrive and belong. Among positive changes, community members most frequently mentioned:

- Efforts to shift paradigms of achievement towards more balanced visions of excellence and to support students' mental health and socio-emotional learning needs including Challenge Success, GRIT, and the SEL coach at Pine Hill and Chickering
- Work to increase diverse representation in classroom libraries, curricular materials, hallway and classroom decorations, and cultural celebrations
- Progress on culturally responsive curriculum and pedagogy, including piloting racial literacy curriculum at Pine Hill and Chickering and revisions of middle school and high school curricula
- Support for student affinity groups, including the Gender and Sexualities Alliance, Black Student Union, and the Asian Student Union.

Do Dover Sherborn Public Schools ensure equity for students?



For high school students and adults, our survey offered the following operational definition of equity: “We define equity as every student getting what they need to learn, thrive, and belong, with particular attention to ensuring equal opportunities by race, gender, gender identity, sexuality, disability, and religion, and income. As you complete this survey, please think about this meaning of equity.” (Given the complexity, this definition and question were not included in the version of the survey for 4th-8th grade students.) The graph above shows that about $\frac{2}{3}$ of high school students report that the district is doing well at ensuring equity whereas about half of parents/caregivers and teachers/staff report that the district is ensuring equity.

There’s a strong appetite for more urgent action among most Dover-Sherborn schools community members. The most frequent themes in open-ended responses on the survey could be paraphrased as, “*We’re trying, but we have a long way to go*” and “*We’re not nearly there yet, but we’re trying.*” Students and parents frequently offered critiques of ways they believe the schools fall short of serving all students well, even if they didn’t have specific concerns about their own family’s experiences.

Students, parents, and educators shared a perception that school and district leaders have hesitated to begin the difficult conversations required for real change. Community members want to see more deliberate, urgent action on many fronts, in particular:

- Diversifying school staff/faculties and district leadership
- Developing an ongoing, comprehensive school- and district-wide approach to culturally responsive curriculum development

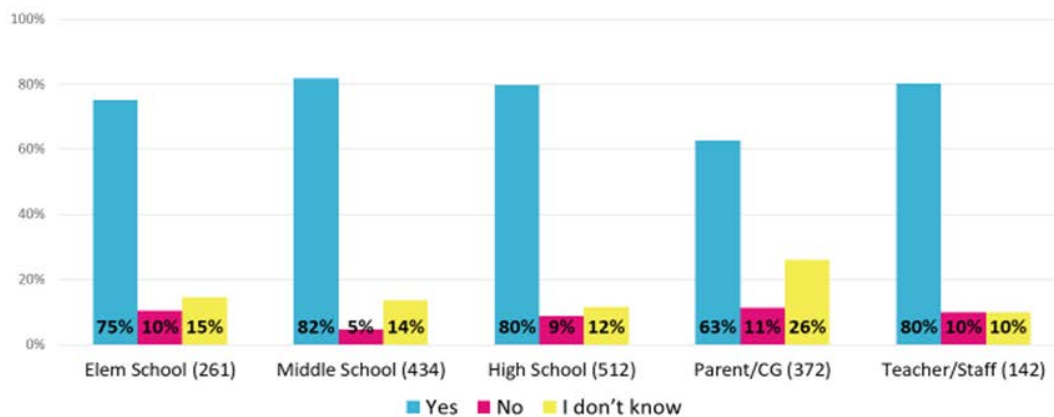
- Reckoning seriously with the harm that hate speech, bias and exclusion cause to individuals and the community, and developing effective, transparent, and proportionate responses
- Building forums for authentic ongoing conversation among educators, students and families about shared goals, best practices, and how the towns' histories, policies, and demographic contexts should inform equity work.

Approximately 7% of parent survey respondents, and six of 30 parents who took part in focus groups or interviews, expressed reservations about or opposition to the work that Dover-Sherborn schools have undertaken to center equity and diversity. Their concerns include discomfort with classroom conversations about race, gender, and social inequality; unfounded complaints about the teaching of critical race theory; and concerns that attending to equity will detract from academic rigor. Much more frequently, parents and educators expressed frustration that parents expressing these concerns carry outsize weight in the schools' decisions and have slowed progress towards widely-shared equity goals.

