



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

**Wednesday April 24, 2024
6:30 PM
METCO Headquarters
11 Roxbury Street, Boston, MA 02119**

AGENDA

- 1. Call to Order**
- 2. Community Comments**
[Zoom Link](#) (Meeting ID: 828 0571 4017; Passcode: 318411)
- 3. Superintendent Comments**
- 4. Superintendent's Evaluation**
- 5. Consent Agenda** **A.R.**
 - Approval of Joint SC meeting minutes April 2, 2024
- 6. 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.

Dover Sherborn Public Schools Superintendent Evaluation

2023-24 Superintendent Elizabeth McCoy

Evaluation Subcommittee Members:

Kristen Aberle–Sherborn

Goli Sepehr–Dover

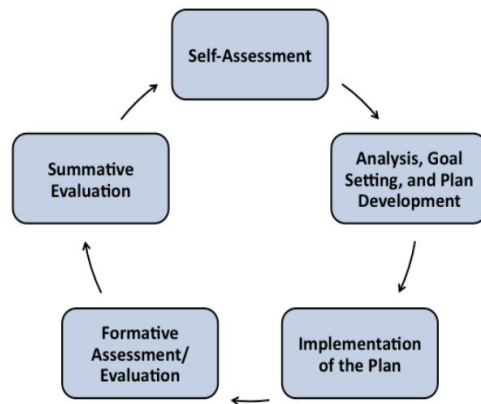
Maggie Charron and Judi Miller–Region

MA Superintendent Evaluation Process

Using the MA Department of Education Superintendent Evaluation Process

2-part system based on GOALS (District, Educator and Student Learning) and STANDARD COMPETENCIES ([DESE Superintendent Rubric](#))

Year long cycle:



MA Superintendent Evaluation Process

Rating System:

Goals rated on a scale: Exceeded, Met, Significant Progress, Some Progress, No Progress

Standards rated on a scale: Exemplary, Proficient, Needs Improvement, Unsatisfactory

NB: According to DESE, Exemplary is Reserved for performance that is of such a high level that it could serve as a model for leaders regionally or statewide.



MA Superintendent Evaluation Process

As was touched on last month, while each member of the 3 committees completes their own forms, the Superintendent has one evaluator, in our case it is the Joint Committees.

Thus, the Superintendent Sub-Committee is formed with the goal to collect member data, aggregate it in an agreed upon format, and to create narratives that are a composite of individual members' feedback.

Additionally, members with specific feedback they want to offer Superintendent McCoy individually will have an opportunity to do so.

Tonight we will share with Ms. McCoy and all members the results of the compilation of data from all 3 committees.



Goals

Student Learning Goals: (Met)

- A) In order to increase student engagement and foster deep learning, I will support educators in further utilizing student-centered, inquiry-based, skills-focused instruction.
- B) Identify a comprehensive set of data points to monitor student, school and district growth relative to established goals and benchmarks.

Professional Practice Goal: (Met/Significant Progress)

Streamline platforms and practices to ensure timely, effective systems of communication between home and school.



Goals

District Improvement Goals: (Met)

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.

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 trust with families and the community.



Superintendent Performance Ratings

Standard 1: Instructional Leadership	Proficient
Standard 2: Management and Operations	Proficient
Standard 3: Family and Community Engagement	Proficient
Standard 4: Professional Culture	Proficient
Overall Rating:	Proficient

Commentary and Analysis



End-of-Cycle Summative Evaluation Report: Superintendent (JRSC Compilation 2023-4)



Superintendent: Elizabeth McCoy
Evaluator: DS Joint Regional School Committees
 Superintendent Evaluation Subcommittee: Kristen Aberle, Maggie Charron, Judi Miller, Goli Sepehr
 April 24, 2024

Name

Signatures

Date

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	☒ Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	☒ Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	☒ Met	Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			☒	
Standard II: Management and Operations			☒	
Standard III: Family and Community Engagement			☒	
Standard IV: Professional Culture			☒	

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

☒ Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent McCoy has been diligent and deliberate in her approach to leadership as the Superintendent of our 3 school districts. She brings an incredible work ethic, sense of integrity, servant-leader mentality and a strategic mind to her work on behalf of our students. She has led through times of heartbreak and loss, challenging issues and staff changes beyond her control. She has demonstrated willingness to learn, reflect and grow in her perspective and consistently treats all with dignity and respect. While she has only been a Superintendent for two years, she's earned the trust and confidence of 3 school committees and is respected by faculty and community members alike. One committee member shared this sentiment that summarized the thoughts of many, "I feel confident that Dover-Sherborn will continue to succeed with Superintendent McCoy leading our Districts."

