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

Tuesday, September 10, 2024
6:30 PM
Dover-Sherborn Middle School Library

Livestream via Dover-Sherborn Cable Television

AGENDA

1. **Call to Order**

2. **Community Comments**

    https://meet.google.com/gre-owyp-oeu (will close after Community Comments)

3. **Superintendent Comments**

    - District and Superintendents Goals   **A.R.**

4. **Assistant Superintendent Comments**

5. **Discussion Items**

    - School Committee Norms   **A.R**.

    - Responsive Use' Digital Citizenship Agreement (1st Read)

6. **Action Items**

7. **Consent Items**   **A.R.**

    - Approval of Minutes June 11, 2024

8. **Informational Items**

    - Holiday Guidelines

9. **Items for January 28, 2025**

10. **Adjourn**

The Public Schools of Dover and Sherborn

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

Elizabeth M. McCoy, Superintendent   Dawn Fattore, Business Administrator
Denton Conklin, Assistant Superintendent   Kate McCarthy, Director of Student Services

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To: Dover, Sherborn, and Dover-Sherborn Regional School Committees
From: Elizabeth McCoy
Re: Proposed District & Superintendent Goals 2024-25
Date: September 6, 2024

DISTRICT IMPROVEMENT GOALS 2024-25

DISTRICT GOAL #1: BEST PRACTICES

Further implement the District's 9 Best Practices to engage students as active learners in the development of skills depicted in the Dover-Sherborn Portrait of a Graduate.

Key Actions

- Identify core indicators for each of the 9 Best Practices.
- Reference the core indicators during classroom observations and in educator feedback documents.
- Model use of the Best Practices at district, faculty and team meetings.
- Showcase classroom examples of the Best Practices through school and district newsletters.

Evidence & Outcomes

- List of core indicators for each of the 9 Best Practices.
- Examples of observation write-ups referencing the core indicators.
- Agendas demonstrating the application of Best Practices at meetings.
- Newsletters highlighting use of the Best Practices across classrooms.

DISTRICT GOAL #2: STUDENT VOICE

Elevate student voice as a means to increase students' sense of belonging and inform classroom, school and district policy and practice.

Key Actions

- Establish and meet regularly with a Superintendent Advisory Council of students.

The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

- Engage students in the analysis of Challenge Success Survey data and identification of next steps.
- Support students in the development of a survey to provide feedback to classroom teachers.
- Provide opportunities for educators to shadow students for a day.
- Launch an "I Wish" campaign to allow students to share their experiences with parents and staff.

Evidence & Outcomes

- Agendas from Superintendent Advisory Council meetings.
- Summary of student findings relative to Challenge Success Survey data.
- Feedback survey for educators generated by students.
- Schedule of student shadow days.
- Sample student submissions from the "I Wish" campaign.

DISTRICT GOAL #3: STREAMLINED COMMUNICATION

Streamline tools and strategies to improve communication, increase collaboration and strengthen engagement with families and the community.

Key Actions

- Provide staff with expectations and training relative to use of the ParentSquare platform.
- Support parents/caregivers in accessing the ParentSquare platform and adjusting individual settings.
- Monitor staff use of the ParentSquare platform and provide feedback to ensure robust communication.
- Collect feedback from parents/caregivers relative to the accessibility of key information.

Evidence & Outcomes

- Overview of staff expectations and training sessions.
- Outline of parent/caregiver resources and supports.
- Survey feedback from parents/caregivers.

SUPERINTENDENT GOALS 2024-25

SUPERINTENDENT GOAL #1: EDUCATOR FEEDBACK (STUDENT LEARNING)

Calibrate and refine educator observations to ensure focused and constructive feedback relative to educator, school and district goals.

Key Actions

- Support leaders in creating goals centered on providing educators with focused and constructive feedback.
- Conduct bimonthly classroom visits with building leaders to calibrate observations and findings.
- Engage in post-observation conversations with evaluators to share strategies for coaching educators.

- Review logged observations to provide feedback to evaluators as needed.
- Share sample observations and problems of practice among leaders to calibrate practices district-wide.

Evidence & Outcomes

- Leaders' student learning and professional practice goals.
- A schedule of classroom observations and debriefing sessions with building leaders.
- Samples of feedback provided to evaluators relative to written observations.
- Leadership Team meeting agendas outlining calibration activities.

SUPERINTENDENT GOAL #2: PROFESSIONAL NETWORKING (PROFESSIONAL PRACTICE)

Engage with local, state and national superintendents to gain additional strategies to communicate with stakeholders, navigate challenges and maintain momentum on district goals and initiatives.

Key Actions

- Attend five in-person and virtual Leading Now sessions.
- Consult with the assigned Leading Now advisor as needed.
- Complete the final year of the New Superintendent Induction Program (NSIP).

Evidence & Outcomes

- Records of attendance at Leading Now and NSIP sessions.
- Logs of meetings with the Leading Now advisor.
- Samples of strategies obtained from the programs.

Dover-Sherborn Public Schools

Joint Meeting of the School Committees

Tuesday, September 10, 2024

6:30 PM

Highlights from Summer PD

- 2 Elementary Math workshops

- New IEP PD

- COR "Investigating History" PD

- Co-Teaching PD

- Early grades "Science of Reading" planning

- K-12 Performing Arts curriculum vertical alignment

- High School World Language Extempore training

- Building "AI Resistant" assignments

- Differentiation and small group instruction strategies

MASS Summer Institute

Elizabeth McCoy
Superintendent

Denny Conklin
Assistant Superintendent

Chickering Elementary (Dover)
Pine Hill Elementary (Sherborn)
Dover-Sherborn Regional
Middle School & High School

1977

Total # of Students in the District
475 Chickering   391 Pine Hill
461 DSMS   650 DSHS

12:1 Student to teacher ratio

26 Languages spoken at home

18 Average Class Size

22% High Needs Students

16% Students with disabilities

20 miles metrowest of Boston

The Dover-Sherborn Public Schools share the mission to inspire, challenge, and support all students as they discover their full potential.
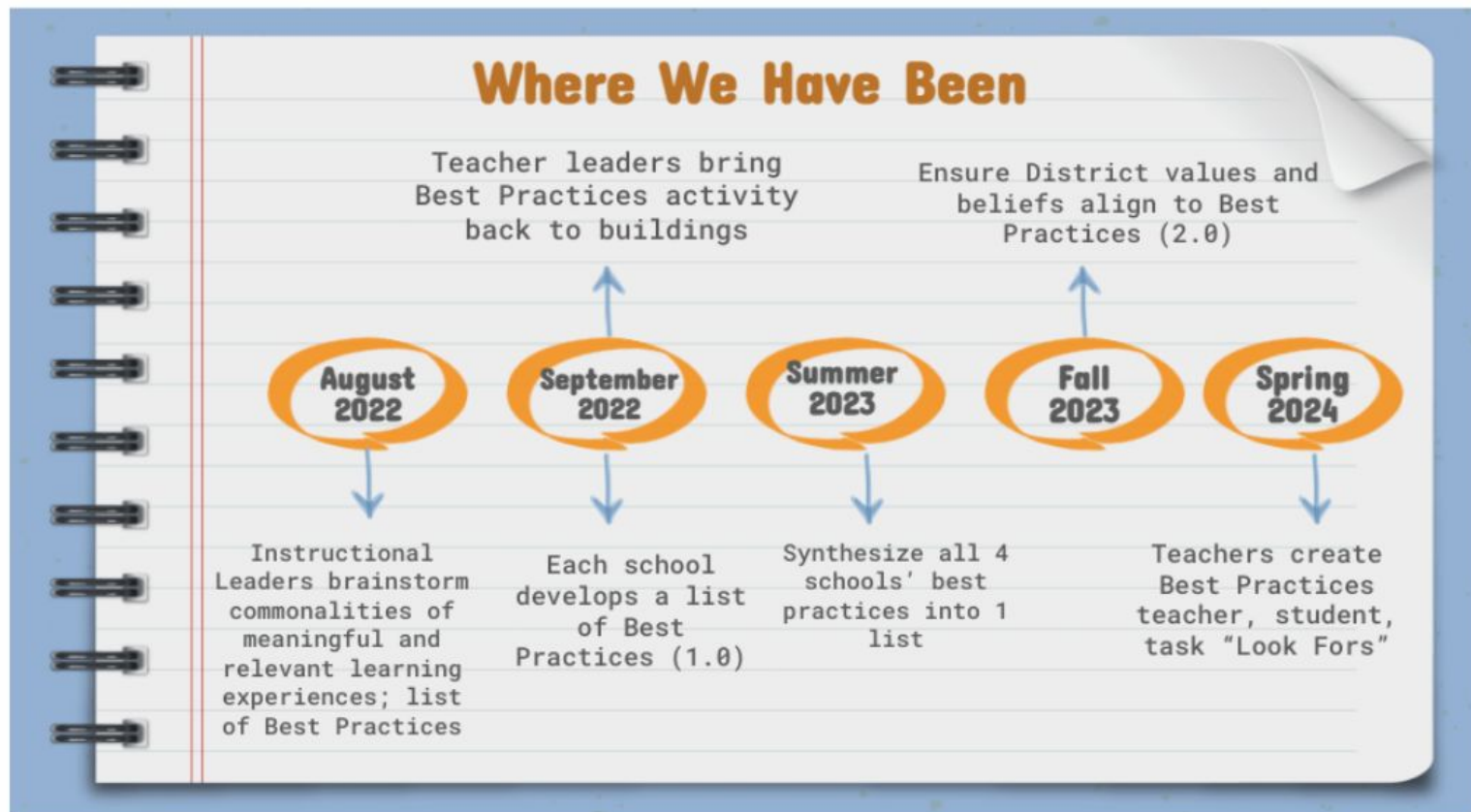
www.doversherborn.org
@DSteachlearn
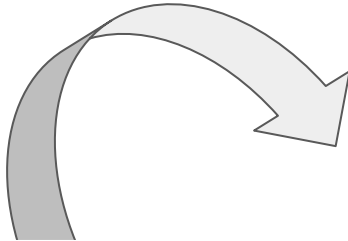
MASS Summer Institute