2. Not everyone is fully supported to grow and thrive in Dover-Sherborn schools. Despite important signs of change, school cultures still center White, Christian, neurotypical, affluent, academically and athletically successful students.

In many ways, Dover-Sherborn schools are welcoming, supportive communities. At each school, most students report that they have places where they belong, and most students and parents report that their families are respected and welcomed in the schools. Survey data suggests relatively high levels of belonging for students and teachers/staff.

Are there spaces you feel you belong within Dover Sherborn public schools?



Extracurricular activities including sports, drama, music, and clubs - in particular the Genders and Sexualities Alliance (GSA) - are important sites of belonging for students. Many students also reported that they feel a sense of belonging in their classrooms, with teachers or guidance counselors, and in spaces like the IEP room, GRIT, Learning Center and Peer Connections, and the METCO lounge. For families, school events, sports, performances, parent organizations, and volunteer opportunities are important sites of belonging.

Compared to white students, Black students were more likely to say "no" and less likely to say "yes" when asked if they had places they belonged. Similarly, when compared with white parents, Black and Hispanic/Latinx parents were more likely to respond "no" and less likely to respond "yes" to whether there is a place they belong.

We heard about numerous barriers to belonging:

- Students of color, religious minority students, neurodiverse students, and LGBTQIA students reported social exclusion and a feeling of invisibility or otherness.
- We heard that affluence and Christianity (or, at minimum, a working knowledge of Christianity and familiarity with Christian holidays and traditions) are often taken as a given by educators and fellow students.
- Students with disabilities and their families shared that educators are sometimes resistant to providing accommodations in line with IEPs and 504 plans, and that students often have to advocate on their own behalf; students with mental and physical health challenges and their parents reflected that faculty are sometimes dismissive of students' needs.
- Some parents and students shared their perception that conservative political viewpoints are not welcomed by all teachers in class discussions.

Students, families, and educators shared the perception that academic and athletic excellence are highly valued, making it harder for students who excel and thrive in other arenas to feel seen and affirmed. Many comments alluded to a narrow "box" of acceptable performance and characteristics. Students, families, and educators shared the perception that academically and athletically successful students are more often centered in leadership roles and have more voice in school decisions.

Parents and school staff reflected that it can be more challenging for single parents, families with two working parents, and families from Boston to participate in meetings and school events. They appreciated the expanded use of Zoom as a tool for greater accessibility. They raised concerns that the cost of school directories, extracurricular activities, and school-branded clothes present barriers to moderate-income and low-income families.

We heard widespread appreciation for Challenge Success and related efforts to recalibrate academic pressure and broaden notions of success, as well as for GRIT, BRIDGE, the Organization Station, and other interventions to support socio-emotional skills and mental health. Educators and parents noted that they had observed significant progress in recent years in efforts to make school and district cultures more inclusive and welcoming. In particular, they appreciated seeing more diversity in school library collections, classroom materials, musical selections, and visual displays inside of schools, as well as more consistent recognition of a range of cultural and religious holidays and invitations to students and families to share traditions with their classmates. Parents shared examples of increasing sensitivity on the part of school staff and faculty, for example in asking about family structures and important traditions at the beginning of the school year and having conversations about cultural appropriation in advance of Halloween, and efforts to teach historical events in more accurate ways that reflect multiple perspectives.

3. Many students and families experience racism, ableism, homophobia and transphobia, religious bias, and other forms of exclusion, bias and harassment in the Dover-Sherborn schools community.

Our data reflect a broad range of experiences in Dover-Sherborn schools. On a survey measure of school climate developed by the U.S. Department of Education, students, teachers, and parents reported positive perceptions of school climate. On a 5 point scale, student average scores were 3.94, parents were 3.71, and teachers were also 3.71. Notably, students who identified as members of the LGBTQIA community and students who participated in the METCO program rated the school climate to be lower than other students.

A large cross-section of students, including students of color, students with disabilities, LGBTQIA students, and students who identify as religious minorities, shared in their survey responses that they don't experience bias and that their peers are welcoming and inclusive. Another large cross-section distinguished between their *school* (educators and other adults in the building as well as materials and resources), which they felt to be inclusive and supportive, and their *peers*, from whom they often experienced bias and exclusion. Other students described microaggressions and bias from educators or felt that adults were inconsistent in their responses when students used biased speech in class or when adults witnessed bias incidents between students.

