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

Tuesday, April 1, 2025

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**
4. **Superintendent's Evaluation**
5. **Discussion Items**
   - Update on Capital Projects
6. **Action Items**
   - Vote to approve Bullying Prevention Intervention Plan (2nd read) **A.R.**
   - Vote to approve Policies F, H, L (2nd read) **A.R.**
   - Vote to approve Transportation Contract FY 26-28 **A.R.**
   - Vote to Amend FY26 Capital Project Funding (Region only) **A.R.**
   - Approval of Overnight Out of State Field Trip H.S (Region only) **A.R.**
7. **Consent Agenda** **A.R.**
   - Approval of Joint SC meeting minutes January 28, 2025
8. **Informational Items**
   - Summary of FY26 Budgets
9. **Items for April 29, 2025**
10. **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.

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The Public Schools of Dover and Sherborn
157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

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

To: Dover, Sherborn, and Dover-Sherborn Regional School Committees
From: Elizabeth McCoy
Re: Superintendent Goals & Evidence for Summative Evaluation
Date: April 1, 2025

As part of the summative evaluation process, I have included updates and evidence relative to each of the District and superintendent goals, and six prioritized Standards of Effective Leadership (see bold italicized text). I am happy to provide additional context or examples as requested.

DISTRICT IMPROVEMENT GOALS 2024-25

The following goals were approved by the school committees on September 10, 2024 and have informed school, superintendent, administrator and educator goals, creating a through-line as we all work toward the same objectives.

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.

- ***Last year, in grade level and department teams, educators identified classroom "look fors" for each of the 9 Best Practices (i.e. In order for a lesson to demonstrate Relevance #4 - What would the teacher be doing? What would the students be doing? What would the task entail?). This summer, Assistant Superintendent Conklin and I drew from the 28 submitted documents and synthesized a PK-12 list of indicators that further define the district's vision for teaching and learning.***

- ***Assistant Superintendent Conklin and I presented at the 2024 Massachusetts Association of School Superintendents (MASS) Summer Institute to over 50 superintendents from across the state. The presentation provided an overview of the district's process of identifying the 9 Best Practices and sharing next steps in our journey toward a shared instructional vision.***

- ***At the August District Leadership and Instructional Leadership Retreats, administrators and teacher leaders vetted the district-wide "look fors" and provided feedback. Once finalized, they shared the indicators with their school-based teams as a means to clarify instructional expectations across schools.***

- ***Building leaders developed goals focused on supporting educators to increase implementation of the 9 Best Practices across classrooms. Educators created goals around increasing strategies in one or more Best Practices of their choosing.***

- ***Every month I conduct walkthroughs with each of the building leaders focused on evidence of the Best Practices in classroom instruction. During our debrief sessions, principals and I share our findings and discuss how to provide educators with targeted, constructive feedback to improve their practice.***

- ***Assistant Superintendent Conklin and I do our best to lead by example by implementing the Best Practices at Leadership Team meetings. Building leaders are encouraged to do the same with their faculties, modeling for educators the strategies expected in classrooms such as Agency (#3), Collaboration (#7) and Growth (#9).***

- ***The full day of Professional Development in December provided educators an opportunity to gain additional strategies relative to their prioritized Best Practices. Teachers chose from a variety of workshops, including Building Thinking Classrooms and phenomenon-based learning.***

- ***Principal memos to faculty and staff continue to highlight examples of Best Practices in action and offer resources with additional ideas and strategies.***

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. (example 1, example 2)
- ☑ Agendas demonstrating the application of Best Practices at meetings. (example 1, example 2)
- ☑ Newsletters highlighting use of the Best Practices across classrooms. (example 1, example 2)

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.

- ***The District Leadership and Instructional Leadership Teams welcomed over 30 students to their summer retreats. Together, administrators and students analyzed the results of last year's Challenge Success Survey which gathered information on topics such as student engagement, homework, stress levels and sleep. By examining quantitative data and sharing lived experience, the group identified evidence of progress as well as areas for growth.***

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- ***Secondary educators reviewed the results of the Challenge Success Survey at their September faculty meetings. Analysis of data relative to student engagement underscored efforts to further implement the 9 Best Practices across classrooms.***

- ***Assistant Superintendent Conklin and I convened a Superintendent Advisory Council of 24 middle and high school students. The group identified current and future opportunities for students to provide "Voice #2" relative to their experience, dissected the 9 Best Practices and outlined indicators in student-friendly terms, and drafted a survey for students to provide feedback to classroom teachers. Most recently, students worked in small groups on topics of interest to them, including 1) graduation requirements, 2) transportation for Boston students and 3) community building between schools and pitched proposals for change to various administrators.***

- ***District administrators, instructional leaders and educators (34 total) participated in the Shadow a Student initiative to better understand the joys and pressures of school, including peer relationships, academic engagement, scheduling demands and homework.***

- ***Assistant Superintendent Conklin and I met with elementary students over multiple lunch periods to hear their thoughts on what is going well in their schools and ideas for improvement.***

- ***Assistant Superintendent Conklin and I are ready to launch the "I Wish" Campaign, gathering information from all K-12 students about what they want 1) educators and 2) parents/caregivers to know about their life inside or outside of school. Submissions will be analyzed for common themes that will inform future educational programming for staff and families.***

Key Actions

- ☑ Establish and meet regularly with a Superintendent Advisory Council of students.
- ☑ 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. (example 1, example 2)
- ☑ Summary of student findings relative to Challenge Success Survey data. (example 1)
- ☑ Feedback survey for educators generated by students. (survey)
- ☑ Schedule of student shadow days. (schedule)
- ☐ Sample student submissions from the "I Wish" campaign. ***- In progress*** (video & classroom directions)

DISTRICT GOAL #3: STREAMLINED COMMUNICATION

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

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

- ***All home-school communication now flows through the ParentSquare platform, including district, school and classroom newsletters, emails, pictures and calendar invites. The Technology Department has provided live, virtual and video training for educators, parent leaders and families. Additional support has been and will continue to be provided based on feedback and need.***

- ***A communication survey was distributed to all K-12 families relative to their preferred frequency of updates, their use of ParentSquare, and the usability of the new district website. Feedback has been analyzed and will inform future communications, education and system updates.***

- ***I have held/scheduled meetings with all four school-based parent groups (Chickering CSA, Pine Hill PTO, Middle School POSITIVE and High School PTO) and the Guidance Advisory Group (GAC) to provide updates relative to district initiatives and answer any questions they may have.***

- ***I participated in a Writing for Busy Readers workshop with Harvard professor Todd Rogers and gained strategies on how to write so busy people read, understand, and respond to messages. I intend to provide an overview to the District Leadership Team as we continue to refine our communications.***

- ***Assistant Superintendent Conklin and I worked with a graphic designer to produce the first District Report, providing all stakeholders with updates and data relative to strategic goals. The second annual edition is under development and will be mailed in May.***

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. (roll-out schedule, staff FAQs)
- ☑ Outline of parent/caregiver resources and supports. (example 1, example 2)
- ☑ Survey feedback from parents/caregivers. (survey, see slides 9-13)

SUPERINTENDENT GOALS 2024-25

The following were approved by the school committees on September 10, 2024.

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.

- ***Assistant Superintendent Conklin and I met with the High School Department Chairs on October 8th and November 13th to review expectations for observations and identify sample sources of evidence relative to the application of the 9 Best Practices in classrooms.***

- ***At its October 9th meeting, district leaders reviewed proposed educator goals and worked collaboratively to refine them to ensure alignment with district and school initiatives. This then prepared administrators for meetings with faculty members to review and approve their individual goals.***

- ***Every month I conduct walkthroughs with each of the building leaders focused on evidence of the Best Practices in classroom instruction. During our debrief sessions, principals and I share our findings and discuss how to provide educators with targeted, constructive feedback to improve their practice.***

- ***In response to feedback heard initially during our entry process and more recently from various staff members, we are conducting an audit of our professional growth model (instructional leadership, mentoring, professional development, and supervision-evaluation) to determine to what extent we are providing the appropriate support and resources for educators to achieve professional practice, student learning, school and district goals.***

- ***The Leadership Team worked on calibrating observations and evaluation ratings at their January 29th and February 12th meetings. By sharing sample write-ups, reviewing DESE rating indicators and analyzing exemplars, the goal was to increase consistency of (high) expectations across schools and the depth of targeted and actionable feedback provided to educators.***

<u>Key Actions</u>

- ☑ 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.

<u>Evidence & Outcomes</u>

- ☑ Leaders' student learning and professional practice goals. (example)
- ☑ A schedule of classroom observations and debriefing sessions with building leaders. (see tab 1)
- ☑ Samples of feedback provided to evaluators relative to written observations. (via in-person meetings)
- ☑ Leadership Team meeting agendas outlining calibration activities. (January 29, February 12)

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.

- ***I attended all six Leading Now Cohort 14 sessions aimed at helping superintendents navigate politically-charged environments and stay the course on their commitment to all students. I also met with my assigned executive coach to talk through difficult scenarios and identify ways to increase efficiency and maintain work-life balance.***

- ***I am nearing the end of my third and final year of the New Superintendent Induction Program focused on collaborating problem-solving through use of a consultancy protocol.***

- ***I continue to meet monthly with superintendent peers through the TriValley Roundtable and TEC Collaborative to discuss current topics, such as the change in MCAS requirement, the science of reading, among others. This is also an opportunity to informally connect with job-alikes and ask questions relative to aspects of the role where I continue to learn and grow.***

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. (Leading Now, NSIP)
- ☑ Logs of meetings with the Leading Now advisor. (correspondence)
- ☑ Samples of strategies obtained from the programs. (example 1, example 2)

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP

Referenced below are prioritized indicators tied to District and superintendent goals. Please see italicized text for evidence and artifacts of performance.

STANDARD I-B-2: STUDENT ENGAGEMENT

DESE: "While observing principal practice and artifacts and providing high quality feedback, ensures that all principals are identifying and promoting the use of high-leverage instructional practices that motivate and engage all students. Models this practice for others."

- ***Evidence & Artifacts***
  - *Presentation to Massachusetts Superintendents (modeling for others)*
  - *9 Best Practice Look-fors/Core Indicators*
  - *9 Best Practice - Examples of Evidence*

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- *Leaders' Professional Practice Goal*
- *Classroom co-observations with principals*
- *Guidelines for targeted & constructive feedback*
- *Sample observation*
- *Leadership Team calibration activity 1*
- *Leadership Team calibration activity 2*

STANDARD I-D-1: EDUCATOR GOALS

DESE: "Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. Reviews goals for quality and supports progress.

- ***Evidence & Artifacts***
  - *Leaders' Professional Practice Goal*
  - *Common educator goals (sample goals for all educators in line with district/school goals)*
  - *Leadership Team goal feedback activity*
  - *Crosswalk between 9 Best Practices & educator rubric*
  - *Department Chairs meeting slidedeck*
  - *Department Chair meeting materials*

STANDARD I-D-3: OBSERVATIONS AND FEEDBACK

DESE: "Makes multiple visits to each school to observe administrator practice, and provides quality feedback (specific, timely, actionable) that reinforces effective practice and provides clear next steps and support for improvement."