MASS Summer Institute

- ✓ **Personal Experience**

- ✓ **Current Initiatives**

- ✓ **Student Feedback**

Dover-Sherborn Public Schools
BEST PRACTICES

1 Relationships
Promote a climate of kindness and respect that prioritizes students' relationships with educators and peers in order to foster empathy, belonging and well-being.

2 Voice
Engage all students as active participants in meaningful learning by giving them a voice into what and how they learn.

3 Agency
Create opportunities for students to build their efficacy and agency by taking academic risks, challenging themselves and claiming ownership of their learning.

4 Relevance
Prioritize skills and content that allow students to apply their learning in relevant, authentic, and real-world contexts.

5 Equitable Access
Ensure all students are held to high expectations and have equitable access to a wide range of rigorous coursework and learning opportunities.

6 Critical Thinking
Develop students' abilities to examine information and ideas by thinking critically, asking questions, and analyzing perspective and bias.

7 Collaboration
Provide opportunities for cooperative learning, conferring, and civil discourse as a means to develop collaborative and interpersonal skills.

8 Individualization
Utilize instructional practices that tailor learning to students' identities, experiences, prior knowledge, and learning styles, ensuring that all students are supported and challenged to meet their full potential.

9 Growth
Offer students multiple opportunities and means to demonstrate their learning, reflect on their growth, and receive meaningful feedback from educators.

Dover-Sherborn Public Schools
BEST PRACTICES

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4 Relevance	**5 Equitable Access**	**6 Critical Thinking**
Prioritize skills and content that allow students to apply their learning in relevant, authentic, and real-world contexts.	Ensure all students are held to high expectations and have equitable access to a wide range of rigorous coursework and learning opportunities.	Develop students' abilities to examine information and ideas by thinking critically, asking questions, and analyzing perspective and bias.
7 Collaboration	**8 Individualization**	**9 Growth**
Provide opportunities for cooperative learning, conferring, and civil discourse as a means to develop collaborative and interpersonal skills.	Utilize instructional practices that tailor learning to students' identities, experiences, prior knowledge, and learning styles, ensuring that all students are supported and challenged to meet their full potential.	Offer students multiple opportunities and means to demonstrate their learning, reflect on their growth, and receive meaningful feedback from educators.

2 Voice

Engage all students as active participants in meaningful learning by giving them a voice into what and how they learn.

Students…
- Make thoughtful choices involving conditions to support their learning (i.e. seating, partners, tasks, etc.).
- Share their thoughts and opinions on a wide range of topics through classroom discourse or activities.
- Demonstrate creativity in the design and creation of original products and solutions.
- Offer different ways to solve or approach a problem.
- Contribute to the betterment of the classroom, school, local or larger community.

The educator…
- Prioritizes student-centered learning activities over direct instruction.
- Develops lessons and activities that involve students' interests and ideas.
- Provides opportunities for students to plan classroom activities.
- Allows time for students to explore their curiosities and develop their own hypotheses/claims.
- Models how to explore and build upon one's own interests and passions.

The task…
- Allows for voice and choice relative to content/topic, learning activity, work product and/or assessment.
- Provides opportunities for open ended exploration (i.e. students pose questions and narrow in on a topic).
- Requires imagination and creativity in the creation of original products or solutions.
- Engages students as active citizens and community members.

Resources:
- Anticipation Guides, Barometer
- Harkness Discussion
- BlendEDU Discussion Techniques Choice Board
- Genius Hour
- Art, music, soundtracks, videos, social media profiles, Genius projects, TedTalks, podcasts, slides, websites, writing/poetry, etc.

DOVER-SHERBORN DISTRICT LAUNCH 2024

DESIGNING EXPERIENCES

FOR STUDENTS TO

CONSTRUCT MEANING

Because, Kids.

District Launch

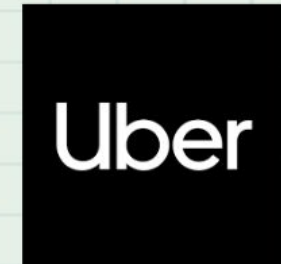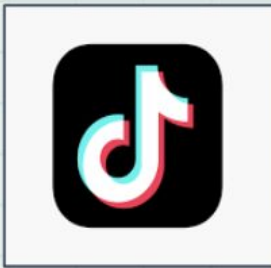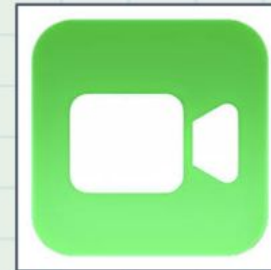"WE ARE WORKERS

OF A FUTURE

NOT OUR OWN."
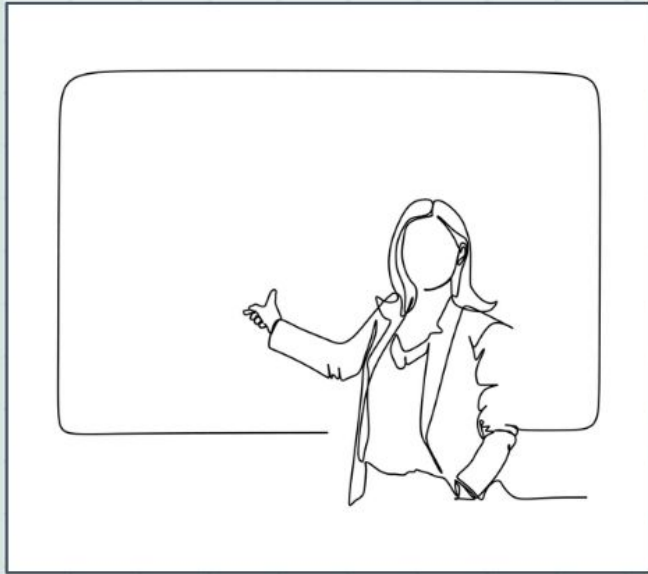
ARCHBISHOP OSCAR ROMERO

District Launch

"We are currently preparing students for jobs that don't yet exist … using technologies that haven't been invented … in order to solve problems we don't even know are problems yet."
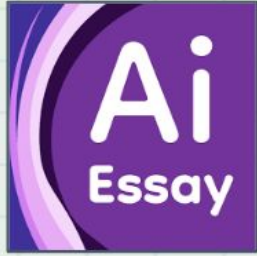
District Launch

District Launch

District Launch

STUDENT VOICE

Research indicates that students

who believe they have a voice in school

are seven times more likely

to achieve at high levels

as they experience increased

self-worth, engagement and purpose.