Despite ongoing work to build an inclusive school culture, many students and families are regularly experiencing exclusion, bias and harassment in Dover-Sherborn schools. We heard many examples of students and educators regularly confusing students who share a racial or ethnic background, of students and educators misgendering students, and of adults mispronouncing names. We heard frequently about assumptions that all Black students and families in the district are from Boston and other unintentional but othering comments directed

towards students of color, LGBTQIA students, students with disabilities, Jewish students, and students of different cultural backgrounds.

We heard from many older students that racist, sexist, anti-Semitic and ableist jokes are often tolerated among groups of students and that students minimize biased remarks as “just a joke.” Students, families and school staff shared examples of students using hate speech and slurs directed at Black students, LGBTQIA students, and students with disabilities. It’s impossible for us to quantify how often such hate speech is occurring, but it’s clear that it’s happening with some regularity and is a persistent and serious problem. Hate speech and biased jokes are less prevalent, though not absent, in the elementary grades, but we noted that younger students were aware of incidents between middle and high school students and frequently discussed them.

Many of the incidents that were described to us occur outside of the immediate supervision of adults - at lunch tables, on the bus, on sports fields, and of course on social media. Students, families, and educators shared that the culture in Dover-Sherborn schools is one where students feel social pressure to deal with interpersonal problems on their own, rather than seeking adult support. Several students and parents shared examples of students reaching out to an adult on behalf of another student who was experiencing harassment only to be told that the incident didn’t concern them and that they should stay out of it. Students of color and otherwise marginalized students reported that when they experience bias or microaggressions, they often have to explain to adults why speech or actions are offensive. In focus groups, educators shared that they don’t always feel prepared to productively intervene when they witness or are informed of bias incidents between students. They reflected that they can interrupt or defuse the situation in the moment, but don’t always have the language, capacity, or time to help students process and repair harm. Some shared that their willingness to intervene is shaped by concern about parents’ responses when they make efforts to hold students accountable for bias incidents.

4. Current approaches to discipline aren’t serving goals of accountability, repair and growth.

Our data analyses point to a strong consensus that current approaches to discipline - specifically responses to bias incidents, harassment, and bullying - are a key area for improvement. Most Dover-Sherborn school community members agree that current approaches are not serving goals of accountability, repair, or growth and are not always keeping students as safe as possible.

Effectively addressing bias incidents and harassment requires carefully balancing different priorities and needs. On the one hand, hate speech and bias incidents create ruptures in the school community that extend beyond the perpetrator and immediate recipient. If adults don’t respond swiftly and forcefully, marginalized students feel dismissed and unsafe, and the lack of response (or perceived lack of response) can add new layers of harm and create a sense that future hate speech and harassment will be tolerated. On other hand, school leaders have a

legal and ethical obligation to protect the privacy of minor students. Addressing bias incidents should also prioritize opportunities for learning, growth, and working towards repairing harm.

From the perspective of many students and families, hate speech, bias and harassment are often met with an insufficient response. They perceive that the academic and athletic prospects of those who cause harm are treated with more sensitivity than the healing and safety of those who have been harmed, and that students who commit bias incidents receive consequences that don't reflect seriousness of their offenses. Given the small size of the district and the prevalence of social media, word of these incidents spreads quickly and fuels rumors and further harm. We heard from many students and parents that communications from the schools and district in the wake of such incidents seem to prioritize moving on quickly and offer vague calls for unity over honest reckoning with the causes and consequences of hate speech and bias. Several parents of color reflected that these responses have sometimes seemed to prioritize the comfort of white families over the needs of students and families of color. (We note that parents appreciated the more forthright tone and swifter response to several incidents this school year).

As noted above, many incidents that rise to the level of disciplinary action take place outside of adult supervision. Educators and school leaders have the unenviable task of investigating incidents with multiple competing narratives - often involving social media - and attempting to discern the truth and determine next steps. School leaders and guidance staff are committed to protecting student privacy and face constraints in terms of the information they can share about specific incidents, even in service of correcting misinformation. They also share a commitment to prioritizing growth over punishment. We learned from school leaders and guidance staff that they are in the process of elaborating a restorative justice model for intervening in bias incidents and harassment. Restorative justice models, which are well-supported by research when implemented well, bring students responsible for harm and students causing harm together in a facilitated process focused on making amends and developing a plan to avoid future harm.