- ***Evidence & Artifacts (update)***
  - *Classroom co-observations with principals (tab 1)*
  - *Guidelines for targeted & constructive feedback*
  - *Sample observation*

STANDARD II-C-2. TIME FOR COLLABORATION

DESE: "Sets expectations for regular collaboration among administrators, and promotes scheduling that ensures sufficient time for collaboration within and across schools. Establishes norms for effective collaboration, and prevents or deflects activities that may interfere. Supports principals to do the same for their teachers."

- ***Evidence & Artifacts***
  - *Schedule of Leadership Team meetings (tab 3)*
  - *Leadership Team Norms*

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- *Leadership Retreat Memo (nuts & bolts sent ahead of time to preserve meeting time for collaboration, links not active)*
- *Leadership Team Retreat feedback form*

STANDARD III-A-1. FAMILY COMMUNICATION

DESE: "Supports all personnel to use culturally responsive and collaborative practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English."

- ***Evidence & Artifacts***
  - *Letter re: ParentSquare roll-out (paragraph 5)*
  - *Staff FAQs re: ParentSquare expectations*
  - *IT help at Open Houses (sample email, all 4 buildings did similar)*
  - *Communication survey for families*
  - *Grant application section on family engagement*
  - *Outreach to Title I families*
  - *METCO Family & Friends event (1 of many)*
  - *Meetings with school-based parent groups (tab 2)*

STANDARD IV-D-2: CONTINUOUS LEARNING OF ADMINISTRATOR

DESE: "Demonstrates and models a commitment to continuous learning; regularly reflects on and improves leadership practice; and utilizes relevant student data, current research, and best practice to set meaningful goals and develop new approaches to improve overall district effectiveness."

- ***Evidence & Artifacts***
  - *Leading Now schedule*
  - *NSIP schedule*
  - *Correspondence with Leading Now mentor*
  - *Samples of strategies obtained from the programs (example 1, example 2)*
  - *Use of research and data (see slides 13-27)*
  - *Preparation work for Leadership Team Retreat (includes reading/research to preview)*
  - *Problem of Practice protocol (similar version used at Leading Now, NSIP & Leadership Team meetings)*

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

TO: Dover, Sherborn and Dover-Sherborn Regional Committees

FROM: Elizabeth McCoy, Superintendent

DATE: March 27, 2025

RE: Bullying Prevention and Intervention Plan

Attached please find an updated draft of the Bullying Prevention and Intervention Plan.

Proposed changes presented at the first reading on January 28, 2025 are highlighted in yellow.

All changes made as a result of feedback obtained during and after the first reading are highlighted in green.

Members of the Regional School Committee also requested the following be included in the Plan:

- comprehensive support measures for the target
- professional development for staff on preventing and stopping Bullying
- the involvement of educators in the planning and provision of support to students

These components were already included in the January 28, 2025 version and have been highlighted in blue for assurance.

I respectfully request that the school committees hold a second read to review the revisions. Once the documents are approved, they will be submitted to the Department of Elementary and Secondary Education for final review.

Thank you for your continued support of student safety and well-being. I am happy to answer questions you may have at the joint meeting on April 1, 2025.

DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION PLAN

Dover School Committee
Jeffrey Cassidy
Martha Castle
Kate Cook
Jessie Hole
Goli Sepehr

Sherborn School Committee
Kristen Aberle
Rebecca Hammond
Nathaniel Jackson
Megha Kadiyala
Christine Walsh

Dover-Sherborn Regional Schools
Toa Ashk
Colleen Burt
Kevin Crotty
Mark Healey
Angie Johnson
Kate Potter

Dover-Sherborn Public Schools
Elizabeth McCoy, Superintendent
Denny Conklin, Assistant Superintendent
Kate McCarthy, Director of Student Services

Public Comment:	January 28, 2025
School Committee First Reading:	January 28, 2025
School Committee Second Reading and Approval:	
Submitted to Department of Elementary and Secondary Education:	

DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION PLAN

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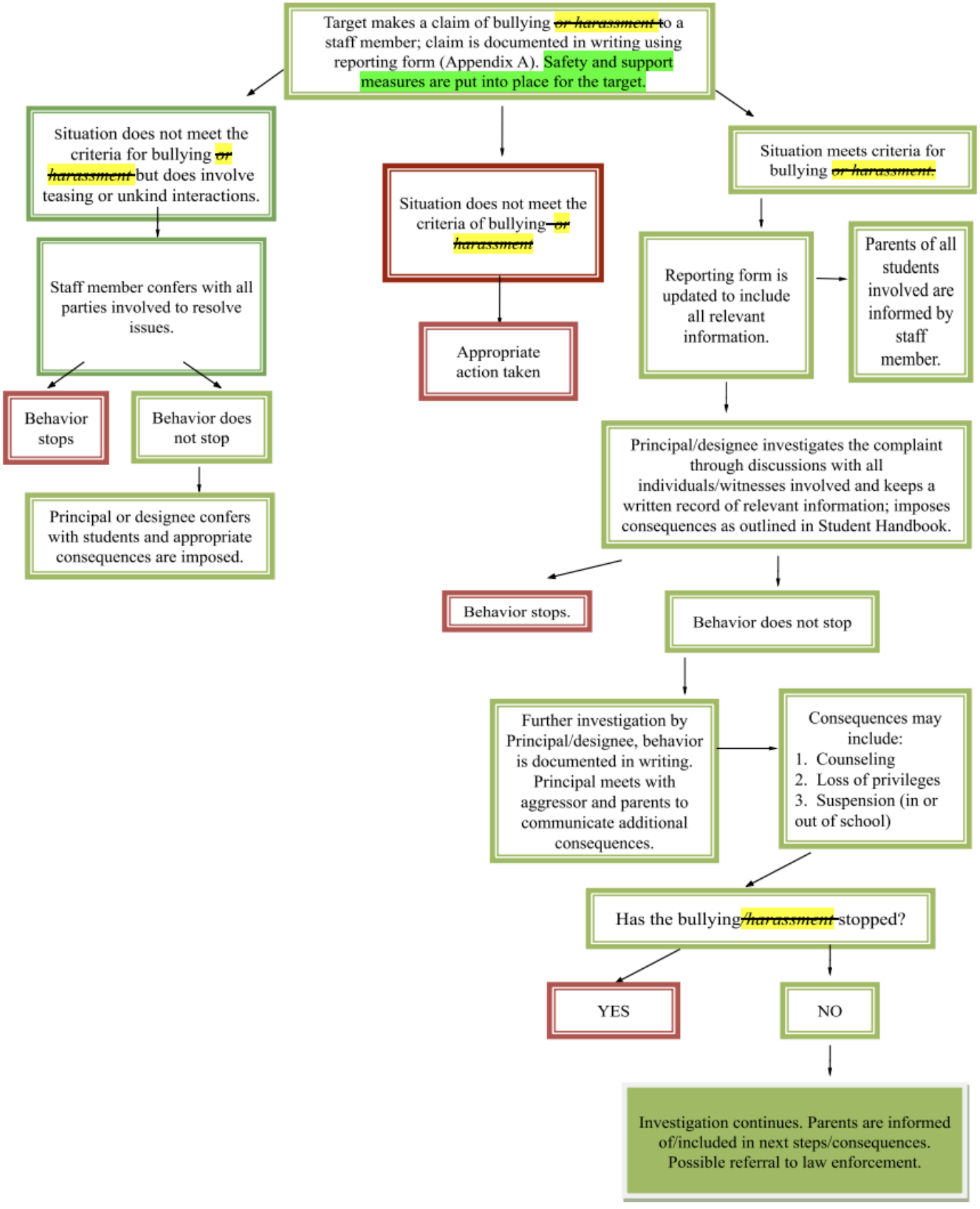
APPENDIX A (INCIDENT REPORTING FORM)……..….19

The Dover School District, the Sherborn School District and the Dover-Sherborn Regional School District are hereinafter referred to as the "Dover-Sherborn Public Schools" or the "Schools").

STATEMENT OF NONDISCRIMINATION

The Dover-Sherborn Public Schools do not discriminate on the basis of race, color, ethnicity, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, disability, pregnancy, genetic information, veteran status, homelessness, or any other category protected by law.

INVESTIGATION FLOW CHART



STATEMENT OF PURPOSE

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

I. DEFINITIONS

Definitions essential to the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan:

Aggressor is a student or member of the school Staff who engages in Bullying or Retaliation.

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

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

Cyber-Bullying is Bullying, as defined above, through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. Cyber-Bullying' includes, but is not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-Bullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person or

- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of Bullying;

- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of Bullying. M.G.L. c. 71, § 37O.

Hostile Environment, as defined in M.G.L. c. 71, § 37O, is a situation in which Bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom Bullying or Retaliation has been perpetrated.

II. LEADERSHIP

School leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Schools partner with various representatives of community leadership in promoting a positive school climate that is safe for all student learners.

A. Public involvement in developing the Plan:

As required by M.G.L. c. 71, § 37O, the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan was developed in consultation with staff, school volunteers, community representatives, local law enforcement agencies, students, parents, and guardians. We invited all interested community members to provide public comment relative to the proposed Plan before the Plan was adopted by the Dover, Sherborn and Dover-Sherborn Regional School Committees at their respective December 2010 meetings. Additionally, the Schools solicited comments from various school organizations such as CSA, PTO, POSITIVE, Special Education Parent Advisory Councils and Guidance Advisory Council.

B. Assessing needs and resources:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of Bullying or Retaliation within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families, students and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on Bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist our Schools and districts in identifying resource gaps and the most significant areas of need. Based on these findings, our Schools will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

At least once every four years beginning with the 2015/16 school year, Dover-Sherborn Public Schools will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of Bullying in our Schools. Additionally, we will annually report Bullying incident data to the Department. In addition, our Schools will utilize surveys to obtain input from staff, parents and guardians on school climate and school safety issues. Data from each school will be collected and analyzed on the

prevalence and characteristics of Bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform future decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

C. Planning and oversight:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan has identified that the building Principal or designee is the individual who is responsible for receiving all reports on Bullying and Retaliation (see VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION). The building Principal or designee is responsible for collecting and analyzing building data on Bullying to assess the present problem and to measure improved outcomes. This same individual is also responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The Dover-Sherborn Public Schools Professional Development Committee, under the supervision of the Assistant Superintendent, as well as building Principals/Headmasters are responsible for planning for the ongoing professional development that is required by the law.

The building Principal or designee is responsible for planning supports that respond to the needs of targets and aggressors as well as for choosing and implementing the curricula that the school or district will use to instruct students about issues of Bullying. Each building Principal or designee is responsible for implementing the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan; for amending student and staff handbooks and codes of conduct; leading the parent or family engagement efforts and drafting parent information materials; and reviewing and updating these materials each year, or more frequently if necessary.

The Superintendent or designee is responsible for developing new or revising current policies and protocols under the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan, including an Internet safety policy, and for designating key staff to be in charge of reviewing and updating them on an annual basis. The School Committees are responsible for the approval of any new policy.