District Launch

District Launch

ESSENTIAL QUESTIONS

01 WHY DOES STUDENT ENGAGEMENT MATTER?

02 HOW ENGAGED ARE OUR STUDENTS?

03 HOW MIGHT WE INCREASE STUDENT ENGAGEMENT?

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DEFINING ENGAGEMENT
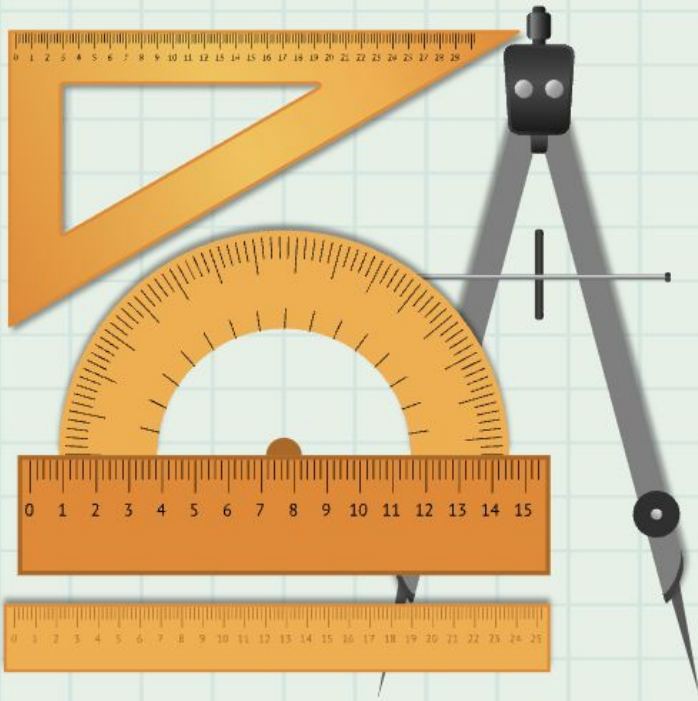
"Student engagement is a term that describes the level of interest, curiosity, attention, and motivation students show when they are learning."

-AI Overview, Google

District Launch

Ladder of Learning

Empowerment

Students take full ownership of learning activities, create and explore inquiry questions, transform knowledge into new products, take risks and adjust plans through the process (synthesize & evaluate).

Engagement

Students begin taking ownership of learning activities. They concentrate on understanding and completing the task while also asking and pursuing open-ended questions. They do not simply follow the directions but actively work to improve the quality of their performance (analyze and synthesize).

Active Compliance

Students participate in learning activities and stay on task without teacher intervention. Their work has a routine quality to it with a focus on finding 'right answers' and they consider the learning activity as a means to an end (knowledge & comprehension).

Passive Compliance

Students follow directions in a rote or routine manner. Attention may be mildly distracted and they may need some added teacher attention or direction to remain on task (knowledge & comprehension).

Periodic Compliance

Students' attention and participation fluctuates. They appear distractible and stall out easily when questions emerge. May require significant teacher attention and direction.

Resistance

Students appear blocked, unable or unwilling to participate in learning activities. Classroom management procedures or redesign of learning activities may be required.

Becoming Brilliant: What Science Tells Us About Raising Successful Children

Adolescent Educational Success and Mental Health Vary Across School Engagement Profiles (National Institutes of Health)

2022-2023 State of Engagement Report
For learning to occur, students need to be motivated and engaged in the learning process (Linnenbrink-Garcia et al., 2016)... Fortunately, educational and psychological research have identified an extensive assortment of educational strategies that support or thwart motivation and engagement through a variety of mechanisms, including through students' experiences of autonomy, competence, and relatedness (Patall et al., 2022a).

Exploring the Link Between Student Engagement and Deeper Learning
When students are engaged in their learning, they are more likely to dive deeper into the material. This is because they are actively participating in the process, asking questions, and seeking out answers.
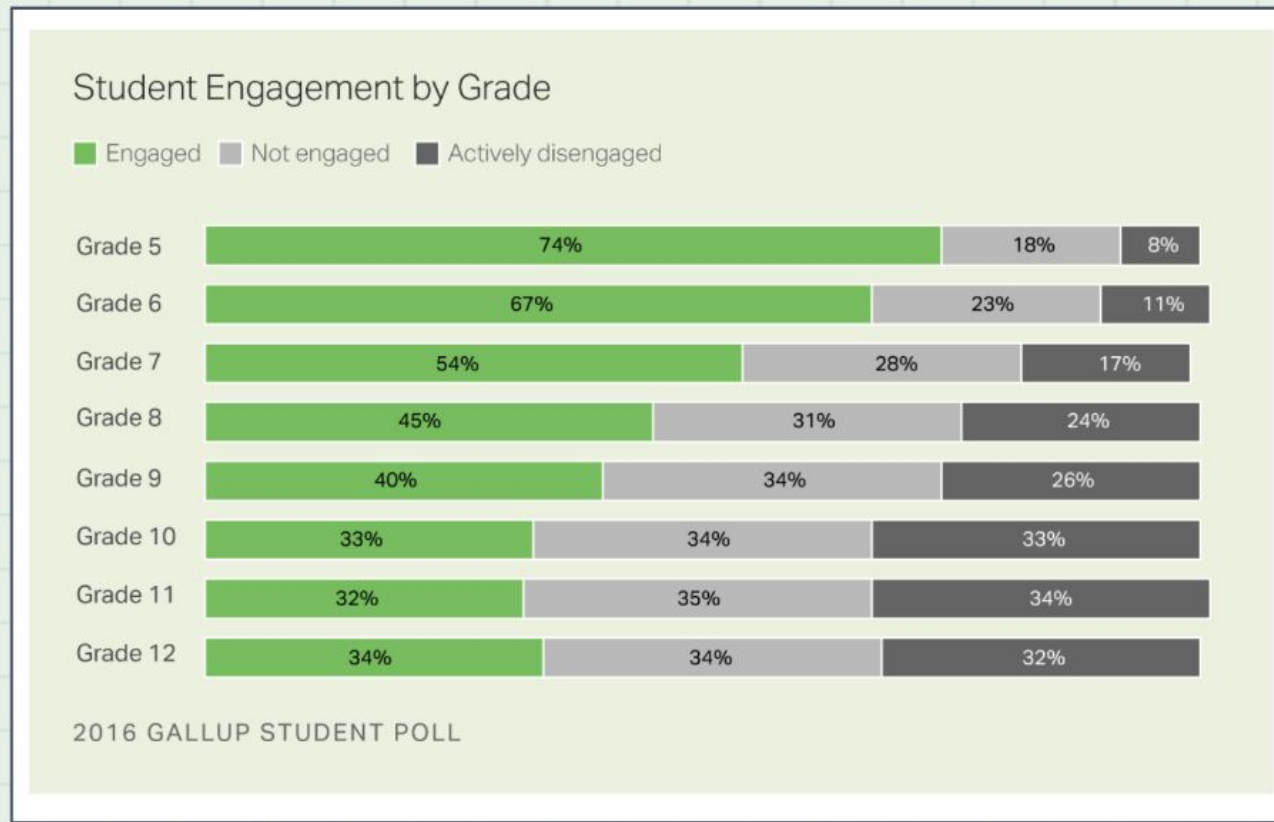
Why Full Engagement Matters
"Engagement has been much-heralded in the literature as an important driver of school achievement as well as a critical antecedent to understanding material and acquiring new skills (Akey, 2006; Connell & Wellborn, 1991; Marks, 2000; Newmann, 1992). In addition, engagement has been found to be a protective factor, buffering youth from risk behaviors and unhealthy outcomes. Studies find that engaged students are less likely to abuse drugs and alcohol (Guo, Hawkins, Hill & Abbott, 2001; Shochet, Dadds, Ham & Montague, 2006) and less likely to experience internalizing symptoms, including depression (Li, Biberoglu, Phelps, Lerner & Lerner, 2008; Li & Lerner, 2011; Mylant, Ide, Cuevas, & Meehan, 2002; Shochet, et al., 2006.) Engagement also has been linked to well-being and life satisfaction (Lewis, Huebner, Malone & Valois, 2011). Because it has been associated so strongly with valued academic and non-academic outcomes, engagement has attracted growing attention from educators, policymakers, and philanthropists seeking to invest in reform strategies."