Effective restorative justice models can take years to develop, and require buy-in and participation from students and the broader community. There is space - and an urgent need - for transparent, community-wide conversations about values, goals, procedures and roles, and outcomes of disciplinary processes, and about how to protect the safety and belonging of marginalized students while offering growth opportunities for students responsible for harm. There is also a need for conversations and expectation-setting around how the school will publicly respond to incidents in a way that balances student privacy with accountability and acknowledges ripples of harm to the larger community.

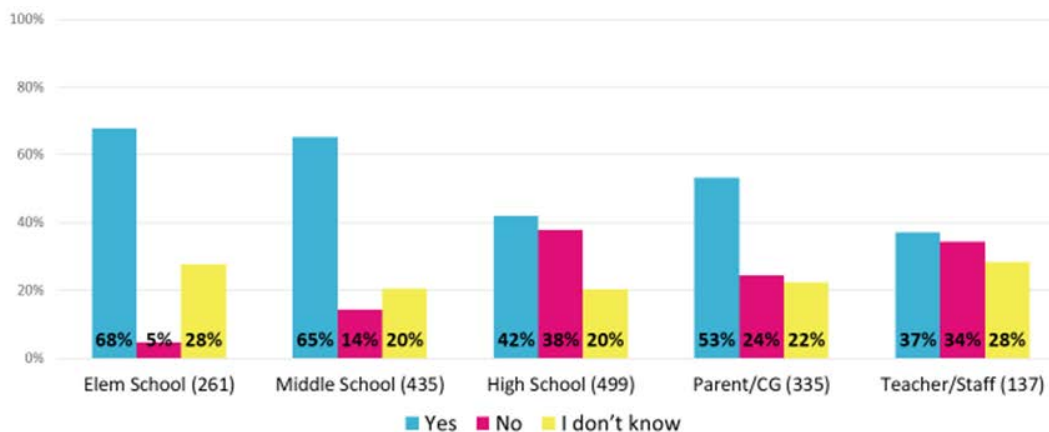
Data analyses revealed a similar dynamic with concerns about the district's response to bullying. Some families feel that school leaders have been slow to respond to complaints about bullying and that their responses have been insufficient to protect student safety. There are gaps between the way school and district leaders define and intervene in bullying (bound by state law and policy) and the way families and students understand bullying. Transparent, facilitated

community conversations about identifying, preventing, and intervening in bullying, as well as the level and content of communication that families can expect, could help bridge those gaps.

5. Educators need time, resources, support and accountability to prepare students to navigate and thrive in a diverse, multicultural world.

Survey, interview, and focus group data all point to a clear consensus that educators need more resources, support, and time to ensure that students can thrive in a diverse, multicultural world, implement culturally responsive curriculum, and facilitate equity-centered discussions. The overall responses to the survey question of whether Dover-Sherborn is preparing students to live in a diverse and multicultural world indicate room for growth. Notably, less than half of high school students and teachers feel that students are being prepared for a multicultural world, and in all groups a substantial minority are uncertain about students' preparation.

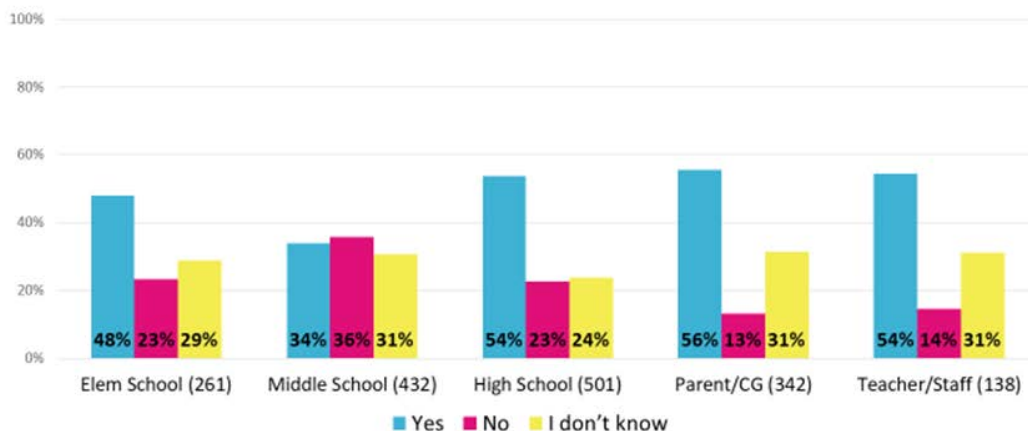
Are Dover Sherborn schools preparing students to live in a diverse, multicultural world?