D. The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan Priority Statement:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing Bullying and Retaliation and each school in the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of aggression. Measures of prevention including social competency curricula help to inform our practices. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of Bullying and Retaliation. The building Principal is responsible for the implementation and oversight of the Plan except when a reported Bullying or Retaliation incident involves the Principal or the Assistant Principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee, shall be responsible for investigating the report

and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

Each school in the district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

We recognize that certain students may be more vulnerable to become targets of Bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. We will identify specific steps we will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to Bullying, harassment, or teasing.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

The Dover-Sherborn Public Schools ongoing professional development plans reflect the requirements under M.G.L. c. 71, § 37O and provide ongoing professional development for all Staff, including contracted service providers.

A. Annual staff training on the Plan:

Annual training for all school staff on the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of Bullying or Retaliation, and an overview of the Bullying Prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to Bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent Bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop Bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the Bullying;
- research findings on Bullying, including information about specific categories of students who have been shown to be particularly at risk for Bullying in the school environment;
- information on the incidence and nature of Bullying; and
- internet safety issues as they relate to Bullying.

Professional development will also address ways to prevent and respond to Bullying or Retaliation for students with disabilities that must be considered when developing students'

Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and Bullying behaviors.

C. Written notice to staff:

Each school will provide all staff with an annual written notice of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the school employee handbook.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of Bullying and Retaliation. Schools will also address the emotional needs of these students' families. The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the Schools' capacity to prevent, intervene early, and respond effectively to Bullying and Retaliation, available services reflect an understanding of the dynamics of Bullying and provide approaches to address the needs of targets, aggressors and bystanders. The Schools' provide counseling or referral to appropriate services for students who are targets, aggressors, and family members of those students.

A. Identifying resources:

School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Dover-Sherborn Public Schools work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

B. Counseling and other services:

School counselors, nurses, school psychologists and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various schools:

- one-on-one and small group counseling
- case management services
- crisis intervention
- Social Emotional Learning curriculum and skills support
- classroom meetings to resolve problems
- school counseling curriculum on issues of respect, sexual harassment and student success skills
- social thinking education groups
- MARC Student Ambassadors (Massachusetts Aggression Reduction Center)
- mindfulness groups and lessons
- lunch/friendship groups
- study skills/time management groups
- parent-teacher conferences
- parent workshops
- transition planning
- parent guidance
- behavioral plan development
- classroom observations
- teacher consultation

~~The Dover-Sherborn Public Schools consult with Dr. Elizabeth Englander, a professor of Psychology and the founder and Director of the *Massachusetts Aggression Reduction Center* at Bridgewater State University, a Center which delivers anti-violence and anti-Bullying programs, resources, and research for the Commonwealth of Massachusetts. She is a nationally recognized expert in the area of Bullying, childhood causes of violence and aggression, child development, and characteristics of juvenile and adult violent offenders. Dr. Englander provides social skills programs to parents and to students of the Dover-Sherborn Public Schools to help prevent Bullying. She offers education and training to faculty and staff on identification and intervention services for students exhibiting Bullying behaviors. In addition, trained professionals from Youthcare provide consultative services to the Dover-Sherborn Public Schools to address the needs of students on the autism spectrum.~~

C. Students with disabilities:

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to Bullying, Retaliation, harassment, or teasing because of a disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to Bullying, Retaliation, harassment, or teasing.

D. Other students who may be at risk.

The district recognizes that students may be more vulnerable to Bullying and Retaliation based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. Staff shall provide additional support to vulnerable students, as necessary, to provide them with the skills, knowledge and strategies needed to prevent or respond to Bullying, Retaliation, or harassment.

E. Referral to outside services:

Dover-Sherborn Schools have building specific referral processes in place. Parents/guardians are encouraged to contact their child's school counselor for assistance in identifying appropriate and timely services.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Dover-Sherborn Public Schools will provide age-appropriate instruction on Bullying prevention in each grade that is incorporated into the Schools' evidence-based curricula. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for Bullying prevention and social skills development.

A. Specific Bullying prevention approaches:

Bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of Bullying or Retaliation, including seeking adult assistance;
- helping students understand the dynamics of Bullying, including the underlying power imbalance;
- emphasizing Cyber safety, including safe and appropriate use of electronic communication technologies per acceptable use policies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the Schools' Bullying prevention curricula.

Initiatives will also teach students about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of each school year.

B. General teaching approaches that support Bullying prevention efforts:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our Bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- communicating with parents and guardians regarding the Schools' goals and expectations for students and students' safety;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to Bullying and Retaliation, the Dover-Sherborn Public Schools have policies and procedures in place for receiving and responding to reports of Bullying and Retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of Bullying occur.

A. Reporting Bullying or Retaliation:

Reports of Bullying or Retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing by the staff member. All employees are required to report such events as soon as reasonably possible to the Principal or designee any instance of Bullying or Retaliation when the staff member becomes aware of or witnesses the incident. Reports made by students, parents or guardians, or other non-employees may be made anonymously. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. The Schools will make reporting resources available to the school community including, but not limited to, the Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form, available on the Dover-Sherborn Public Schools' website. [1] See Appendix A for Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form.

Use of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form is not required as a condition of making a report. Schools will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the Principal or designee; and 3) post it on the school's website.

At the beginning of each school year, the Schools will provide the school community, including Staff, students, and parents or guardians, with written notice of its policies for reporting acts of Bullying and Retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan that is made available to parents or guardians.

1. Reporting by Staff

A Staff member will report such events as soon as reasonably possible to the Principal or designee when they witness or become aware of conduct that may be Bullying or Retaliation. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

Students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student shall report it to the Principal or designee. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of Bullying or Retaliation with a staff member, or with the Principal or designee.

B. Responding to a report of Bullying or Retaliation:

1. Safety

Before fully investigating the allegations of Bullying or Retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the Principal or designee contacts parents or guardians prior to an investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target;

and altering the aggressor's schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from Bullying or Retaliation a student who has reported Bullying or Retaliation, a student who has witnessed Bullying or Retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of Bullying or Retaliation. The confidentiality of students and witnesses reporting alleged acts of Bullying or Retaliation will be maintained to the extent possible given the school's obligation to investigate the matter.

2. Obligations to Notify Others

a. Notice to parents or guardians:

Upon determining that Bullying or Retaliation has occurred, the Principal or designee will notify the parents or guardians of the target and the student who is the alleged aggressor or the staff member who is the alleged aggressor, of this determination as soon as reasonably possible, and of the procedures for responding to it.

b. Notice to Another School or District:

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will notify by telephone as soon as reasonably possible the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR.

c. Notice to Law Enforcement:

At any point after receiving a report of Bullying or Retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds involving an individual not enrolled in the school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with local law enforcement/school resource officer, and other individuals the Principal or designee deems appropriate.

C. Investigation Procedure:

1. Pre-Investigation:

Even before fully investigating allegations of Bullying or Retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

2. Investigation:

The Principal or designee will investigate as soon as reasonably possible all reports of Bullying or Retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved and/or information related to the staff member involved.

Procedures for investigating reports of Bullying and Retaliation are consistent with district policies and procedures as detailed in each handbook. If necessary, the Principal or designee will consult with the Superintendent/Assistant Superintendent.

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address this matter.

3. Written statement of the complaint:

The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

4. Interviews:

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that Retaliation is strictly prohibited and will result in disciplinary action. The Principal or designee shall remind the alleged target, aggressor, and witnesses of the importance of the investigation and of their obligation to be truthful. The following are general guidelines for responding to a report of Bullying or Retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying or Retaliation behavior and to assess the level of need for additional social skills development.

Interviews will be conducted by the Principal or designee, or other staff members as determined by the Principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given the obligation to investigate and address the matter, the

Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that Retaliation against persons whom they believe might have reported the incident or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

D. Determinations:

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute Bullying or Retaliation. The Principal or designee will make a determination based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).

If, after investigation, Bullying or Retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying behavior or Retaliation and to assess the level of need for additional social skills development.

If a School Principal or designee determines that Bullying or Retaliation has occurred, they shall take appropriate disciplinary action, and if it is believed that criminal charges may be pursued against the aggressor, the Principal shall notify the appropriate local law enforcement agency and notify the superintendent.

A Principal or designee, upon determining that Bullying or Retaliation has occurred, shall promptly contact the parents or guardians of the alleged target(s) and when the alleged aggressor(s) is a student or a staff member, parents or guardians of the alleged aggressor(s). Actions being taken to prevent further acts of Bullying and Retaliation shall be discussed.

If Bullying or Retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of Bullying or Retaliation:

- holding parent conferences;
- transferring student's classroom or school;
- limiting or denying student access to a part, or area, of a school;
- enhancing adult supervision on school premises;
- excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;

- providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs;
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student;
- arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them; (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.);
- providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students;
- disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law, any applicable Collective Bargaining Agreements, and the district's policies and procedures.

E. Closing the Complaint and Possible Follow-Up:

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

If appropriate, within a reasonable time period following closure of the complaint, the Principal or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct. The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

The Principal or designee will notify the parents or guardians of the target and the aggressor as soon as reasonably possible about the results of the investigation and, if Bullying or Retaliation is found, what action is being taken to prevent further acts of Bullying or Retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations and due process is followed in all cases as documented in school handbooks. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a directive that the target must be aware of in order to report violations.

The Principal or designee will inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the Bullying determination.

F. Responses to Bullying and Retaliation:

The Dover-Sherborn Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidences of Bullying and/or Retaliation.

1. Teaching Appropriate Behavior through Skills-Building

Upon the Principal or designee determining that Bullying or Retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-Bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-Bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and with each school's policies and procedures.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law and the Dover-Sherborn Public Schools' policies and procedures.

If the Principal or designee determines that a student knowingly made a false allegation of Bullying or Retaliation, that student may be subject to disciplinary action consistent with the school's code of conduct/student handbook.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation will be in accordance with state law and the Dover-Sherborn Public Schools' policies and procedures.

3. Promoting Safety for the Target and Others

The Principal or designee(s) will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive

measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them as soon as reasonably possible.

VII. COLLABORATION WITH FAMILIES

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of each of our Schools as well as the district to prevent and respond to Bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents or guardians about the Bullying Prevention and Intervention curricula used by the Schools include: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of Bullying; and (iii) online safety and Cyber-Bullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan.

Schools will collaborate with School Councils and overarching parent organizations (School Councils, PTO, CSA, POSITIVE, Guidance Advisory Council, and SEPAC) to create parent resource and information networks. Schools will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-Bullying curricula and any social competency curricula used by the school(s).