The Smartest Kids in the World

Keys to Meaningful Learning, Engagement & Well-Being
"Researchers who study meaningful learning can appreciate the concept of Torah Lishmah. They know that when students find meaning in what they are studying—when they are truly engaged in the tasks, and not just doing them for the sake of a grade or to check off an assignment on a to-do list—they are more likely to be academically successful."

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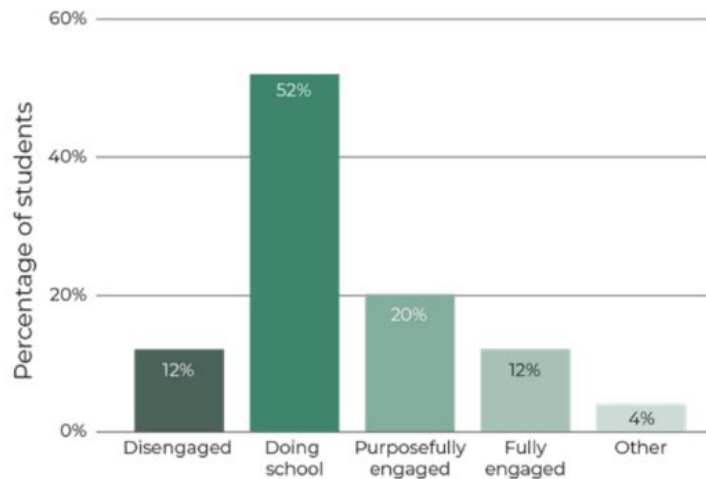**Keys to Meaningful Learning, Engagement & Well-Being**
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STUDENT ENGAGEMENT: NATIONALLY

Student Engagement by Grade

- Engaged
- Not engaged
- Actively disengaged

Grade	Engaged	Not engaged	Actively disengaged
Grade 5	74%	18%	8%
Grade 6	67%	23%	11%
Grade 7	54%	28%	17%
Grade 8	45%	31%	24%
Grade 9	40%	34%	26%
Grade 10	33%	34%	33%
Grade 11	32%	35%	34%
Grade 12	34%	34%	32%

2016 GALLUP STUDENT POLL

District Launch

STUDENT ENGAGEMENT: NATIONALLY

Figure 1.
Engagement types among high school students

Percentage of students

- Disengaged: 12%
- Doing school: 52%
- Purposefully engaged: 20%
- Fully engaged: 12%
- Other: 4%

Note: n= 46,671

DISENGAGED   12%

DOING SCHOOL   52%
- Do the work

PURPOSEFULLY ENGAGED   20%
- Do the work
- The work is relevant & meaningful

FULLY ENGAGED   12%
- Do the work
- The work is relevant & meaningful
- The work is exciting & brings joy

District Launch

STUDENT ENGAGEMENT: DOVER-SHERBORN

	MS	**HS**
DISENGAGED	3%	9%
DOING SCHOOL	36%	45%

- Do the work

PURPOSEFULLY ENGAGED	37%	24%

- Do the work
- The work is relevant & meaningful

FULLY ENGAGED	21%	19%

- Do the work
- The work is relevant & meaningful
- The work is exciting & brings joy
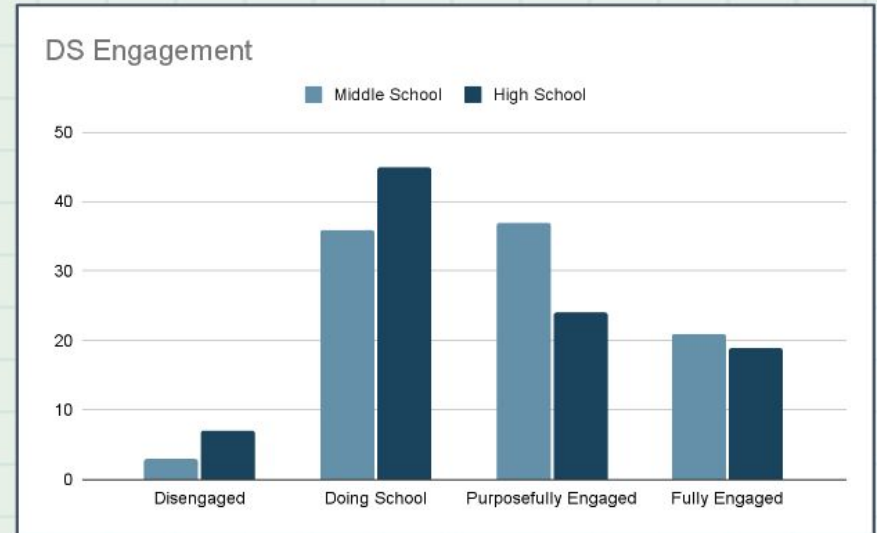
STUDENT EXAMPLES

"A time in school when I felt fully engaged was during my 8th grade mock trial in social studies. During both the prep and the actual trial, I was excited to come to class each day to learn more about the subject up for debate. Each student had a vital role that they took part in to create an engaging environment."

2 Voice

STUDENT EXAMPLES

"I also thought the way my teacher went about learning the states and the capitals had me completely engaged because we would do so many different ways of trying to memorize them. With a wide variety of options - which everyone in the class had to try - we each got to pick a different way that worked for us to learn the material. I remember trying flashcards, whiteboards, matching games, spelling apps, books and so many other things all to determine which way the information stuck with us. "

8 Individualization

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TOP RECOMMENDATIONS

12. Create more spaces for collaboration.

11. Establish advisories.

10. Reduce the number of required courses.

9. Collect student feedback more often.

8. Adapt to new technology.

7. Explain the "why" behind what students are learning.

TOP RECOMMENDATIONS

6. Develop lessons around students' interests.

5. Consider the different needs of students.

4. Assess students in more than one way.

3. Connect topics to the real world.

2. Create more opportunities for group work.

1. Allow choice.

TOP RECOMMENDATIONS

Dover-Sherborn Public Schools
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tell me
AND I FORGET

teach me
AND I REMEMBER

involve me
AND I LEARN

-BENJAMIN FRANKLIN

"The one who does the work does the learning."
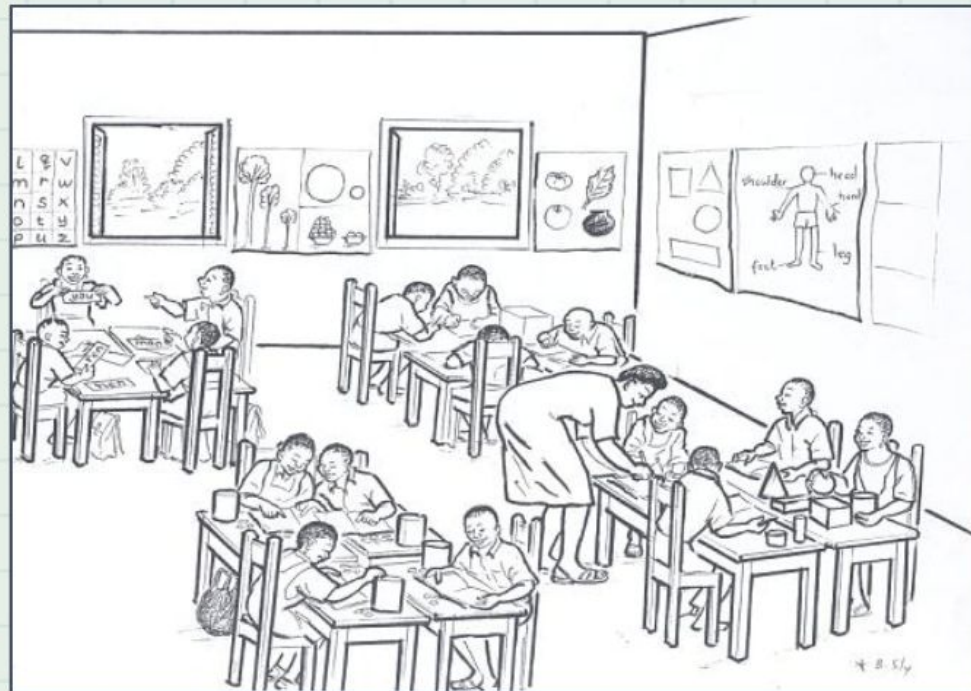
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explorers