The Superintendent identified a series of ambitious performance goals that encompassed student learning, data analysis, student sense of belonging engagement, increasing positive school culture, and improving the effectiveness and transparency of communication between families and community members and the Districts. While many of these goals will take more than a single year to complete, members consistently rated the goals as "met" or having made significant progress toward. It is clear that Superintendent McCoy is a leader who keeps her goals at the forefront of her work and that she continues to reflect and refine her actions in order to lead the Districts toward those goals.

Members' noted that Superintendent McCoy has a strong ability to lead for sustained and systematic change. She has led a revision of the Districts' strategic plan in an inclusive and forward-thinking way. She understands how to build trust, create buy-in and motivate her team to do the work necessary for our schools to continue to evolve as they provide best-in-class educational opportunities for our students. The thoughtful, and careful planning of the math program pilot, evaluation and changes to the special education leadership structure, and work integrating diversity, equity and inclusion throughout our schools are just three examples of concrete evidence of her leadership.

Superintendent McCoy has had, unfortunately, multiple opportunities to lead through crisis and tragedy over the past year. She provided steadfast and unwavering support to grieving families and staff members, and ensured that the community felt seen and cared for during moments of profound loss. During a building lockdown this year, Superintendent McCoy was a steadfast anchor, providing clear and reassuring communication with parents and caregivers and working with law enforcement to make sure that students and staff were safe and that the incident was

investigated and debriefed.

There is strong consensus among the Districts' committees that DS is extremely fortunate to have Superintendent McCoy at the helm of our Districts.

Superintendent's Performance Goals



Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal		A) In order to increase student engagement and foster deep learning, I will support educators in further utilizing student-centered, inquiry-based, skills-focused instruction. B) Identify a comprehensive set of data points to monitor student, school and district growth relative to established goals and benchmarks.				X	
Professional Practice Goal		Streamline platforms and practices to ensure timely, effective systems of communication between home and school.				X	
District Improvement Goal 1		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.				X	
District Improvement Goal 2		Nurture a positive school culture and strong sense of belonging as a means to improve academic and social-emotional outcomes for all students.				X	
District Improvement Goal 3		Refine communication strategies relative to district goals and practices as a means to increase transparency and build trust with families and the community.				X	

Standards and Indicators for Effective Administrative Leadership			
Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. X Focus Indicator (check if yes)			X	
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. X Focus Indicator (check if yes)			X	
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. Focus Indicator (check if yes)			X	
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. X Focus Indicator (check if yes)			X	
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. Focus Indicator (check if yes)			X	
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			X	

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Superintendent McCoy's background and experience as an instructional leader means she always keeps her focus on the primacy of student experience and performance in her work. She models the importance of this standard in her own reflective nature and willingness to learn before and while making important decisions for the Districts in the area of curriculum and instruction.

Over the course of the year, Superintendent McCoy provided multiple key pieces of evidence that support her work in this area. She has led and supported multiple curriculum reviews, conducted classroom observations and walkthroughs with members of the administrative team, has supported professional development for supervisors on effective observation and worked with Assistant Superintendent Conklin to identify 9 high-leverage best practices that support District Goals around student learning and that are observable in all classrooms, pre-K-12.

The recent adoption of a new K-5 math curriculum is a great example of how the instructional leadership team left no stone unturned as they examined the best way to teach our children so that all students could be both challenged and supported as they master important math concepts in alignment with the MA Curriculum Frameworks. Working together with the Assistant Superintendent, Ms. McCoy was well-versed in the review process, and it was exceptionally thorough, including multiple site visits to Districts using all curricula being considered as well as multiple long-term pilot experiences for teachers in Dover and Sherborn. Feedback was sought from educators, families, students and building leaders as decisions were made, and a thorough, detailed and data-driven presentation was shared with the school committees along the way.

Moving forward, it will be important to look at data gleaned from the new District data dashboard and to elicit feedback directly from students and families as this and other new curriculum and teaching methods are revised and implemented at all levels.

Instructional Leadership is clearly a priority for Superintendent McCoy and she leads a strong team in her work with Assistant Superintendent Conklin and the Instructional Leadership teams at each of the schools.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. Focus Indicator (check if yes)			X	
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. Focus Indicator (check if yes)			X	
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. X Focus Indicator (check if yes)			X	
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. X Focus Indicator (check if yes)			X	
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. Focus Indicator (check if yes)			X	
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			X	
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent McCoy over the course of the past year has had multiple opportunities to demonstrate her strong management skills. Members have mentioned that her ability to lead bold progress and manage the day-to-day operations of the district is inspiring, for example, “She has managed to do this even while gracefully juggling an increase in public record requests, which have challenged the district over the past few years. Her work on creating a data dashboard that incorporates multiple sources of data is a big step forward for teachers and administrators, as well as the general public.”