Culturally responsive teaching prioritizes high expectations for all students, affirming students' own culture while supporting competent engagement with other cultures, appreciation for different communication styles, and fostering critical analysis skills to address real-world problems. A culturally responsive curriculum considers students' home culture, language, and lived experiences to be assets for academic learning and uses materials and resources that represent a broad range of experiences and perspectives.

Survey responses differ in terms of whether the curriculum is culturally responsive. All levels of students reported relatively low affirmation of this question. A substantial percentage (albeit the slight minority) of parents and teachers/staff also reported that the curriculum was not culturally responsive, or that they did not know enough to say whether the curriculum was culturally responsive. Students, parents, and teachers agreed that some teachers and departments had made more progress in developing culturally responsive curricula than others.

Is the curriculum culturally responsive, inclusive, and respectful?



In focus groups and surveys, students, parents and educators frequently described teachers' capacity to navigate and facilitate equity-related conversations as highly varied across individuals and across departments. Teachers and school staff were notably critical of their own capacity, with only 32% reporting on the survey that educators are equipped to handle equity-related discussions and 42% reporting that they are not.

Many teachers shared that while they've participated in high-quality professional development (in particular, the Initiatives for Developing Equity and Achievement for Students (IDEAS) course), their opportunities for ongoing professional development were limited. Teachers also noted that they have little time to observe each other's teaching, plan collaboratively, or engage in the kind of sustained, collaborative professional learning that would allow them to thoroughly incorporate new culturally responsive strategies into their practice. Of course, more than two years of teaching during Covid only exacerbated the pressures on teachers' time, attention and emotional reserves and scuttled plans for sustained professional learning.

We also heard from students, parents and educators that some teachers are more confident in their ability to navigate challenging conversations that arise naturally in the classroom and hallways, and to support students to think critically about how differences along lines of race, gender, sexuality, religion, income, etc. show up in the world. Teachers shared concerns about saying the wrong thing when they are not well-versed in particular topics. Again, some were unsure about how thoroughly school leaders would support them in the face of parent complaints. Other teachers worried that their peers' discomfort created missed opportunities to show care and to push students' thinking, and that responsibility for facilitating these conversations falls too heavily on guidance staff and on the English, Social Studies, and other humanities departments.

We heard a consistent desire among students, parents, and teachers for broader conversations about what it means to prepare young people to thrive in a multicultural world and what roles schools, towns, and families play in places like Dover-Sherborn. Teachers and school leaders reflected that strong relationships between teachers and families provide a foundation of trust to allow students and teachers to take intellectual risks. In the wake of the pandemic, building the muscles for authentic, vulnerable, uncomfortable conversations will be key to making progress toward equity.

Next Steps for the Equity Audit

We will share our full report and recommendations in September 2022. That report will include:

- More complete analysis of survey data, including demographic differences in response patterns
- Analysis of multiple years of transcript data and disciplinary data, with an emphasis on identifying opportunity gaps
- Analysis of key documents, including course placement policies and discipline policies
- Research-backed recommendations and next steps

Table 1. Dover-Sherborn Equity Audit Survey Demographics

	Elementary Student (263)		Middle Student (436)		High Student (531)		Parents/ Caregivers (420)		Teachers & Staff (136)		Survey Totals (1786)	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	126	48%	194	44%	239	45%	229	55%	106	78%	894	50%
Male	123	47%	220	50%	238	45%	73	17%	27	20%	681	38%
Non-Binary	4	2%	15	3%	10	2%	2	0%	1	1%	32	2%
Another Gender	3	1%	10	2%	8	2%	2	0%	0	0%	23	1%
No Response (Gender)	9	3%	7	2%	46	9%	115	27%	2	1%	179	10%
Black/African-American	15	6%	26	6%	21	4%	17	4%	1	1%	80	4%
Hispanic/Latino/a/x	7	3%	36	8%	32	6%	23	5%	5	4%	103	6%
Asian/Pacific islander	45	17%	61	14%	77	15%	37	9%	1	1%	221	12%
Native American	6	2%	4	1%	4	1%	5	1%	2	1%	21	1%
White	167	63%	304	70%	379	71%	221	53%	126	93%	1197	67%
Biracial/Mixed race	27	10%	36	8%	38	7%	25	6%	0	0%	126	7%
Another Race/Ethnicity	49	19%	41	9%	23	4%	12	3%	2	1%	127	7%
No Response(Race)	13	5%	9	2%	51	10%	116	28%	3	2%	192	11%
LGBTQ	16	6%	60	14%	82	15%	7	2%	8	6%	173	10%
Disability	10	4%	23	5%	37	7%	9	2%	3	2%	82	5%
METCO	5	2%	7	2%	5	1%	15	4%	0	0%	32	2%
MultiLingual (not EL)	63	24%	112	26%	100	19%	58	14%	7	5%	340	19%