innovators

tinkerers

communicators
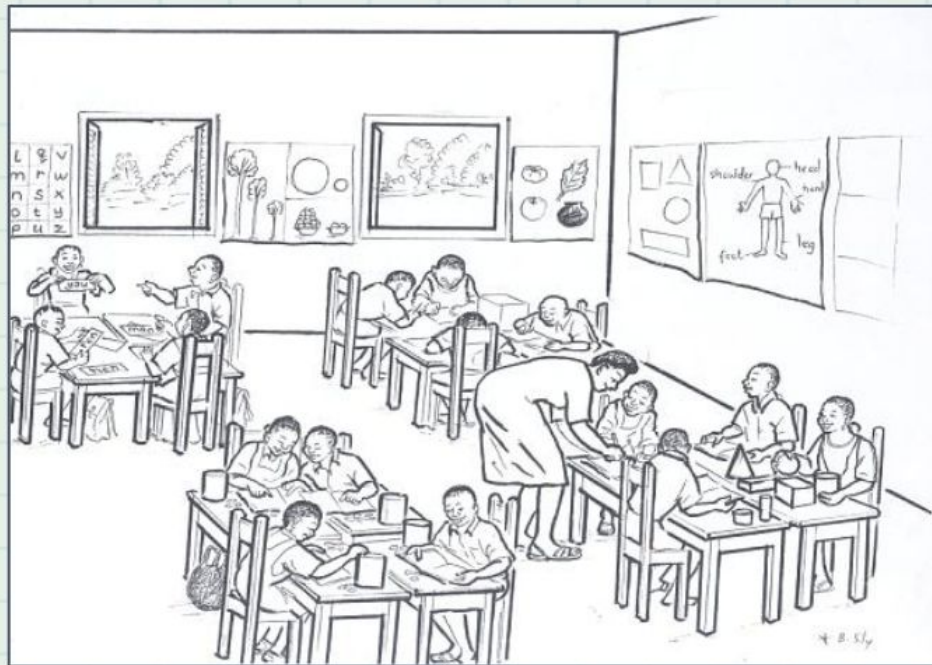
creators

collaborators

thinkers

problem solvers

District Launch
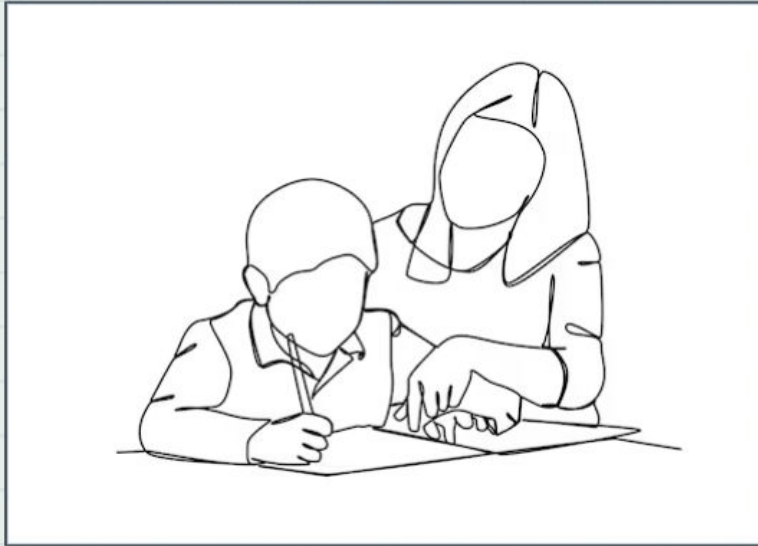
listen   observe   respond   prompt   connect

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BEST PRACTICES
Dover-Sherborn Public Schools

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The task…	• Allows for voice and choice relative to content/topic, learning activity, work product and/or assessment. • Provides opportunities for open ended exploration (i.e. students pose questions and narrow in on a topic). • Requires imagination and creativity in the creation of original products or solutions. • Engages students as active citizens and community members.
Resources:	• Anticipation Guides, Barometer • Harkness Discussion • BlendEDU Discussion Techniques Choice Board • Genius Hour • Art, music, soundtracks, videos, social media profiles, Genius projects, TedTalks, podcasts, slides, websites, writing/poetry, etc.

Next Steps

- **Analyze Challenge Success Survey Data - Fall**
    - Academic Integrity & AI
    - Engagement
    - Extra-Curriculars
    - Grades
    - Health & Stress
    - Homework
    - Parent Expectations
    - Sleep
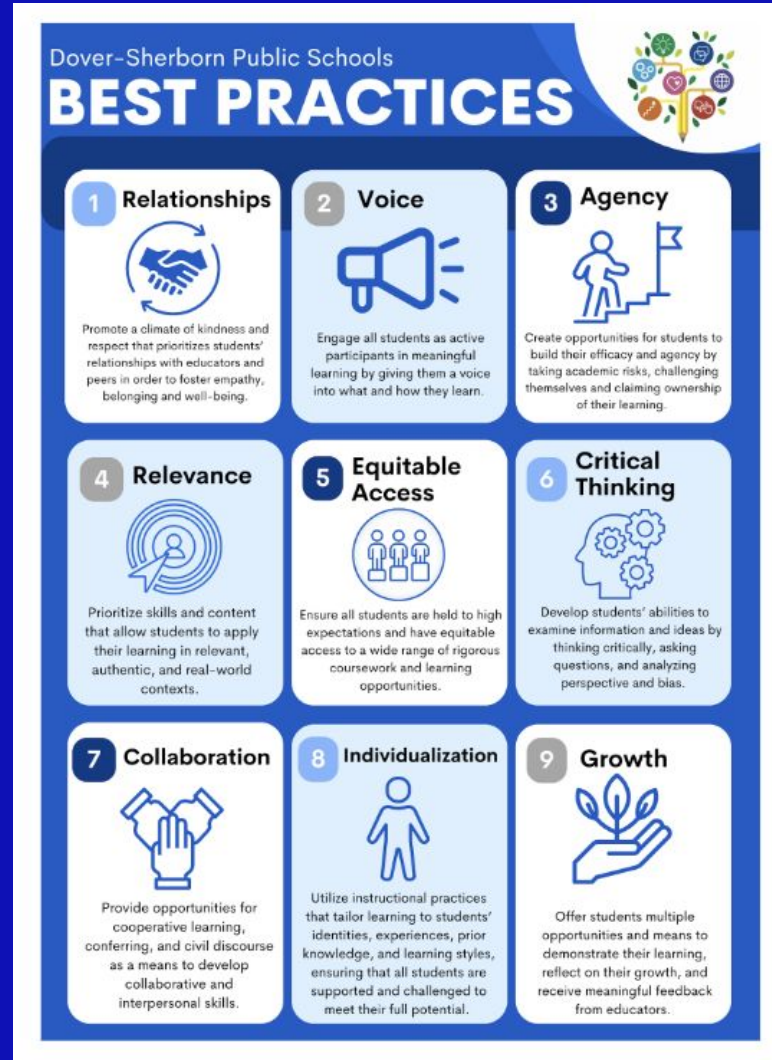   - Support
- **Community Presentation - Winter**

ELEVATING STUDENT VOICE

- Superintendents' Advisory Council

- "I Wish" Campaign

- Shadow a Student for the Day
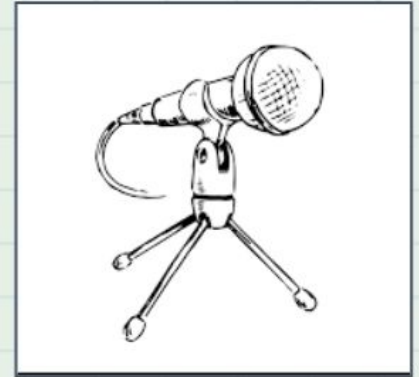
Model Best Practices

Feedback & Questions

Summer Projects

Summer Projects

Summer Projects

Summer Projects

New Staff Orientation

- ## What are the mission and values of DS?