Superintendent McCoy is a person with a high degree of integrity. In addition to this, she clearly has a detailed understanding of laws, ethics, and policies related to education. One person has shared that although they admire her can-do attitude, they are concerned about sustainability and do not want to lose her to burn out.

Superintendent’s Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☒ Focus Indicator (check if yes)			X	
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)			X	
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)			X	
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)			X	
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			X	

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Superintendent McCoy has worked tirelessly on transparent communication this year. Members report positive feedback from families regarding her ability to foster a strong school culture where parents feel welcome and where concerns are addressed respectfully and fully. Superintendent McCoy has consistently demonstrated and modeled a diplomatic approach when responding to dissent, disagreement or critique from members of the community. She is responsive and transparent, even when responding to concerns that are based on misinformation. She responds to all

inquiries with respect, integrity and kindness. Superintendent McCoy clearly views parents and caregivers as important partners in the work of sustaining and improving education in the Dover-Sherborn Regional Districts.

Superintendent McCoy is consistently responsive to the community and has created numerous public events over the course of the year to educate the public about the “whys” behind District goals and priorities as well as to address concerns that have arisen from various stakeholders along the way. This year’s events have offered the community an opportunity to return to the principles of Challenge Success, academic innovation for 21st century learning, understanding the District’s revised strategic plan, and addressing the community regarding the Mathematics curriculum review, elementary curriculum pilots and new curriculum decisions.

The new Districts’ website is up and running; it fits a forward-thinking District better than the old version and enables families to find what they are looking for more easily and with fewer “clicks.”

Communication within school communities and for families with children in multiple schools is being continuously streamlined while continuing to offer parents insight into what is happening in their children’s schools day-to-day. The new data dashboard and app, ParentSquare, is going to offer even better systems and transparency for families and community members alike and the Committee members look forward to seeing how these systems are able to increase the effectiveness of District communications.

Superintendent McCoy is willing to tackle challenging issues, and respond to community concerns in a proactive and professional manner. When community members brought to her attention the need to reconsider the Districts’ holiday schedule to better meet the needs of our multicultural community, she convened a Task Force that took on this multi-faceted, complex issue and allowed many voices to be heard, while continuing to model respect, empathy and decorum at all times.

One concern that has arisen this year is the volume of Freedom of Information requests being directed at Dover-Sherborn Schools. Responding to these requests has been incredibly time-consuming and have strained the capabilities of Central Office personnel including Superintendent McCoy. Rather than complain about this challenge, the Superintendent has responded to requests with grace and respect, and has used this as an opportunity to create even more transparency and to demonstrate the urgency of the need for systems such as the data dashboard.

Superintendent McCoy clearly views parents and caregivers as important partners in the work of sustaining and improving education in the Dover-Sherborn Regional Districts.

Superintendent’s Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)			X	
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)			X	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. X Focus Indicator (check if yes)				X
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)				X
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. X Focus Indicator (check if yes)				X
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)			X	
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			X	X
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Many school committee members have commended Beth's communication skills and improvements in the overall school communications, through the new website, and effective newsletters. There have been many positive comments regarding Beth's exemplary skills in navigating difficult discussions and topics with respect and open mind and heart, such as the school calendar task force. For example, Superintendent McCoy has excelled in fostering strong communication with the community through various channels, notably newsletters, workshops, and panels. Through meticulously crafted newsletters, she has kept families and stakeholders informed, ensuring transparency and engagement. Her dedication extends beyond mere updates; she has orchestrated workshops aimed at empowering students, equipping them with the skills and knowledge crucial for their future endeavors. Additionally, by organizing panels featuring experts and professionals, she has provided invaluable insights, guiding students towards readiness for the challenges and opportunities ahead. Her proactive approach and commitment to effective communication have undoubtedly enhanced the community's confidence and preparedness for the future. From a cultural proficiency standpoint, it was impressive to see how Superintendent McCoy encouraged us to examine the school calendar to see if it was still a good fit for the needs of our students and their religious and cultural celebrations. She encouraged the committee to collect and				

reflect upon data points from multiple stakeholders and perspectives. At all times, even if committee members differed in opinions, inspired by her tone and leadership, we all had respectful dialogue and left meetings with a better understanding and a deeper trust for each other.