Schools will annually inform parents or guardians of enrolled students about the anti-Bullying curricula that are being used. This notice will include information about the dynamics of Bullying, including Cyber-Bullying and online safety. The Schools will send parents written notice each year about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and the Dover-Sherborn Network and Internet Acceptable Use Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Each school will post the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Dover-Sherborn Public Schools will not tolerate any unlawful or disruptive behavior, including any form of Bullying or Retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Schools will investigate as soon as reasonably possible all reports and complaints of Bullying and Retaliation, and take prompt action to end that behavior and restore the target's sense of safety. The Dover-Sherborn Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Acts of Bullying are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and
- at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at

school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

IX. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, ancestry, sexual orientation, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

APPENDIX A

INCIDENT REPORTING FORM

APPENDIX A
DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Please complete the form below to report an incident of bullying. Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of the school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Person(s) completing the form: _____	Date of Report: _____	
Location of Incident: _____	Date of Incident: _____	Time of Incident:_____
Name of Target: _____	Name of Aggressor: _____	Check whether you are the: ☐ Target of the behavior ☐ Reporter (not the target)
*While reports may be made anonymously, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.		
Check whether you are the: ☐ Student ☐ Parent ☐ Other (specify) _____	If you are a student, please indicate your grade :_____ If you are a staff member, please indicate your school and/or work location: _____	
Contact Information: Email - _____	Phone - _____	

Witnesses (list people who saw the incident or have information about it):		
Name:	☐ Student ☐ Staff	Other_____
Name:	☐ Student ☐ Staff	Other_____
Name:	☐ Student ☐ Staff	Other_____
Name:	☐ Student ☐ Staff	Other_____

Please describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional pages if necessary.

Please select the behaviors that best describe what happened(select all that apply):	
☐ Teasing ☐ Hurtful, demeaning remarks or actions ☐ Maliciously excluding from group ☐ Defacing clothes or other property ☐ Physical violence ☐ Public humiliation	☐ Cyberbullying ☐ Threat ☐ Retaliation ☐ Aggression encouraged by others ☐ Rumors or spreading of falsehoods ☐ Other_____

All of the information on this form is accurate and true to the best of my knowledge.

Signature:_____ Date:_____

FOR ADMINISTRATIVE USE ONLY

Person Receiving Report: _____	Role of Person Receiving Form: _____	Date of Report Received: _____
Location of Incident: _____	Date of Incident: _____	Time of Incident: _____

Student/Staff Interviews

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Victim ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Family Interviews

Person Being Interviewed: _____	Role: ☐ Parent/Guardian of Target ☐ Parent/Guardian of Aggressor	Date of Interview: _____
Description of Interview:		

Person Being Interviewed: _____	Role: ☐ Parent/Guardian of Target ☐ Parent/Guardian of Aggressor	Date of Interview: _____
Description of Interview:		

Timeline of Events

Historical Information

Have there been any prior documented incidents by the alleged aggressor? ❍Yes ❍ No

DOCUMENTATION AND NOTIFICATION REQUIREMENTS		
Name of Aggressor: _____	Name of Victim (s): _____	
Date of Incident: _____	Date Investigation Began: _____	Date of Investigation Completed: _____

Where did the incident happen (choose all that apply?)

❍ Classroom ❍ Lunchroom ❍ School Bus ❍ Locker Room/Area ❍ Restroom ❍ Hallway ❍ Bus Stop ❍ Parking Lot ❍ On the way to/from school ❍ Playground ❍ Internet ❍ Cell Phone ❍ At a school-sponsored activity or event off school property ❍ Other (please specify) _____

Check all items below that apply to incident:

VERBAL
❍ name-calling ❍ taunting/ridiculing ❍ mocking ❍ making offensive comments ❍ teasing ❍ demeaning comments ❍ other (please state) _____
PHYSICAL
❍ kicking ❍ hitting/punching ❍ pushing ❍ pinching ❍ stalking ❍ inappropriate touching ❍ physical Injuries (please state) _____❍ other (please state)_____
EMOTIONAL
❍ offensive graffiti ❍ excluding from group ❍ spreading rumors ❍ being forced to do something against their will ❍ taking possessions/money
EMOTIONAL DISTRESS TO VICTIM
❍ Evidence of anxiety (including physical symptoms) ❍ evidence of internalizing behavior - increased isolation, socially removed ❍ changes in school attendance: absences, tardies, ❍ changes in grades - school performance ❍ changes in affect ❍ avoidance of elements of the school day including school bus ❍ other (please state) _____
ELECTRONIC AGGRESSION
❍ offensive text messages ❍ offensive emails ❍ sending degrading images ❍ posting rumors or lies about someone ❍ assuming a person's electronic identity with the intent of causing harm ❍ other (please state) _____
IMBALANCE OF POWER
❍ bullying based on disability ❍ anonymity of online behavior ❍ perceived social status discrepancy ❍ social skills deficit/struggles exploited ❍ creation of social isolation ❍ taunting, tormenting, harassing behavior that is perceived as a power imbalance ❍ Other (please state) _____

Physical evidence, if available: ❍ graffiti ❍ notes ❍ email ❍ websites ❍ video/audio

Findings and Next Steps

Incident reported to the parent/guardian of an alleged victim within one school day of receipt of bullying complaint? ❍ Yes ❍ No Date Reported:_____ Initial of school official: _____

Incident reported to the parent/guardian of an alleged aggressor within one school day of receipt of bullying complaint? ❍ Yes ❍ No Date Reported: _____ Initial of school official: _____

Based on this investigation, the school administration determines the following:
There was a determination of bullying? ❍ Yes ❍ No

Interventions/Supports for Target (check all that apply)

Offered	Intervention/Consequences	Notes
	None were Warranted	
	Student conference(s) with administrator	
	Positive behavior interventions	
	Teacher notification plan	
	Other school staff notification	
	Parent meeting(s)	
	Referral to 504, MTSS, Special Education Team	
	Counseling/therapeutic interventions Check - in check out assigned Safety Plan School bus planning/notification	
	Other (specify):	

Interventions/Consequences for Aggressor (check all that apply)

Offered	Intervention/Consequences	Notes
	None were Warranted	
	Student conference(s) with administrator	
	Positive behavior interventions	
	Teacher notification plan	

	Other school staff notification	
	Parent meeting(s)	
	Referral to 504, MTSS, Special Education Team	
	Counseling/therapeutic interventions Check - in check out assigned Safety Plan School bus planning/notification	
	Loss of privileges Community Service In-school suspension Out-of-school suspension	
	Other (specify):	

Notification Documentation

Upon completion of an investigation, the principal/designee will notify the reporter and parents/legal guardian of the students involved in the findings and the results of the investigation.

Student	Mode of Contact	Date of Contact	Initials of Staff	Notes
Student (Target) _____				
Student (Aggressor) _____				
Parent/Guardian of Target				
Parent/Guardian of Aggressor				
Other _____				
Other _____				

Summary of Investigation

Summary of Interview: (Name of Staff Completing Interview: _____)

Details of Follow Up Plan

Individual	Follow Up Actions	Schedule for Follow Up	Initial When Completed
Student (Target)			
Student (Aggressor)			
Parent of Victim			
Parent of Aggressor			

Principal/Designee Signature: _____ Date: _____

Superintendent Signature: _____ Date : _____

SECTION F: FACILITIES PLANNING AND DEVELOPMENT

Section F of the NEPN classification system contains policies, regulations, and exhibits on facility planning, financing, construction, and renovation. It also includes the topics of temporary facilities and school closings.

GENERAL NOTE: The drafts that follow are a merger of current Dover-Sherborn policies with the draft policies recommended by the Massachusetts association of School Committees (MASC).

Changes will generally fall within five categories:

- **No changes made/Only references or titles updated.**
- **Significant edits but original policy largely remains.**
- **Changes are so numerous, a complete replacement is recommended.**
- **Policy does not currently exist in manual, and adding it is recommended.**

Policy is actually procedure, and does not belong in the policy manual.

Where necessary, language has been updated to reflect the most currently available legal language and grammatical conventions. Some policies have been combined for simplicity. Draft Notes in blue are included at the top of each policy to clarify what changes were made and why, and will not be included in the final language.

(DS) indicates that the policy is the current Dover-Sherborn policy. (MASC) indicates the current draft MASC policy.

"- R" denotes a regulation that accompanies a policy.

"-E" denotes an exhibit that provides additional information.

When the final versions are approved, the strikethroughs, notes, and sources will be removed.

SECTION F
FACILITIES DEVELOPMENT

FA FACILITIES DEVELOPMENT GOALS (DS)
~~FA~~ ~~FACILITIES DEVELOPMENT GOALS (MASC)~~
Policies are similar. Would recommend removing the DS only policies that follow in favor of incorporating the ideas into this policy.

~~FA-E~~ ~~FACILITIES DEVELOPMENT GOALS (DS)~~
DS only. Redundant. Recommend removal.

FB FACILITIES PLANNING (DS)
Retention is at the discretion of the committee.

~~FB-1~~ ~~FACILITIES PLANNING (DS)~~
Retention is at the discretion of the committee.

~~FBAA~~ ~~BUILDING COMMITTEE (DS)~~
DS only. Covered by FB and subcommittee policies in Section B. Recommend removal.

~~FBAB~~ ~~LIASON (DS)~~
Recommend removing this DS only policy and incorporating the ideas into FBAA if retained.

~~FBAC~~ ~~STAFF (DS)~~
~~FBAD~~ ~~COMMUNITY (DS)~~
~~FBAE~~ ~~STATE AND FEDERAL AGENCIES (DS)~~
~~FBAF~~ ~~PUBLIC INFORMATION PROGRAM (DS)~~
~~FBB~~ ~~ENROLLMENT PROJECTIONS (DS)~~
Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

FCB RETIREMENT OF FACILITIES (DS with MASC update)
DS with MASC reference update.

~~FCC~~ ~~LEASING AND RENTING TO MEET EXPANSION NEEDS (DS)~~
~~FEA~~ ~~DEVELOPING EDUCATIONAL SPECIFICATIONS (DS)~~
~~FEC~~ ~~CONSULTANTS (DS)~~
~~FEE~~ ~~INVESTMENT IN SITES (DS)~~
~~FEEA~~ ~~SITE (DS)~~
Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~FF~~ ~~NAMING NEW FACILITIES (DS)~~
FF NAMING NEW FACILITIES (MASC)
MASC model policy is more thorough. Recommend MASC version.

FFA **MEMORIALS (MASC)**
MASC only. Helpful to have for reference.

~~**FG SCHOOL COMMITTEE INSPECTION AND ACCEPTANCE (DS)**~~
DS only. Could be covered in other policies. Retention is at the discretion of the Committee.

~~**FH STAFF TRAINING FOR OCCUPANCY (DS)**~~
Feels more procedure than policy. Recommend removal.

~~**FI PUBLIC DEDICATION (DS)**~~
Not necessary as a stand alone policy. If the Committee wants to retain the sentiment, recommend moving to FF or FFA.

File: FA

FACILITIES DEVELOPMENT GOALS

DRAFT NOTE: Policies are similar. Would recommend removing the DS only policies that follow in favor of incorporating the ideas into this policy.

The School Committees believe that any educational program is influenced greatly by the environment in which it functions. The development of a quality educational program and facilities that help to implement the program must go hand in hand.

Therefore, it is the Committees' goal to provide the facilities needed for the number of students in the Schools, and to provide the kind of facilities that will best support and accommodate the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

In planning facilities, the Committees recognize that capital outlay funds are limited, and that priorities must be established to make the best use of resources. The Committees' first objective is to develop a plan that eliminates overcrowding and minimizes the need for extended day programs and double sessions. Whenever possible, the cultural as well as educational needs of the community are considered in planning facility expansions.