Dover-Sherborn Public Schools
Food and Nutrition Services
157 Farm Street, Dover, MA 02030

To: Kathleen Smith, Interim Superintendent
Dawn Fattore, Business Administrator

From: Janelle Madden, Food & Nutrition Director

Date: June 9, 2022

Subject: Request for Lunch Price increase

The Food and Nutrition Service has historically requested a price increase for school lunches every three years to keep pace with food and labor costs. The last price increase was in FY19. We are bringing forth a request for an increase in both elementary and region lunch prices for FY23. We are also using this opportunity to share some updates on the Food Service program from the past three years.

The Dover-Sherborn Food and Nutrition Service continue to enhance the culinary skills of our kitchen staff. Edvocate pointed this out as positive strength in our kitchens. In-house culinary professional development workshops have allowed us to further develop these skills. Cooking more “quick scratch” and scratch meals, using fresh and minimally processed foods, we have expanded our menu. Latin American, Asian Fusion, Indian and Mediterranean meals can be regularly found in our cafeterias.

We continue to provide students with a wide variety of new and recognizable fruits and vegetables each day. The USDA has allowed Massachusetts School Nutrition Programs to use increased amounts of our entitlement funds to purchase U.S. grown fresh fruits and vegetables from the Department of Defense Produce Bid pricing contract. Additional funds were added to our accounts several times this year and we were allowed to increase those amounts again for the upcoming school year. Students have responded with a huge appetite for fresh fruits and vegetables. This will help support students with healthy, nutritious eating habits for life.

Since schools reopened during the pandemic, the USDA has covered the cost of one meal per day, per student. USDA waivers that allow for these free meals will be ending on June 30, 2022. Throughout this school year the USDA has been reimbursing School Food & Nutrition programs at a higher rate than ever before. Those extra funds will not be coming from the USDA next year in the form of reimbursements.

There is still a possibility that Massachusetts will cover the costs of school meals next year. While we wait for the final FY23 state budget to learn if free school meals will be extended for another year, we do need to have a plan in place if that doesn't happen. Due to the pandemic, supply chain disruptions and now, skyrocketing inflation, the cost of producing a meal is higher than ever. All TEC Bids for the upcoming school year came back with price increases across the board for food & supplies. In addition, we need to cover the continuing increase in costs for labor. Our last Food Service Association contract did include significant increases to keep pace with minimum wage and remain competitive with area food service departments.

Recommendation:

The current Elementary lunch price is \$3.25 and the Middle and High School price is \$3.75 (effective for the FY20-FY22 school years). I am recommending a \$.25 lunch price increase for each district for the upcoming school year. This would increase the Elementary price to \$3.50 and the Middle and High School price to \$4.00. Milk prices do not need to be adjusted this year. All other a la carte food and beverage prices are priced with a 30% food cost at the recommendation of Edvocate.

Thank you for your consideration.

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes April 13, 2022

Present:

Dover School Committee

Sara Gutierrez-Dunn

Mark Healey

Colleen Burt

Jeff Cassidy

Sherborn School Committee

Amanda Brown

Dennis Quandt

Sangita Rousseau

David Kazis

Nancy Cordell

Dover-Sherborn Regional School
Committee

Kate Potter

Maggie Charron

Tracey Mannion

Lynn Collins

Angie Johnson

1. **Call to order** – The meeting was called to order at 6:30 pm via ZOOM.
2. **Community Comments** - none
3. **Introduction of Middle School Principal** - Beth McCoy introduced David Lawrence who will be the Principal of the Dover-Sherborn Middle School as of July 1, 2022.
4. **Appointment of Assistant Superintendent** - Beth McCoy recommended Denton Conklin for appointment as Assistant Superintendent for the Public Schools of Dover and Sherborn effective July 1, 2022.