- ## Who are the students and families that make DS special?

Celebrating Educators

- **New Educators**
  - 36 New Educators
  - Other Roles

- **Professional Status**

Chickering	Middle School	High School
Ashley Oleyer Anna Ring Molly Sullivan Christine Uminski	Sarah Altman	Hillary Havener

Celebrating Educators

Chickering	Pine Hill	Middle School	High School
Mary Ann Fabian - 15 Nisha Hochman - 15 Kathy Gillis - 30 Nancy Powers - 30	Kelly Hodge - 15 Ed Ryan - 15 Nicole Darrah - 20 Emily Gird - 20 Pam Ritchie - 25	John Waters - 15 Brett McCoy - 20 Carmel Bergeron - 25 Tom Duprey - 25 Wendy Lutz - 25 Toni Milbourn - 25 Cathy Simino - 25	Eric Schwenderman - 15 Lisa Brodsky - 20 Darren Buck - 20 Liz Friedman - 20 Beth Hecker - 20 Erin Newton - 20 Liz Benatti - 25 John Hickey - 25 Elliott Lucil - 25

District - Lisa Sawin

Emergency Preparedness

- **District-Wide Response Team**

- **School-Based Emergency Response Team**

- **Annual Training**
  - Staff Training
  - Student Training
    - Evacuation/Fire Drill
    - Bus Evacuation
    - Shelter-in-Place
    - Lockdown

ParentSquare

ParentSquare

ParentSquare

ParentSquare Tips for Parents

1 Activate Account

Click the link in your invitation email/ text or sign up on ParentSquare.com or via the ParentSquare app.

2 Download App

It's easy to stay in the loop with the ParentSquare app. Download it now from the App store or Google Play.

3 Set Preferences

Click your name in the top right to visit your account page and set your notification and language preferences.

4 Get Photos & Files

Click 'Photos & Files' in sidebar to easily access pictures, forms and documents that have been shared with you.

5 Appreciate Posts

Click 'Appreciate' in your email/ app or website to thank a teacher or staff for a post. Teachers love the appreciation.

6 Comment or Reply

Click 'Comment' in app or website to privately ask a question about the post that your teacher or school sent.

7 Participate

Click 'Sign Ups & RSVPs' in the sidebar to see available opportunities. Click bell on top to check your commitments.

8 Join a Group

Click 'Groups' in the sidebar to join a group or committee at your school to participate or to stay up-to-date.

9 Find People

Click 'Directory' in the sidebar to find contact information for teachers and parents (not available at all schools).

10 Get in Touch

Click 'Messages' in the sidebar to privately get in touch with staff, teachers and parent leaders.

ParentSquare

Holidays & Homework

- **Committee of administrators, educators, and students**

- **Essential questions:**
  - How can we make students feel more comfortable requesting accommodations for religious and cultural holidays?

  - What procedures and policies should be in place in order to facilitate this communication?

  - How do we ensure consistency and accountability amongst all stakeholders across the District?

- **Review of Calendar Task Force work and other public schools' guidelines**

Holidays & Homework

Recommendations:

- adopt a framework that outlines religious/cultural holiday work policies as a pilot for the 24-25 school year and gather feedback in the spring of 2025 with any suggestions for revisions for the coming years ;

- assure that students and parents/caregivers are aware of the policy;

- the School Committees revise the current School Committee Policy to state "Religious and Cultural Holidays" rather than just "Religious Holidays" (IMDC and IMDC-R) .

Holiday	Date	Schoolwork Guidelines
Rosh Hashanah	Begins: sundown on Wed, 10/2 Ends: Sundown on Fri, 10/4	No schoolwork should be assigned to be due on 10/3 or 10/4. No assessments should be given on 10/3 or 10/4
Yom Kippur	Begins: sundown on Fri, 10/11 Ends: sundown on Sat, 10/12	No specific work restrictions (holiday falls on a weekend)
Diwali	Begins: Fri, 11/1	No schoolwork should be assigned to be due on 11/1 No assessments should be given on 11/1
Christmas	Wed, 12/25	No specific work restrictions (holiday falls over school vacation)
Hanukkah	Begins: sundown Wed, 12/25 Ends: sundown Thur, 1/2	No specific work restrictions (holiday falls over school vacation)

Open Houses

- **High School**   September 12 @ 6:30 PM

- **Middle School**   September 19 @ 6 PM

- **Chickering**   September 26 @ 6 PM

- **Pine Hill**   September 26 @ 6 PM

"Student voice is already there.

It's not something we give.

It's something we honor.

All we have to do is listen."

DOVER, SHERBORN, AND DOVER SHERBORN REGIONAL SCHOOL COMMITTEES
PROTOCOLS & NORMS

Adopted January 18, 2022

For the purpose of effective governance and enhancing teamwork among members of the School Committees and between the School Committees and the administration, we, the members of the Dover, Sherborn, and Dover Sherborn Regional School Committees collectively and individually adopt the following operating protocols and norms:

- The School Committees will represent the needs and interests of all students in the Districts and will establish a vision, create policies, allocate budgets, and assure accountability to sustain continuous improvement in student achievement and well-being. We will dedicate ourselves to seeking and supporting thoughtful solutions that put students first, and that foster our districts' dedication to inclusive excellence.
- We will operate transparently and respectfully, and we will make every effort to ensure that Committee meetings are effective and efficient. We will come to each meeting prepared to engage in thoughtful discussion, having read and digested materials prior to the meeting, and ready to render action where required.
- We agree that discussion will be limited to the agenda, and time will be dedicated during each meeting to designate future agenda topics.
- We will base our decisions upon facts and data, avoid bias (as defined in Policy Manual § ACAB), vote our convictions, and uphold and support the decisions of the majority of the Committee once a decision is made.
- We acknowledge that it is the responsibility of the Superintendent to manage the day-to-day operations of the districts and to oversee the hiring, evaluation, and handling of personnel matters; it is our responsibility to evaluate the Superintendent's effectiveness in these areas and in carrying out the vision identified by the School Committees.
- We will channel requests for information, reports, and data through the Superintendent and Chair, rather than directly to staff. Where appropriate or necessary, further action or response will be coordinated between the Superintendent and Chair in a reasonably timely manner. In turn, it is our expectation that the Superintendent will ensure each member has equal access to information in a timely manner.
- We acknowledge that School Committee meetings are held in public. We will welcome community members to attend our meetings and to participate during public comment.
- We will encourage debate and different points of view, speak with care and respect, and treat administration, staff, community members, and each other with dignity. We will maintain collegiality and respect even and especially in times of disagreement.
- We will lead by example and work to build trust among and between Committee members, administration, staff, and the community.
- We will maintain the confidentiality of privileged or sensitive information and respect the Open Meeting Law.

- We recognize the importance of professional growth and development and agree to participate in experiences to further our knowledge and understanding and to advance the work of our schools.
- We commit to annual review of these protocols and norms, to honoring them, and to taking responsibility for reminding each other if we get off track.