Architects retained by the Committees are expected to plan for simplicity of design; sound economics, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.

LEGAL REF.: ~~603 CMR 26:07~~
M.G.L. 70B
963 CMR 2.00

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

~~File: FA~~

~~FACILITIES DEVELOPMENT GOALS~~

~~The School Committee believes that educational program is influenced greatly by the environment in which it functions. The development of a quality educational program and of school facilities that help implement that program must go hand in hand.~~

~~Therefore, it is the Committee's goal to provide the facilities needed for the number and educational requirements of students in the school district and to provide the kind of facilities that will best support the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.~~

~~Recognizing that school facilities are long term community investments, the Committee will develop projects that reflect cost effective designs, are consistent with good engineering practice, and use high quality construction, with attention to current and future technological practices for students, faculty, and school staff. Sites will be chosen to meet the educational need, maximize the use of any available community resources, and minimize any possible adverse education, environmental, social, or economic impacts on the community.~~

~~SOURCE: MASC – Reviewed 2022~~

~~LEGAL REFS: M.G.L. 70B~~
~~963 CMR 2.00~~

~~File: FA-E~~

~~FACILITIES DEVELOPMENT GOALS~~

DRAFT NOTE: DS only. Redundant. Recommend removal.

~~Facilities~~

~~(1) Every new school which is to be constructed and every addition to an existing school or program for modernization of an existing school shall be designed or planned so as to ensure that the educational opportunities to be offered within that school following its construction, expansion or reconstruction will be available equally to all students thereof without regard to the race, color, sex, religion, sexual orientation, disability, homelessness, or national origin.~~

~~(2) The goal of each school shall be to provide males and females with equal facilities and conveniences within a school which are separated for reasons of privacy, e.g. showers, locker rooms, changing rooms, toilets and lavatories. Any school to be constructed shall make such provision and any plan for the expansion or modernization of an existing school shall include whatever provision is necessary in order to achieve compliance with 603 CMR 26.07.~~

~~LEGAL REF.: 963 CMR 2.00~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: FB

FACILITIES PLANNING

DRAFT NOTE: DS only. Retention is at the discretion of the committee.

School Building Committee

~~Town Administrators (?)~~ The Joint School Committees will create a school building committee for specific building projects for the schools of each town. These committees act as the administrative authority for the projects, subject to approval of various actions by a School Committee and town.
The school building committee has the following responsibilities:

1. To study and make recommendations to the town with respect to school building needs.

2. To review thoroughly with the Superintendent and the School Committee the educational requirements in relation to school buildings.

3. To review previous studies and initiate needed studies with or without consultative assistance.

4. To employ the services of architects and cost estimators and such other professional assistance as it may deem necessary.

Staff Planning

Arrangements will be made by the Superintendent, working through Principals, for the school staff to contribute in the planning of new school buildings. Teachers will be given the opportunity to submit suggestions for possible inclusion in the educational specifications.

LEGAL REFS.: M.G.L. 70B
Massachusetts School Building Authority, Chapter 208 of the Acts of 2004,
963 CMR 2.00
M.G.L. 71:16

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

File: FB-1

FACILITIES PLANNING

DRAFT NOTE: DS only. The above policy reflects all three Committee's responsibility in planning.

School Building Committee

The Regional School District Committee creates a school building committee for specific building projects for the region. These committees act as the administrative authority for the projects, subject to approval of various actions by the School Committee.

The school building committee has the following responsibilities:

1. To study and make recommendations to the District with respect to school building needs.

2. To review thoroughly with the Superintendent Director and the School Committee the educational requirements in relation to school buildings.

3. To review previous studies and initiate needed studies with or without consultative assistance.

4. To employ the services of architects and cost estimators and such other professional assistance as it may deem necessary.

Staff Planning

Arrangements will be made by the Superintendent Director for the school staff to contribute in the planning of new school buildings. Teachers will be given the opportunity to submit suggestions for possible inclusion in the educational specifications.

LEGAL REFS.: M.G.L. 71:16; 71:37C and D; 71:68; 71:70
Massachusetts Board of Education Regulations Governing the School Building Assistance Act, Chapter 645 of the Acts of 1948 as amended,
FY 79
Board of Education 603 CMR, 38:00 and 603 CMR 26:07

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

~~File: FBAA~~

~~BUILDING COMMITTEE~~

DRAFT NOTE: DS only. Covered by FB and subcommittee policies in Section B. Recommend removal.

~~The local School Committees will have representation on school building committees whenever they are legally established. (Chapter 71, Section 68 General Laws)~~

~~The chairman of the Dover Sherborn Regional School District Committee shall serve as an ex officio member, together with two additional members of the Committee, one from Dover and one from Sherborn, on any regional school building committee.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

~~File: FBAB~~

~~LIAISON~~

DRAFT NOTE: Recommend removing this DS only policy. Covered by FB and subcommittee policies in Section B.

~~The School Committees agree that they shall inform any appointed building committees that they are desirous that the planning and designing of any educational facility to be constructed should reflect current and projected curricular aims and education philosophies and that to this end they will, through the Superintendent and his/her staff, promote such information to the building committees through the development of the formal "educational specifications" required by the state Board of Education and/or the Massachusetts Department of Elementary and Secondary Education.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

~~File: FBAC~~

~~STAFF~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA, if not already reflected.

~~A liaison for planning purposes will communicate with all staff members involved in instructional and administrative supervision of the schools and their facilities.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FBAD~~

~~COMMUNITY~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA, if not already reflected.

~~The school construction program must represent the cooperative endeavors of many people. Its success is a measure of the ability of many functionaries to cooperate. New educational programs, proposes new construction, and/or innovations to educational methods shall be discussed in public at regular School Committee meetings and/or with local citizen groups or selected committees.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FBAE~~

~~STATE AND FEDERAL AGENCIES~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA, if not already reflected.

~~The School Committees will work with state and federal agencies as prescribed by law and will, in addition, cooperate with all governmental units in order to provide the best possible school facilities while obtaining the greatest efficiency and economy in the use of the tax dollar.~~

~~The School Committees shall inform any appointed building committees that they intend to extend their aid in assisting the building committees in their work. To this end, they agree to cooperate in contacts made with the State Department of Education, Governance, Environmental and Support Services (G.E.S.S.) in order to gain a state financial subsidy. Further, they agree to use the authority of the Committees to apply for federal financial aid and private sector aid for any full or partial funding of aspects of the project which may be determined to be of educational value to the project and which is so approved by the Committees.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

File: FBAF

PUBLIC INFORMATION PROGRAM

DRAFT NOTE: Would recommend removing this DS only policy. Covered by A and B.

The School Committees accept their responsibility for keeping the public informed as to the processes to be followed in planning for needed school facilities. This will be done through hearings, School Committee meetings, school newsletters, press releases, postal patron mailings, cable TV, and other suitable means.

The School Committees shall inform the building committees that they "stand ready" to cooperate and assist in the provision of information to the public regarding need of the project as well as other relevant information. Further, they agree to supply to the building committees relevant information from the files, records and curricula programs of the school department which may help the work and cause of the building committees. To this end, the Committees agree that the Superintendent shall support such action and so involve his/her staff to the extent time is available, in his/her judgment, to honor reasonable requests.

The School Committees and/or the building committees may use the office of the Superintendent to provide informative news releases to the mass media or by other means as the Superintendent deems necessary and desirable.

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover Sherborn

~~File: FBB~~

~~ENROLLMENT PROJECTIONS~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA, if not already reflected.

~~The Dover-Sherborn Public Schools annually project school enrollments for planning purposes.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: FCB

RETIREMENT OF FACILITIES

DRAFT NOTE: DS with MASC reference update.

When a school building becomes inadequate by virtue of age, condition, size of site, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, or becomes unnecessary because of lack of need, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committees which facilities appear to justify further analysis.

The School Committees may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
3. Reassignment of students, including alternative plans according to Committee policy
4. Transportation factors, including numbers of students bused, time, distance, and safety
5. Alternative uses of the building
6. Cost/Savings
    a. Personnel
    b. Plant Operation
    c. Transportation
    d. Capital Investment
    e. Alternative Use
7. Continuity of instructional and community programs

LEGAL REFS.: M.G.L. 71:16

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

~~File: FCC~~

~~LEASING AND RENTING TO MEET EXPANSION NEEDS~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~The School Committees controlling the Dover, Sherborn, and Dover-Sherborn Public Schools may enter into temporary arrangements for the purchase, leasing or renting of non-public facilities or portable classrooms to relieve overcrowding in existing school buildings. In addition, expenditures may be authorized to correct minor deficiencies (such as lighting) in the leased facilities.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FEA~~

~~DEVELOPING EDUCATIONAL SPECIFICATIONS~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~To ensure that facilities being planned are designed best to implement the educational program, the Superintendent will direct the preparation of educational specifications to apply when planning and building school facilities.~~

~~The Superintendent shall recommend the educational specifications to the School Committees for their approval before their transmission to the building committees. Such educational specifications will include at least the following:~~

~~Description of the students to be housed~~

1. ~~The kinds of educational activities which will be in operation.~~

2. ~~The kinds and amounts of furniture and equipment needed.~~

3. ~~The relationships among areas of plant and site (e.g. band room and library; playing fields and locker rooms; front office and general school control).~~

4. ~~Special site considerations of aesthetics, traffic patterns, cooperative community use, and the like.~~

5. ~~Any other kinds of unique information that will give guidance to an architect in arriving at a solution.~~

    a. ~~Special characteristics~~
    b. ~~Movable equipment~~
    c. ~~Fixed equipment~~
    d. ~~Semi-expendable equipment~~
    e. ~~Grounds~~
    f. ~~Location and interrelationships~~
    g. ~~Area function~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FEC~~

~~CONSULTANTS~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected. Procurement laws…

~~The School Committees recognize the complexities of providing physical facilities in our communities. This responsibility is complicated by the demands for change made by a dynamic educational program.~~

~~Consultants and other appropriate resource personnel may be used to augment the Schools' personnel when needed and recommended by the Superintendent of Schools or the School Committees and their subcommittees and approved by the School Committees.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

~~File: FEE~~

~~INVESTMENT IN SITES~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~The School Committees believe that early and long-range planning is the wisest and best policy.~~

~~The School Committees encourage and ask that provisions for school sites be included in any long-range planning studies conducted in either Dover or Sherborn.~~

~~The School Committees look with favor on taking options on such sites that conform to the criteria of the School Committees for such sites.~~

~~The selection and acquisition of sites should result from close collaboration between the School Committees and the boards of selectmen.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FEEA~~

~~SITE~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~The School Committees believe that site selection and development should start from the premise that the school is an integral and inseparable part of the total community. Since the school is a community institution, it should reflect this relationship physically as well as ideologically.~~

~~The manner and extent to which a site serves the Schools' educational needs should be considered as only one aspect of its adequacy. Its adequacy should also be appraised in respect to its potential for contributing to the scope and depth of many of the cultural functions in the community.~~

~~The processes of selection concern the entire administrative and supervisory staffs and others with special skills and insights. The Superintendent of Schools, therefore, is instructed to establish such criteria and procedures as are necessary to assure the citizens and school committees that the best possible sites are being acquired for the least expenditure of public funds.~~

~~In regard to determining sites, the Superintendent shall make recommendations to the School Committees on which they may pass and forward to appropriate town officials and others who may then become involved.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

~~File: FF~~

~~NAMING NEW FACILITIES~~

DRAFT NOTE: MASC model policy is more thorough. Recommend MASC version.