There were motions to approve the appointment of the Assistant Superintendent, Denton Conklin.

DSRSC: motion by Lynn Collins, second by Maggie Charron

Vote in favor: Kate Potter, Lynn Collins, Maggie Charron, Angie Johnson, and Tracey Mannion

DSC: motion by Mark Healey, second by Colleen Burt

Vote in favor: Mark Healey, Colleen Burt, Mark Healey, and Jeff Cassidy

SSC: motion by Amanda Brown, second by Gita Rousseau

Vote in favor: Nancy Cordell, Amanda Brown, Dennis Quandt, David Kazis, and Gita Rousseau

5. **Educator's Memorandum of Agreement Revision** - Kathleen Smith reviewed additional language to be added to the Educator's MOA dated September 28, 2021 to include the extension of the MA COVID-19 Temporary Emergency Paid Sick Leave Program through April 1, 2022 which allows for approved leave in lieu of deductions from the sick bank.

There were motions to approve the recommended additional language to Article 1 of the MOA dated September 28, 2021.

DSRSC: motion by Lynn Collins, second by Maggie Charron

Vote in favor: Kate Potter, Lynn Collins, Maggie Charron, Angie Johnson, and Tracey Mannion

DSC: motion by Mark Healey, second by Colleen Burt

Vote in favor: Mark Healey, Colleen Burt, Mark Healey, and Jeff Cassidy

SSC: motion by Amanda Brown, second by Gita Rousseau

Vote in favor: Nancy Cordell, Amanda Brown, Dennis Quandt, and Gita Rousseau

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- 6. Amendment to non-educators contracts** - Juneteenth was officially designated as a federal holiday on June 17, 2021. The Administration is asking the committees to approve a side agreement for applicable employee contracts to add Juneteenth as a paid holiday for FY22 and FY23 (for non 12-month employees Juneteenth will be a paid holiday only when it falls within the school year).

There were motions to approve the side agreement for all applicable contracts for FY22 and FY23 to include Juneteenth as a paid holiday as presented.

DSRSC: motion by Lynn Collins, second by Maggie Charron

Vote in favor: Kate Potter, Lynn Collins, Maggie Charron, Angie Johnson, and Tracey Mannion

DSC: motion by Mark Healey, second by Colleen Burt

Vote in favor: Mark Healey, Colleen Burt, Mark Healey, and Jeff Cassidy

SSC: motion by Amanda Brown, second by Gita Rousseau

Vote in favor: Nancy Cordell, Amanda Brown, Dennis Quandt, and Gita Rousseau

7. Adjournment at 7:05 pm.

Respectfully submitted, Amy Davis

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes April 27, 2022

Present:

Dover School Committee

Sara Gutierrez-Dunn

Mark Healey

Colleen Burt

Jeff Cassidy

Sherborn School Committee

Amanda Brown

Dennis Quandt

Sangita Rousseau

Dover-Sherborn Regional School
Committee

Kate Potter

Judi Miller

Maggie Charron

Tracey Mannion

Lynn Collins

Angie Johnson

1. **Call to order** – The meeting was called to order at 6:33 pm via ZOOM.
2. **Community Comments** - none
3. **Sustainability Task Force Update** - Dawn Fattore provided an update on the work done by the Sustainability Task Force along with students and Sherborn representatives.
4. **Security Update with Synergy** - Jason Brennon of Synergy provided an overview of the active shooter training that was recently given to faculty and staff.
5. **Equity Audit update with NYU** - there was an update on the analysis of the data collection for the audit. Initial findings will be provided at the June meeting with a final report in August.
6. **School Start Time Update** - the process and decision rationale for the start times change was reviewed as well as the initial plan for metrics to measure outcomes due to the change. Given the unusual circumstances of the last couple school years the data is not clean in terms of determining the effects of the start time change. Going forward metrics will be gathered in the coming school year and compared to the 2018-19 school year to attempt to determine the effects of the start times.
7. **Policy BEDH: second read** - there was discussion about the tone of the policy with consensus that the goal was to encourage participation in Public Comment at meetings. The policy language was taken from MASC.