The Public Schools of Dover and Sherborn

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www.doversherborn.org

Elizabeth M. McCoy, Superintendent   Dawn Fattore, Business Administrator
Denton Conklin, Assistant Superintendent   Kate McCarthy, Director of Student Services

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To: Dover, Sherborn, and Dover-Sherborn Regional School Committees
From: Elizabeth McCoy, Superintendent
        Brandon Hall, Director of Educational Technology
Re: Student Responsible Use & Digital Citizenship Agreement
Date: September 6, 2024

Attached please find drafts of the Elementary and Secondary Responsible Use & Digital Citizenship Agreements.

While the District's Responsible Use Policy (File: IJNDB) serves as the formal document guiding educator and student use of technology, the proposed agreements are an attempt to outline healthy online behaviors in age-appropriate student-friendly language.

The goal would be for students to sign this agreement each fall.

We respectfully request that the school committees consider approving these agreements. If interested, a second read can be scheduled for your next round of meetings.

Thank you for your continued support of student safety and well-being. We are happy to answer questions you may have at the joint meeting on September 10.

The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

MIDDLE AND HIGH SCHOOL RESPONSIBLE USE AND DIGITAL CITIZENSHIP AGREEMENT

The Dover-Sherborn Public Schools want to make sure that all students, teachers, and staff have access to digital tools that help them learn and share information. We believe that being able to use technology and find resources online is really important for education.

To help students learn how to use technology safely and responsibly, we follow guidelines set by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA). Every year, the School Committee reviews and approves our Responsible Use Policy. This policy helps us use technology while also protecting students from any risks or problems that might come up.

Using your device is a privilege, and any privilege comes with responsibility. Here are the expectations for using your personal devices at school or anytime you are using school-provided devices.

Digital citizenship
I am responsible for modeling positive digital citizenship. I will treat people with dignity and kindness when using technology and online.

- I will be honest and ethical in all digital communications.
- I will be kind and avoid making threats or insulting, gossiping or teasing others with cruelty while I am online or using a computer.
- I will give credit to authors or sources when using information or ideas that are not my own. I know that failure to properly cite my sources of information is called plagiarism and is a form of cheating.
- I understand that things I post may be seen by others at school and at home, and that things that are posted on the internet can be seen by anyone in the world.
- I will not share personal information (either my own or another student's), including where I live, details about family or friends (including names), my age, birthday, home address or telephone number on the internet.
- I will consider whom I am communicating with and think about how they might interpret my words.
- I will give constructive criticism and provide comments in ways that help others feel supported.
- I will use respectful and appropriate language without swearing, name-calling or causing others to feel uncomfortable due to their gender, race, appearance, behavior or beliefs.
- I will fact-check information before I share it digitally.
- I will not impersonate others or try to trick people into thinking something I wrote was done by someone else.

Learning and curiosity
I understand that school technology and networks are primarily provided to help support my learning and curiosity.

- I will use technology to learn new things.
- I will use technology to complete school activities or assignments.
- I will use my device to check information to verify that it is accurate.
- I will give credit to the creators of any content I use that is not my own.

Personal responsibility and safety
I know that school computers and internet communication tools must be used properly and responsibly.

- If I find content that is not appropriate on the internet, I will notify a teacher or a trusted adult, especially if I reached the inappropriate material in the course of completing an assignment.
- I will take care of the computer and all technology equipment from the school as if it belonged to me.
- I will respect the district network's security measures and only download apps or content I have permission to access.
- I will only log in to the computer or network with my own username and password.

I understand that using any school technology, networks or personal devices at school is a privilege I must earn through responsible use; but we all make mistakes.

When I do something with my device that is not in line with this agreement, I will let a trusted adult know and ask them to help me make it right. If I can't consistently keep my part of this agreement, I understand that privileges may be removed for a time and that I may face additional consequences.

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes June 11, 2024

Present:

Dover School Committee
Goli Sepehr
Jessie Hole
Kate Cook

Dover-Sherborn Regional School
Committee
Mark Healey
Colleen Burt
Kate Potter

Sherborn School Committee
Christine Walsh
Becca Hammond
Kristen Aberle
Megha Kadiyala

Angie Johnson (remote)
Toa Ashk
Kevin Crotty

1. **Call to order –** The meeting was called to order at 6:42 PM in the DSMS Library.
2. **Union #50 Reorganization -** the Union #50 is comprised of 3 members of the Dover School Committee, 3 members of the Sherborn School Committee, as well as non-voting members of the Regional School Committee. Traditionally the most senior members of the Dover and Sherborn Committees are on the Union #50. For Sherborn: Christine Walsh, Becca Hammond, and Kristin Aberle. For Dover: Jeff Cassidy and Goli Sepehr. The Dover School Committee must vote another member onto the Union #50.

Goli Sepehr made a motion to appoint Jessie Hole to the Union #50. Kate Cook seconded.
Vote in favor: Goli Sepehr, Jessie Hole, and Kate Cook.

Jessie Hole made a motion to nominate Jeff Cassidy as Chair of the Union #50 Superintendency Committee. Becca Hammond seconded.
Vote in favor: Goli Sepehr, Jessie Hole, Christine Walsh, Becca Hammond, and Kristin Aberle.

Becca Hammond made a motion to nominate Christine Walsh as Secretary of the Union #50 Superintendency Committee. Jessie Hole seconded.
Vote in favor: Goli Sepehr, Jessie Hole, Christine Walsh, Becca Hammond, and Kristin Aberle.

3. **Community Comments -** none
4. **Superintendent Comments -** Superintendent McCoy provided a year in review including District Events, progress made on District Goals as well as next steps, and personnel updates.
5. **Discussion Items**
6. **Action Items**

   • Educational Assistant Contract (FY25-26) -

There were motions to approve the DSEA Unit B - Educational Assistants Contract as presented.
RSC: motion by Colleen Burt, second by Kate Potter

DRAFT

Vote in favor: Mark Healey, Kate Potter, Colleen Burt, Toa Ashk, and Kevin Crotty.
SSC: motion by Becca Hammond, second by Megha Kadiyala
Vote in favor: Christine Walsh, Kristen Aberle, Becca Hammond, and Megha Kadiyala
DSC: motion by Goli Sepehr, second by Kate Cook
Vote in favor: Goli Sepehr, Jessie Hole, and Kate Cook

- Appointment of Dover-Sherborn METCO Representatives -

Colleen Burt made a motion to appoint Shemica Debnam as the Metco Representative to the Regional School Committee for a one year term. Kevin Crotty seconded.
Vote in favor: Mark Healey, Kate Potter, Colleen Burt, Toa Ashk, and Kevin Crotty.

Becca Hammond made a motion to appoint Kemberlie Grant as the Metco Representative to the Sherborn School Committee for a one year term. Megha Kadiyala seconded.
Vote in favor: Christine Walsh, Kristen Aberle, Becca Hammond, and Megha Kadiyala

Jessie Hole made a motion to appoint Shanakawa Pereira as the Metco Representative to the Dover School Committee for a one year term. Kate Cook seconded.
Vote in favor: Goli Sepehr, Jessie Hole, and Kate Cook.

7. **Consent Agenda**
   - April 2, 2024 minutes
   - Appoint Elizabeth McCoy to TEC and ACCEPT Board of Directors

There were motions to approve the Consent Agenda.
RSC: motion by Kate Potter, second by Colleen Burt
Vote in favor: Mark Healey, Kate Potter, Colleen Burt, Toa Ashk, and Kevin Crotty.
SSC: motion by Becca Hammond, second by Kristen Aberle
Vote in favor: Christine Walsh, Kristen Aberle, Becca Hammond, and Megha Kadiyala
DSC: motion by Goli Sepehr, second by Kate Cook
Vote in favor: Goli Sepehr, Jessie Hole, and Kate Cook.