~~Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a school name. A name with educational significance or inspiration physical locations; geographical areas; distinguished local, state, and national leaders whose names will lend dignity and stature to the school; or significant or pertinent events should be chosen.~~

~~The Superintendent will prepare for the approval of the Committees a procedure to follow in recommending names for school buildings. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming new facilities.~~

~~It is expected that an orderly announced procedure with a prompt decision on the name shall occur before the planning starts.~~

~~LEGAL REFS.: M.G.L. 71:16~~
~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: FF

NAMING NEW FACILITIES

Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming school facilities.

The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums.

Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the School Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTA/PTO in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

SOURCE: MASC – Reviewed 2022

File: FFA

MEMORIALS

DRAFT NOTE: MASC only. Helpful to have for reference.

The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.

Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.

Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.

SOURCE: MASC – Reviewed 2022

~~File: FG~~

~~SCHOOL COMMITTEE INSPECTION AND ACCEPTANCE~~

DRAFT NOTE: DS only. Could be covered in other policies. Retention is at the discretion of the Committee.

~~The School Committees and/or their designated representatives would like to be invited to participate with the school building committees in the inspection of a completed project. It is expected that the Committees will be informed regarding dispensation of "punch list" items regarding the building committee's "close out" responsibilities.~~

~~Prior to expiration of the guarantees on the building for one year after completion, the School Committees shall confer with the building committee regarding the status of the buildings and their standard of satisfaction in an attempt to enlighten the building committee on their experiences with the buildings during the first period of a year's occupancy.~~

~~Recommendations shall be made for the acceptance of the building to the School Committees by the Superintendent after administrative staff inspections which shall include those conducted by the building Principal and the Business Manager, as well as by the school building committee.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

SOURCE: Dover-Sherborn

~~File: FH~~

~~STAFF TRAINING FOR OCCUPANCY~~

DRAFT NOTE: Feels more procedure than policy. Recommend removal.

~~Staff training prior to the occupancy of a particular building shall be a part of the in-service training program. The training shall be directed by the appropriate supervisor, conducted by the building Principal, and coordinated with the Business Manager. Non-instructional staff members shall be trained by the supervising personnel from the central office. Technical personnel shall be trained by staff members from the Business Office, or the private enterprises which are supplying the equipment to be used in the building.~~

~~Advance notice of the occupancy date of such construction shall be sought from the building committee and they shall be requested to arrange for the participation and cooperation of representatives of subcontractors, particularly in heating and ventilation services, to meet with school personnel and conduct an orientation to the operation of the installations done in their particular roles. Further cooperation in this realm shall be sought from both the architect and the general contractor.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FI~~

~~PUBLIC DEDICATION~~

DRAFT NOTE: Not necessary as a stand alone policy. If the Committee wants to retain the sentiment, recommend moving to FF or FFA.

~~The School Committees shall express to the building committee their desire to participate in dedication exercises. Further, it shall be the position of the Committees that requests for the inclusion of Committee and staff personnel, and in selected instances, students, in the dedication exercises shall be made to the building committee; names of individuals shall be submitted with such requests. Further, the Committees shall submit to the building committee names and addresses of people they wish to have invited by the building committee to such exercises. This should include all parties instrumental in the success of the building project. An offer of cooperation in the planning and carrying out of the dedication exercises shall be made by the Committees.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: HA

NEGOTIATIONS GOALS

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the students of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee, or its representatives, and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities, nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. 150E

SOURCE: MASC – Updated 2022

~~File: HB~~

~~NEGOTIATIONS LEGAL STATUS~~

DRAFT NOTE: As this is the School Committee's policy manual, the MASC model policy sites Section 1. Employee rights are covered elsewhere in non-discrimination and staff related policies. Recommend MASC version.

~~All negotiations between the School Committees and recognized employee groups are conducted subject to Chapter 150E of the Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:~~

> ~~Employees shall have the right of self organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.~~

~~Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of the School Committees and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.~~
~~Established by law~~

~~LEGAL REF.: M.G.L. 150E:1 et seq.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: HB

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 1 of that chapter, as follows:

> "In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives."

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

SOURCE: MASC - Updated 2022

LEGAL REF.: M.G.L. 150E:1 et seq.

File: HF

SCHOOL COMMITTEES' NEGOTIATING AGENTS

DRAFT NOTE: DS with MASC updates.

The School Committees are responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committees may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committees will appoint the negotiator and the fee or salary for ~~his~~ their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.

    a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committees, and their participation in negotiations must be recommended by the Superintendent and approved by the Committees.

    b. ~~He/she~~ They will direct accumulation of necessary data needed for negotiations, such as comparative information.

    c. ~~He/she~~ They will follow guidelines set forth by the Committees as to acceptable agreements and will report on the progress of negotiations.

    d. ~~He/she~~ They will make recommendations to the Committees as to acceptable agreements.

2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

LEGAL REF.: M.G.L. 71:37E

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

File: HF

SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, working conditions of employees, and all other mandated subjects of bargaining, represented by the units.

    a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.

    b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.

    c. They will follow guidelines set forth by the Committee as to acceptable agreements and will regularly report on the progress of negotiations in a properly posted executive session.

    d. They will make recommendations to the Committee as to acceptable agreements.

2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC – Updated 2022

LEGAL REF.: M.G.L. 71:37E

SECTION L: EDUCATION AND AGENCY RELATIONS

Section L of the NEPN classification system contains policies, regulations, and exhibits on the school district's relationship with other education agencies – including other school systems, regional or service districts, private schools, colleges and universities, education research organizations, and state and national education agencies.

GENERAL NOTE: The drafts that follow are a merger of current Dover-Sherborn policies with the draft policies recommended by the Massachusetts association of School Committees (MASC).

Changes will generally fall within five categories:

- **No changes made/Only references or titles updated.**
- **Significant edits but original policy largely remains.**
- **Changes are so numerous, a complete replacement is recommended.**
- **Policy does not currently exist in manual, and adding it is recommended.**

Policy is actually procedure, and does not belong in the policy manual.

Where necessary, language has been updated to reflect the most currently available legal language and grammatical conventions. Some policies have been combined for simplicity. Draft Notes in blue are included at the top of each policy to clarify what changes were made and why, and will not be included in the final language.

(DS) indicates that the policy is the current Dover-Sherborn policy. (MASC) indicates the current draft MASC policy.

"- R" denotes a regulation that accompanies a policy.

"-E" denotes an exhibit that provides additional information.

When the final versions are approved, the strikethroughs, notes, and sources will be removed.

SECTION L
EDUCATION AGENCY RELATIONS

LA **EDUCATION AGENCY RELATIONS GOALS (DS/MASC)**
Policies match. No action Required.

~~**LB/LBC RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS/PRIVATE SCHOOLS (DS)**~~
LB **RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS (MASC)**
There is a lot of overlap in the DS policies. Recommend MASC versions for clarity.

~~**LBC PRIVATE SCHOOL RELATIONS (DS)**~~
LBC **RELATIONS WITH NONPUBLIC SCHOOLS (MASC)**
There is a lot of overlap in the DS policies. Recommend MASC versions for clarity.

~~**LC EDUCATION RESEARCH AND SERVICE CENTERS (DS)**~~
Covered in ILD STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH. Recommend removal.

LDA **STUDENT TEACHING AND INTERNSHIPS (DS/MASC)**
Policies match. No action Required.

~~**LDAA PRACTICE TEACHING (DS)**~~
Covered in LDA. Recommend removal.

File: LA

EDUCATION AGENCY RELATIONS GOALS

DRAFT NOTE: Policies match. No action Required.

The School Committees appreciate the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicated to education. They believe that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the Schools and to other educational agencies, the Committees establish these broad goals:

1. To encourage liaison with other educational agencies.

2. To supply educational services to and/or share with other educational agencies.

FIRST READING: January 25, 2011
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn/MASC

File: LB/LBC

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS/PRIVATE SCHOOLS

DRAFT NOTE: There is a lot of overlap in the DS policies. Recommend MASC versions for clarity.

The School Committees will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school system involvement in state and federal decision making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school systems, the school committees want to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the superintendent will include in reports to the committees an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

Private Schools

In accordance with state law, the School Committees will approve a private school when it is satisfied that the instructional program of the school equals that of the Schools in thoroughness, efficiency, and progress made.

The Committees recognize that many worthwhile contributions are made to this community be parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when this cooperation is not expressly prohibited by law.

LEGAL REFS.: M.G.L. 40:4E; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

FIRST READING: January 25, 2011
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

File: LB

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The School Committee will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school district involvement in state and federal decision-making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school districts, the School Committee wants to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the Superintendent will include in reports to the Committee an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

SOURCE: MASC – Reviewed 2022

LEGAL REFS.: M.G.L. 40:4E; 71:48; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

NOTE: Policies under this category and its subcategories are usually specific in naming the cooperatives, collaborative, and special agencies with which the school district is associated to provide special services and programs.

~~File: LBC~~

~~PRIVATE SCHOOLS RELATIONS~~

DRAFT NOTE: There is a lot of overlap in the DS policies. Recommend MASC versions for clarity.

~~The School Committees will cooperate with parochial and private schools in matters of mutual benefit where not expressly prohibited by law.~~

~~The Superintendent is encouraged to explore areas of mutual benefit with the administrative officers of such schools and to recommend desirable courses of action.~~

~~FIRST READING: January 25, 2011~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: LBC

RELATIONS WITH NONPUBLIC SCHOOLS

In accordance with state law, the School Committee will approve a private school when it is satisfied that the school equals that of the municipality's public schools in thoroughness, efficiency, and progress made.

All of the following steps are required for approval of a private school:

1. The school submits a letter of application to the Superintendent of Schools.
2. The school completes all items on the "Checklist for Approval of a Private School" and submits required documentation.
3. The Superintendent or designee reviews the submitted materials.
4. The Superintendent or designee visits the school.
5. The school makes a presentation to the School Committee.
6. The Superintendent makes a recommendation to the School Committee.
7. The School Committee takes formal action on the recommendation.
8. The school is notified of the School Committee's decision.

The School Committee will act reasonably and in good faith to carry out its statutory approval function.

If substantial changes are made in the private school's program, the school must seek renewed approval.

The School Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.

SOURCE: MASC – Updated 2022

LEGAL REFS.: M.G.L. 40:4E; 71:48 and 71D; 71B:4; 74:4-7A; 76:1

~~File: LC~~

~~EDUCATION RESEARCH AND SERVICE CENTERS~~

DRAFT NOTE: Covered in ILD STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH. Recommend removal.