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes April 2, 2024

Present:

Dover School Committee

Liz Grossman

Jeff Cassidy

Goli Sepehr

Jessie Hole

Martha Castle

Sherborn School Committee

Dennis Quandt

Christine Walsh

Becca Hammond

Kristen Aberle

Dover-Sherborn Regional School
Committee

Judi Miller

Colleen Burt

Kate Potter

Angie Johnson

Mark Healey

Maggie Charron

1. **Call to order** – The meeting was called to order at 7:18 PM in the DSMS Library.
2. **Community Comments** - there was a comment from a Sherborn parent who advocated not adding additional holidays to the school calendar as they would be disruptive to learning continuity and days added in June are not useful for learning.
3. **Superintendent Comments** - Superintendent McCoy reviewed recent and upcoming meetings and district events as well as Leadership Team hiring.
4. **Superintendent's Evaluation** - Maggie Charron summarized the evaluation process and asked that everyone get their comments in by April 15th.
5. **Discussion Items**
 - Updates to Policy Handbook, Sections A-C: 1st read - changes to the policies bring them in line with State and Federal guidelines since the last updates.
6. **Action Items**
 - Vote to Approve Changes to ACCEPT Agreement: 2nd read -

DRAFT

There were motions to approve the changes to the ACCEPT Agreement as presented.

RSC: motion by Mark Healey, second by Maggie Charron

Vote in favor: Judi Miller, Angie Johnson, Kate Potter, Colleen Burt, Maggie Charron, and Mark Healey.

SSC: motion by Becca Hammond, second by Kristen Aberle

Vote in favor: Dennis Quandt, Christine Walsh, Kristen Aberle, and Becca Hammond

DSC: motion by Jeff Cassidy, second by Goli Sepehr

Vote in favor: Liz Grossman, Goli Sepehr, Jeff Cassidy, Martha Castle and Jessie Hole.

- Vote to Approve 2024-25 School Year Calendar - Liz Grossman made a suggestion that since the calendars for each of the three districts need to be the same, the committees should agree up front that if all the separate committee motions are not the same that the status quo (current calendar) will prevail.

There were motions made that if each of the three committees do not approve the same motion to make a change to the current school calendar, the three districts will maintain the status quo with regard to the holidays that are given as days off from school.

RSC: motion by Colleen Burt, second by Kate Potter

Vote in favor: Judi Miller, Angie Johnson, Kate Potter, Colleen Burt, Maggie Charron, and Mark Healey.

SSC: motion by Becca Hammond, second by Kristen Aberle

Vote in favor: Dennis Quandt, Christine Walsh, Kristen Aberle, and Becca Hammond

DSC: motion by Jeff Cassidy, second by Goli Sepehr

Vote in favor: Liz Grossman, Goli Sepehr, Jeff Cassidy, Martha Castle and Jessie Hole.

Beth McCoy, speaking on behalf of the Calendar Task Force, reminded the Committees of the agreements reached by the Task Force:

- Educate students about various holidays as they occur throughout the year;
- Ensure students and faculty adhere to school committee policies relative to attendance and coursework on/around various holiday;
- Consider the impact of scheduled athletics events and extracurricular activities on/around various holidays; and
- Strong community support for starting December vacation on/before the 24th to extend the winter break (already accepted by vote on calendar last month).

School Committee members took a poll to determine how to begin the conversation. There was consensus that if the status quo remained the policy regarding holidays (bullet #2 above) needs to be summarized in simplified, understandable language for both faculty, students, and families.

There were no motions for either the Federal only holiday calendar or the adding holidays to the calendar options.

7. Consent Agenda

- January 30, 2024 minutes

DRAFT

There were motions to approve the Consent Agenda.

RSC: motion by Mark Healey, second by Maggie Charron

Vote in favor: Judi Miller, Angie Johnson, Kate Potter, Colleen Burt, Maggie Charron, and Mark Healey.

SSC: motion by Becca Hammond, second by Kristen Aberle

Vote in favor: Dennis Quandt, Christine Walsh, Kristen Aberle, and Becca Hammond

DSC: motion by Martha Castle, second by Goli Sepehr

Vote in favor: Liz Grossman, Goli Sepehr, Jeff Cassidy, Martha Castle and Jessie Hole.

8. Informational Items

- Closure on Contract MOA's (JACSE & Educational Assistants)
- Summary of FY25 Budgets

9. Items for April 24, 2024 Meeting: METCO Headquarters, Boston MA - Superintendent Evaluation

10. Adjourn at 9:18 pm

Respectfully submitted, Amy Davis