8. **Informational Items**
   - Draft School Committee 2024-25 Meeting Schedule
   - TEC and ACCEPT Annual Reports and FY25 Budgets

9. **Adjourn at 7:23 pm**

Respectfully submitted, Amy Davis

The Public Schools of Dover and Sherborn

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

Elizabeth M. McCoy, Superintendent   Dawn Fattore, Business Administrator
Denton Conklin, Assistant Superintendent   Kate McCarthy, Director of Student Services

To: Elizabeth McCoy, Superintendent

From: The Religious & Cultural Holiday Work Committee

Date: June 13, 2024

Re: Religious & Cultural Holiday Work Recommendations

Background:
As a result of the Calendar Task Force Committee's recommendation to "Ensure students and faculty adhere to school committee policies relative to attendance and coursework on/around various holidays," a committee was formed to discuss and explore ways to honor this request.

Committee Members:
Chair: Denny Conklin, Assistant Superintendent
Janae Barrett, Science Teacher- DSHS
Sophie Chen, Freshman- DSHS
Allison Collins, Math Department Head- DSHS
Ann Dever-Keegan, Principal- DSMS
Anika Gupta, Junior- DSHS
Hillary Havener, Math Teacher- DSHS

Beth Hecker, Guidance Counselor- DSHS
Keith Kaplan, History Teacher- DSHS
Jen Meek, Special Education Coordinator- DSMS
Keenan Moore, Guidance Counselor- DSMS
Amber Nie, Junior- DSHS
Tim O'Mara, Assistant Principal- DSHS
Tory Sulser, Special Education Coordinator- DSHS

The Work:
The Committee met on May 28, 2024 and June 12, 2024. It centered its work around three essential questions:
- How can we make students feel more comfortable requesting accommodations for religious and cultural holidays?
- What procedures and policies should be in place in order to facilitate this communication?
- How do we ensure consistency and accountability amongst all stakeholders across the District?

Additionally, we also studied the following documents:
- Results of the surveys and findings from the Calendar Task Force
- The MA DESE Policy around religious holidays and observances
- The current Dover-Sherborn School Committee Policy on religious observances (IMDC and IMDC-R)

- The sections of the school handbooks from Chickering, Pine Hill, Dover-Sherborn Middle School and

The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

Dover-Sherborn High School that outline policies around religious/cultural observances
- Lexington Public Schools' Homework Policy Implementation Guidelines
- Needham Public Schools' Religious/Cultural Holiday Guidelines
- Concord-Carlisle's Accommodations for Religious & Cultural Observances (IMDA)

Recommendations:
Based on the Committee's discussions (above) and the examination of the documents listed above, we recommend that:
- the District adopt the attached document that outlines religious/cultural holiday work policies as a pilot for the 24-25 school year and gather feedback in the spring of 2025 with any suggestions for revisions for the coming years;
- building leaders lead discussions around "optional" assignments or "double homework" before holidays;
- building leaders make sure that all students are aware of these guidelines;
- the School Committees revise the current School Committee Policy to state "Religious and Cultural Holidays" rather than just "Religious Holidays" (IMDC and IMDC-R).

DOVER-SHERBORN PUBLIC SCHOOLS

Dover-Sherborn Religions & Cultural Holiday Guidelines 2024-2025[1]

In order to respect and support the various religious/cultural backgrounds of children and families in our community it is necessary to outline the following expectations around schoolwork.[2] Listed below are the dates of specific religious/cultural holidays and the guidelines associated with each date. Schoolwork should not be due the day of or after a holiday. In addition, assessments (tests, quizzes, presentations) are not to be administered on the day of or after a religious/cultural holiday. Finally, all student absences related to a religious/cultural holiday are considered excused absences. You can find the full school year calendar here.

The holidays below represent the dates which a large number of community members celebrate as indicated in the Calendar Task Force Survey from 2024. A student who celebrates a religious/cultural holiday not listed below and needs the day off from school, will have their absence excused. The student is also entitled to work and assessment accommodations and should arrange this with their teacher(s).

Holiday	Date	Schoolwork Guidelines
Rosh Hashanah	Begins: sundown on Wed, 10/2 Ends: Sundown on Fri, 10/4	No schoolwork should be assigned to be due on 10/3 or 10/4. No assessments should be given on 10/3 or 10/4
Yom Kippur	Begins: sundown on Fri, 10/11 Ends: sundown on Sat, 10/12	No specific work restrictions (holiday falls on a weekend)
Diwali	Begins: Fri, 11/1	No schoolwork should be assigned to be due on 11/1 No assessments should be given on 11/1
Christmas	Wed, 12/25	No specific work restrictions (holiday falls over school vacation)
Hanukkah	Begins: sundown Wed, 12/25 Ends: sundown Thur, 1/2	No specific work restrictions (holiday falls over school vacation)

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[1] These guidelines are a pilot for the 2024-2025 school year. In the spring of 2025, we gather feedback from stakeholders to see if additional changes need to be made moving forward. `

[2] Schoolwork is defined as any work that a student must complete outside the school day: this includes finishing classwork, assigned homework, or reading.

Lunar New Year	Wed, 1/29	No schoolwork should be assigned to be due on 1/29 or 1/30 No assessments should be given on 1/29 or 1/30
Ramadan	Begins: Fri, 2/28 Ends: Sun, 3/30	No specific work restrictions
Eid al-Fitr	Begins: sundown on Sun, 3/30 Ends: Mon, 3/31	No schoolwork should be assigned to be due on 3/31 or 4/1 No assessments should be given on 3/31 or 4/1
Passover	Begins: Sat, 4/12 Ends: Sun, 4/20	No specific work restrictions
Good Friday	Fri, 4/18	No specific work restrictions (holiday leads into April vacation)

Schoolwork Missed as a Result of Religious/Cultural Holiday Absence

Upon return to school from a religious/cultural holiday absence, students--with the support of educators and parents/caregivers--will develop a plan to complete make-up work within a reasonable amount of time. Assignments and due dates will be determined at the discretion of the educator, but will allow the student a minimum of **2 school days** to complete work or assessments missed due to absences.

Roles and Guidance for Educators, Students, Parents/Caregivers, and Administrators:

Educators will:

- Add questions to their beginning of the year questionnaires/surveys asking students to identify anticipated dates they may be absent or ask for accommodations for religious/cultural holidays for the upcoming school year (at the elementary level, this could be completed by the parent/caregiver). Educators will use this to gauge if there are going to be a large amount of students absent on a given day and plan lessons accordingly (ex- if the educator knows 8 students in the class will be out for Diwali, the educator might not do a major activity or introduce a new topic).
- Adhere to Dover-Sherborn Public Schools' "No Schoolwork" dates in the table above for all students.
- Collaborate with students and families to create a plan for when work and assessments will be made up (this should be at least 2 days).
- Provide students with missed materials and opportunities to attend extra help in order to make up any in-class experiences they might have missed.

Students will:

- Notify teachers of a religious/holiday absence or the need for accommodations **at least 2 school days**

before the absence/request for accommodations.
- Meet or communicate with teacher(s) upon the first day of their return to mutually agree upon a due date for missed work (a minimum of 2 school days).
- Record the directions and due dates for homework and assessments; plan time for the completion of long-term assignments.

School Administrators will:
- Email educators, staff, coaches, and club advisors the week before a major religious/cultural holiday (in the chart above) reminding them of the dates of the observances and any work restrictions.
- Ensure that educators are adhering to the religious/cultural holiday work restrictions and providing students with appropriate accommodations.
- Work with educators, students, and families to carry out the policies above and facilitate communication between all stakeholders.
- Ensure that students are not penalized (ex- held out of post absence participation) in their extracurricular activities (ex- sports, drama, clubs, etc) for such absences.

Parents/Caregivers will:
- Notify educators, coaches, advisors, club leaders, etc. of a student absence for religious/cultural holidays.
- Encourage students to advocate and communicate directly with educators any religious/cultural holiday absences/accommodations and make a plan for missed work or extra help.
- Ensure that students are making up work and assessments within the allotted time.

The District Administration will:
- Annually provide notification of this policy and a list of religious/cultural holidays and their dates for the current academic year to all educators, students, and families.
- Monitor the demographics of the community and modify holidays in the table above as warranted.
- Resolve any disputes after they have been addressed with the educator and the building administrator.