~~It is the policy of the Dover Sherborn Public Schools to cooperate as far as possible with colleges, universities, and other agencies in promoting potentially profitable research. Because of the very large number of requests to make questionnaire and interview studies in our schools, it has been necessary to set up rather definite criteria for such studies.~~

~~Decisions in connection with research involving students, teachers, or other employees are based on the following policies:~~

- ~~The project should be so designed that it can be expected to produce valid and reliable results.~~
- ~~It should be expected to contribute something useful and of value for the improvement of education.~~
- ~~Questionnaires and interview questions must be submitted in advance to the superintendent and must not include items which invade the area of personal rights of which raise questions of a personal nature relative to status, race, creed, or color.~~
- ~~Outlines must be submitted and should be of sufficient scope and depth to justify the time and effort to be consumed.~~
- ~~In general, it will be the policy not to interrupt the work of pupils or teachers unless there seems to be real potential in the study.~~
- ~~In the case of university student projects, prior written approval by a faculty member of the institution attended will be required. This faculty member shall have some responsibility related to the student's project.~~

~~FIRST READING: January 25, 2011~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

File: LDA

STUDENT TEACHING AND INTERNSHIPS

DRAFT NOTE: Policies match. No action required.

The Committees encourage the administration to cooperate with teacher-training institutions in the placement of student teachers in the schools. All initial arrangements with the colleges and universities will be subject to committee or administration approval.

The Committees authorize the administration to honor the reasonable rules and training guidelines of the sending institution.

In all arrangements made with colleges and universities, the Schools will be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration will devise procedures for evaluating the performance of student teachers that meet requirements of the sending institution and fit with the Committees' policies.

FIRST READING: January 25, 2011
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn/MASC

~~File: LDAA~~

~~PRACTICE TEACHING~~

DRAFT NOTE: Covered in LDA. Recommend removal.

~~Residents of Dover and Sherborn attending teacher education institutions may complete their practice teaching assignments in the Dover-Sherborn Public Schools.~~

~~Student nurses from local hospitals may observe in the Dover-Sherborn Public Schools for several days with the Principal's permission.~~

~~Students enrolled in school administration programs may be allowed to observe and/or complete an internship in the Dover-Sherborn Public Schools.~~

~~Non-resident students attending teacher education institutions are also encouraged to complete their practice teaching assignments in the Dover-Sherborn Public Schools.~~

~~FIRST READING: January 25, 2011~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

SECTION F
FACILITIES DEVELOPMENT

FA **FACILITIES DEVELOPMENT GOALS**

FB **FACILITIES PLANNING**

FCB **RETIREMENT OF FACILITIES**

FF **NAMING NEW FACILITIES**

FFA **MEMORIALS**

File: FA

FACILITIES DEVELOPMENT GOALS

The School Committees believe that any educational program is influenced greatly by the environment in which it functions. The development of a quality educational program and facilities that help to implement the program must go hand in hand.

Therefore, it is the Committees' goal to provide the facilities needed for the number of students in the Schools, and to provide the kind of facilities that will best support and accommodate the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

In planning facilities, the Committees recognize that capital outlay funds are limited, and that priorities must be established to make the best use of resources. The Committees' first objective is to develop a plan that eliminates overcrowding and minimizes the need for extended day programs and double sessions. Whenever possible, the cultural as well as educational needs of the community are considered in planning facility expansions.

Architects retained by the Committees are expected to plan for simplicity of design; sound economics, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.

LEGAL REF.:

M.G.L. 70B
963 CMR 2.00

File: FB

FACILITIES PLANNING

School Building Committee

The Joint School Committees will create a school building committee for specific building projects for the schools of each town. These committees act as the administrative authority for the projects, subject to approval of various actions by a School Committee and town.
The school building committee has the following responsibilities:

1. To study and make recommendations to the town with respect to school building needs.

2. To review thoroughly with the Superintendent and the School Committee the educational requirements in relation to school buildings.

3. To review previous studies and initiate needed studies with or without consultative assistance.

4. To employ the services of architects and cost estimators and such other professional assistance as it may deem necessary.

Staff Planning

Arrangements will be made by the Superintendent, working through Principals, for the school staff to contribute in the planning of new school buildings. Teachers will be given the opportunity to submit suggestions for possible inclusion in the educational specifications.

LEGAL REFS.: M.G.L. 70B
Massachusetts School Building Authority, Chapter 208 of the Acts of 2004,
963 CMR 2.00
M.G.L. 71:16

File: FCB

RETIREMENT OF FACILITIES

When a school building becomes inadequate by virtue of age, condition, size of site, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, or becomes unnecessary because of lack of need, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committees which facilities appear to justify further analysis.

The School Committees may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
3. Reassignment of students, including alternative plans according to Committee policy
4. Transportation factors, including numbers of students bused, time, distance, and safety
5. Alternative uses of the building
6. Cost/Savings
    a. Personnel
    b. Plant Operation
    c. Transportation
    d. Capital Investment
    e. Alternative Use
7. Continuity of instructional and community programs

LEGAL REFS.: M.G.L. 71:16

File: FF

NAMING NEW FACILITIES

Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming school facilities.

The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums.

Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the School Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTA/PTO in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

File: FFA

MEMORIALS

The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.

Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.

Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.

SECTION H
NEGOTIATIONS

HA **NEGOTIATIONS GOALS**

HB **NEGOTIATIONS LEGAL STATUS**

HF **SCHOOL COMMITTEES' NEGOTIATING AGENTS**

File: HA

NEGOTIATIONS GOALS

The School Committees recognize that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for students of these communities. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committees believe that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committees and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committees' legal responsibilities nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. 150E

File: HB

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 1 of that chapter, as follows:

> "In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives."

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

LEGAL REF.: M.G.L. 150E:1 et seq.

File: HF

SCHOOL COMMITTEES' NEGOTIATING AGENTS

The School Committees are responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committees may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committees will appoint the negotiator and the fee or salary for their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.

    a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committees, and their participation in negotiations must be recommended by the Superintendent and approved by the Committees.

    b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.

    c. They will follow guidelines set forth by the Committees as to acceptable agreements and will report on the progress of negotiations.

    d. They will make recommendations to the Committees as to acceptable agreements.

2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

LEGAL REF.: M.G.L. 71:37E

SECTION H: NEGOTIATIONS

Section H of the NEPN classification system contains policies, regulations, and exhibits on the process of negotiating with bargaining units recognized by the school board and authorized under state law.

GENERAL NOTE: The drafts that follow are a merger of current Dover-Sherborn policies with the draft policies recommended by the Massachusetts association of School Committees (MASC).

Changes will generally fall within five categories:

- **No changes made/Only references or titles updated.**
- **Significant edits but original policy largely remains.**
- **Changes are so numerous, a complete replacement is recommended.**
- **Policy does not currently exist in manual, and adding it is recommended.**

Policy is actually procedure, and does not belong in the policy manual.

Where necessary, language has been updated to reflect the most currently available legal language and grammatical conventions. Some policies have been combined for simplicity. Draft Notes in blue are included at the top of each policy to clarify what changes were made and why, and will not be included in the final language.

(DS) indicates that the policy is the current Dover-Sherborn policy. (MASC) indicates the current draft MASC policy.

"- R" denotes a regulation that accompanies a policy.

"-E" denotes an exhibit that provides additional information.

When the final versions are approved, the strikethroughs, notes, and sources will be removed.

SECTION H
NEGOTIATIONS

HA **NEGOTIATIONS GOALS (DS)**
~~**HA** **NEGOTIATIONS GOALS (MASC)**~~
DS with MASC reference update.

~~**HB** **NEGOTIATIONS LEGAL STATUS (DS)**~~
HB **NEGOTIATIONS LEGAL STATUS (MASC)**
As this is the School Committee's policy manual, the MASC model policy sites Section 1. Employee rights are covered elsewhere in non-discrimination and staff related policies. Recommend MASC version.

HF **SCHOOL COMMITTEES' NEGOTIATING AGENTS (DS)**
~~**HF** **SCHOOL COMMITTEE NEGOTIATING AGENTS (MASC)**~~
DS with MASC updates.

File: HA

NEGOTIATIONS GOALS

DRAFT NOTE: DS with MASC reference update.

The School Committees recognize that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for students of these communities. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committees believe that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committees and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committees' legal responsibilities nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. 150E

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

SECTION L
EDUCATION AGENCY RELATIONS

LA	EDUCATION AGENCY RELATIONS GOALS
LB	RELATIONS WITH OTHER SCHOOLS AND SCHOOL
LBC	RELATIONS WITH NONPUBLIC SCHOOLS
LDA	STUDENT TEACHING AND INTERNSHIPS

File: LA

EDUCATION AGENCY RELATIONS GOALS

The School Committees appreciate the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicated to education. They believe that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the Schools and to other educational agencies, the Committees establish these broad goals:

1. To encourage liaison with other educational agencies.

2. To supply educational services to and/or share with other educational agencies.

File: LB

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The School Committee will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school district involvement in state and federal decision-making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school districts, the School Committee wants to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the Superintendent will include in reports to the Committee an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

LEGAL REFS.: M.G.L. 40:4E; 71:48; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

File: LBC

RELATIONS WITH NONPUBLIC SCHOOLS

In accordance with state law, the School Committee will approve a private school when it is satisfied that the school equals that of the municipality's public schools in thoroughness, efficiency, and progress made.

All of the following steps are required for approval of a private school:

1. The school submits a letter of application to the Superintendent of Schools.
2. The school completes all items on the "Checklist for Approval of a Private School" and submits required documentation.
3. The Superintendent or designee reviews the submitted materials.
4. The Superintendent or designee visits the school.
5. The school makes a presentation to the School Committee.
6. The Superintendent makes a recommendation to the School Committee.
7. The School Committee takes formal action on the recommendation.
8. The school is notified of the School Committee's decision.

The School Committee will act reasonably and in good faith to carry out its statutory approval function.

If substantial changes are made in the private school's program, the school must seek renewed approval.

The School Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.

LEGAL REFS.: M.G.L. 40:4E; 71:48 and 71D; 71B:4; 74:4-7A; 76:1

File: LDA

STUDENT TEACHING AND INTERNSHIPS

The Committees encourage the administration to cooperate with teacher-training institutions in the placement of student teachers in the schools. All initial arrangements with the colleges and universities will be subject to committee or administration approval.

The Committees authorize the administration to honor the reasonable rules and training guidelines of the sending institution.

In all arrangements made with colleges and universities, the Schools will be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration will devise procedures for evaluating the performance of student teachers that meet requirements of the sending institution and fit with the Committees' policies.

The Public Schools of Dover and Sherborn
157 Farm Street
Dr. Andrew W. Keough, Superintendent — Dover, MA 02030 — Ms. Dawn Fattore, Business Administrator
Phone: 508-785-0036 Fax 508-785-2239
Ms. Elizabeth M. McCoy, Asst. Superintendent — www.doversherborn.org — Ms. Kate McCarthy, Director of Student Services

Commitment to Community
Equity and Excellence
Respect and Dignity
Climate of Care

TO: Dover, Sherborn and Dover-Sherborn Regional School Committees
FROM: Dawn Fattore, Business Administrator
RE: Transportation Bid Results and Contract Approval Request
DATE: March 28, 2025

Summary of Bidding Activity:

- 6 vendors requested bid specifications
- One vendor, Michael J. Connolly & Sons, Inc., submitted a bid

Combined Annual Costs per submitted bid:

- FY26 $1,609,090
- FY27 $1,695,065
- FY28 $1,787,917
- *FY29 $1,832,625*
- *FY30 $1,870,454*

Total cost of three-year contract is **$5,092,072** with a two-year extension option of *$3,703,079*, overall 5-year increase of **30%**. First-year increase is 15.5%, Year 2 is 5.32% and Year 3 is 5.45% - total 26.27%.