There were motions to approve Policy BEDH as presented.

DSRSC: motion by Maggie Charron, second by Judi Miller

Vote in favor: Kate Potter, Lynn Collins, Maggie Charron, Angie Johnson, Judi Miller. Vote against: Tracey Mannion

DSC: motion by Colleen Burt, second by Mark Healey

Vote in favor: Mark Healey, Colleen Burt, Mark Healey, and Jeff Cassidy

SSC: motion by Dennis Quandt, second by Gita Rousseau

Vote in favor: Amanda Brown, Dennis Quandt, and Gita Rousseau

8. Consent Agenda

- Approval of March 1, 2022 minutes

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There were motions to approve the Consent Agenda.

DSRSC: motion by Judi Miller, second by Angie Johnson

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

DSC: motion by Mark Healey, second by Colleen Burt

Vote in favor: Mark Healey, Colleen Burt, Mark Healey, and Jeff Cassidy

SSC: motion by Dennis Quandt, second by Gita Rousseau

Vote in favor: Amanda Brown, Dennis Quandt, and Gita Rousseau

9. Communication

- TEC Annual Report and Budget

10. Adjournment at 8:48 pm.

Respectfully submitted, Amy Davis

The Public Schools of Dover and Sherborn

*Memo from
Superintendent Kathleen Smith*

To: Joint School Committee

From: Kathleen Smith, Interim Superintendent

RE: Appointment to ACCEPT and TEC Board of Directors

Date: June 10, 2022

In accordance with Chapter 43 of the Acts of 2012 I request that the Joint School Committee vote to appoint Elizabeth McCoy to the ACCEPT and TEC Collaborative Board of Directors for the 2022-23 fiscal year.

2022-23 SCHOOL COMMITTEES MEETING SCHEDULE

Dates are subject to change

REGIONAL SCHOOL COMMITTEE MEETINGS	SHERBORN SCHOOL COMMITTEE MEETINGS	DOVER SCHOOL COMMITTEE MEETINGS	JOINT SCHOOL COMMITTEE & UNION #50 MEETINGS
Tuesday, September 13, 2022	Tuesday, September 20, 2022	Tuesday, September 27, 2022	
Tuesday, October 11, 2022	Tuesday, October 18, 2022- 5:30 start***	Tuesday, October 25, 2021	Tuesday, October 18, 2022 -7:00 pm
Tuesday, November 8, 2022	Tuesday, November 15, 2022*	Tuesday, November 22, 2022*	
Tuesday, December 6, 2022*- starts 5:30 pm			
Tuesday, January 10, 2023		Tuesday, January 17, 2023-- 5:30 pm start ***	Tuesday, January 17, 2023 -7:00 pm
Tuesday, February 7, 2023	Tuesday, February 14, 2023		
Wednesday, February 15, 2023***			
Tuesday, March 7, 2023**	Tuesday, March 14, 2023**	Thursday, March 9, 2023**	
			Tuesday, April 4, 2023 - 6:30 pm
			Tuesday, April 25, 2023 - 6:30 pm
Tuesday, May 2, 2023	Tuesday, May 9, 2023	Monday, May 15, 2023	
Tuesday, June 6, 2022- 6:30 pm start	Tuesday, June 6, 2023 5:30 pm start***	Tuesday, June 13, 2023-- 5:30 pm start***	Tuesday, June 13, 2023 - 6:30 pm start***
<i>Regional School Committee meetings begin at 6:30 p.m. in the library at DS Middle School, unless otherwise noted.</i>	<i>Sherborn School Committee meetings begin at 6:30 p.m. in Room 204B at the Sherborn Town Hall, unless otherwise noted.</i>	<i>Dover School Committee meetings begin at 6:30 p.m. in the library at Chickering School, unless otherwise noted.</i>	
* Meeting to include first pass of the FY24 Budget	* Meeting to include first pass of the FY24 Budget	* Meeting to include first pass of the FY24 Budget	
** Meeting to include final action on FY24 Budget	** Meeting to include final action on FY24 Budget	**Meeting to include final action on FY24 Budget	
*** Budget Meeting with Dover Warrant and Sherborn Advisory Committees	***Meeting held at DSMS Library	*** Meeting held at DSMS Library	