Comparative Data:

- Previous 5-year contract increases for FY16-FY20 of **13.7%** and FY21-FY25 of **25.9%**
- FY25 daily bus rate of $405, FY26 daily bus rate of $468

Breakout by District of base costs (each District will approve and sign own contract):

- Dover: FY26 $ 306,252 FY27 $ 322,542 FY28 $ 340,135 Total **$ 968,929**
- Sherborn: FY26 $ 272,224 FY27 $ 286,704 FY28 $ 302,342 Total **$ 861,270**
- Region: FY26 $1,030,614 FY27 $1,085,819 FY28 $1,145,440 Total **$3,261,873**

Other contract terms:

- Fuel adjustment clause – contract costs include 10% over/under range based on $3.862/gallon (current contract price is $3.003/gallon)
- Special trip costs (field trips/athletic buses) increases of 20%, 5.5% and 7.4% for years 1-3
- Contract continues to allow flexibility of one bus differential at elementary level

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

Recommended Motion: (by Committee)

To award the *name of district* Public School transportation contract to Michael J. Connolly & Sons for a three-year term in the amount of *see above* for the annual base bid, and all other related established prices for incidental bus transportation and the fuel adjustment cost as submitted in the bid form.

The School Committee at its discretion reserves the right to evaluate the option years at the appropriate time.

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www.doversherborn.org

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Dover-Sherborn Regional School Committee
FROM: Dawn Fattore, Business Administrator
DATE: April 1, 2025
RE: FY26 Capital Budget Update – Bid Results and Revised Town Funding

The bid opening for the Turf/Track/Lights/Fencing Project was held on March 27th. The bids for the base project ranged from a low of $1,530,000 up to a high of $1,948,514. A total of six bids were received. There were three alternates included in the bid specifications: blue track surfacing ($19,500), colored exchange zones ($36,000) and brock fill/sand ($96,000) in place of existing crumb rubber/sand. We are moving forward with all three alternates resulting in a potential contract amount of **$1,681,500 ($1,530,000 base + $151,500 alternates)**. We will walk through more of the details on the project at tonight's meeting.

As a reminder, the School Committee voted to utilize **$350,000** of the June 30, 2024 Excess and Deficiecny Balance towards this project leaving **$1,331,500** to be funded by the Towns.

Given the new cost of the project, we are asking the School Committee to approve the revised amount to be funded by the Town per the motion below:

*Motion to approve remaining FY26 Capital project costs of **$1,331,500** to be funded by Member Towns based on FY26 Capital Costs Assessment percentages, Dover **$714,350** (53.65%) and Sherborn **$617,150** (46.35%).*

Our next step will be to meet with Dover's Board of Selectmen and Sherborn's Select Board to approve the IMA. In addition, the project will need to be approved by both Towns at their scheduled Town Meetings taking place on April 29th for Sherborn and May 5th for Dover.

John G. Smith, *Principal*
Timothy O'Mara, *Assistant Principal*
Ellen Rowley, *Director of Guidance*
Emily Sullivan, *Athletic Director*
Victoria Sulser, *Special Education Coordinator*

TO: Mr. John Smith, Principal; Mrs. Beth McCoy, Superintendent; School Committee
FROM: Mrs. Amanda Lydon & Mr. Noah Schulze
DATE: March 12, 2025
RE: DECA International Competition: Out-of-State Overnight Field Trip Request

We are requesting permission to bring 13 Dover-Sherborn High School students to the **DECA International Career Development Conference (ICDC)** in Orando, Florida. Below are the main elements of this trip and will work collaboratively with administrators and the school nurse to make sure students and chaperones are well prepared for this experiential learning opportunity to demonstrate 21st Century skills.

Dates & Locations: April 25-30, 2025 in Orlando, Florida
Conference Venue: Orange County Convention Center Hotel: Rosen Plaza Hotel

Advisor & Chaperone Info: Mr. Noah Schulze & Mrs. Amanda Lydon

- Chaperone Ratio: 1 adult per 8 students; Chaperones will be reachable via ParentSquare.

Safety & Security Measures:

- **Luggage Checks:** DECA luggage tags & Inspections conducted by parents/administration before leaving Dover-Sherborn.
- **Professionalism & Conduct:** Attendees must maintain professional appearance and behavior.
- **Name Badges & Wristbands:** Must be worn at all times for security.
- **Hotel Security, Emergency Procedures, & Curfew:** Rooms will be inspected at check-in and check-out. Visitors require propped open doors. Emergency meeting points will be designated. Students will be able to contract advisors. Curfew will be strictly enforced. Advisors will check rooms and ensure compliance.

Estimated Financials: cost of $1900 per student

- **Registration Fee:** $163 per person **Flight:** $650
- **Housing Rate:** $400 per night per room (5 nights with 4 students per room)
    - Students will split chaperone registration, hotel rooms, flights, park tickets, and ground transportation.
- **Refund Requests:** Cancellations must be submitted by April 18. No refunds.
- Fundraisers & DECAid are planned to reduce the cost and we have reached out to business partners.

Competition & Entertainment:

- **Roleplays:** Testing on Sunday; Preliminary rounds Monday; Finalists announced Tuesday morning.
- **Leadership Series**: Comprehensive leadership program that focuses on goal setting, consensus building, and project implementation to prepare for college and career leadership.
- **Universal Studios:** 3 Day Park-to-Park tickets & **DECA Night @ Universal Studios**: 5-11 pm only open to DECA students. *All for $299—over 50% savings off the $600+ gate price!*

Awards Sessions: Will be lived streamed for Parents/Families

- **Achievement (Mini) Awards:** Tuesday, 8 AM, recognizing top students.

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

- **Grand Awards:** Tuesday, 7:30 PM, featuring finalists and ICDC qualifiers.

ICDC Orlando

DECA International Career Development Conference

April 25-30, 2025

Overview: Students either compete at the International Competition or attend leadership workshops at the International Career Development Conference.

Student Leaders: Olivia Raia, Grade 11; Iman El-Hilali, Grade 11; Alex Mroz, Grade 11; Will Sarhaddi, Grade 10; Elif Koparan, Grade 9; Vivian Kamphaus, Grade 11

Student Competitors: (11 students total)
Isaac Lee, Grade 11, in Financial Consulting
Max Friel, Grade 11, in Principles of Business Administration
Caroline Wang, Grade 11, in Principles of Business Administration
Grigorii Abramian, Grade 11, Business Law & Ethics Team
Gerasimo Kafkas, Grade 11, Business Law & Ethics Team

Advisors: Mrs. Amanda Lydon & Mr. Noah Schulze

Educational Purposes

- 21st Century Skills Opportunities
- Experiential Learning- Business Professional Attire
- Networking Opportunities
- Trip Planning and Cost Estimation
- Practice Elevator Speech and Presentation Skill



Conference Venue:
Orange County Convention Center
9800 International Drive
Orlando, FL 32819 [West Building]
(407) 685-9800

Hotel:
Rosen Plaza Hotel
9700 International Dr
Orlando, Florida 32819
(800) 627-8258

Transportation:
Students will be flying to Orlando with a non-stop flight. Students and chaperones will be using DECA provided buses, public transportation such as the I-Ride trolley, and taxis/transportation services to get around to various locations. In addition the hotel is connected via pedestrian bridge to the Orange County Convention Center so students can walk to conference events.

Packing List **Personal Item and Checked Bag**

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

3 Business Formal outfits • Dress pants/skirt (with socks/tights) • Dress shirts • Ties/scarf if wearing collared shirt • Dress belt (matches shoes) • Dress shoes • Underclothes Casual clothes: • Pajamas (NOT to be worn in public and in hotel room ONLY) • swimwear, sweats, socks, shoes, jeans, shorts, tops including DECA shirts, socks (will be worn to/from the airport and out to any parks)	Personal Items (pack all these in the toiletry bag/ziplock to avoid spilling onto your clothes) • Toothbrush & toothpaste • Shampoo and soap (provided by hotel) • Hair products • Deodorant • Cologne/perfume • Shaving cream/razor • Make-up • Phone and charger • Photo ID • Money for food & shopping

Health and Safety

Page 41: Conference Safety- General reminders for being in a new place

EMERGENCY

Any medical exceptions to this code must be documented in the conference headquarters prior to the beginning of the conference. This is the responsibility of the local advisor.

I authorize the advisor to secure the services of a physician or hospital, and to incur the expenses for necessary services in the event of accident or illness, and I will provide for the payment of these costs:

WALK-IN CLINIC
MD Now Urgent Care - Dr. Phillips
8972 Turkey Lake Rd. South,
Suite 400
Orlando, FL 32819
407-226-1906

LOCAL HOSPITALS
AdventHealth Celebration Hospital
400 Celebration Place
Celebration, FL 34747
407-303-4000

Orlando Health Dr. P. Phillips Hospital
9400 Turkey Lake Road
Orlando, FL 32819
407-351-8500

PHARMACIES
Walgreens
8021 International Drive
Orlando, FL 32819
407-352-7071

Walgreens
13502 FL-535
Orlando, FL 32821
407-827-1004

Walgreens
6201 International Drive
Orlando, FL 32819
407-345-8402

Flight Information

Bring a photo ID please!

You 1 get a personal item (NO carry-on). 2 checked bags!

Liquids are allowed in carry-on luggage in accordance with the 3-1-1 format. All liquids must be contained in a bottle 3.4 ounces (100 ml) or less and placed inside a one quart, clear, plastic, zip-top bag. One bag per passenger is allowed.

Meet Friday 4/25

JetBlue Flight #651

Departs Boston (BOS) at 5:02pm

Arrives Orlando, FL (MCO) at 8:29pm

Return flight on Wednesday 4/30

JetBlue Flight #522

Departs Orlando, FL (MCO) at 8:20am

Arrives Boston (BOS) at 11:22am

Itinerary

MASS DECA Info **DECA Inc** **Schedule of Events**

Day	Time	Activity
Friday,		Meet at the airport; Check-in and check bags (2), go through security, grab dinner/snacks/drinks as needed

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April 25th	5:02- 8:29	Flight #651 & Arrive
	12:30	Curfew
Saturday, April 26th	9am-5pm	DECA Day In The Parks- Day 1 Park-to-Park
	5pm	State Meeting for ALL at Hotel
	8:30	Opening Session
	12:30	Curfew
Sunday, April 27th	8:30am- 5:00 pm	Competitive Testing & Briefing @1pm Emerging Leader Series -THRIVE & More College & Career Exhibits Advisor Professional Learning Series
	5- 11pm	Universal Day 2 Park-to-Park
	12:30	Curfew
Monday April 28th	8am-4pm	Preliminary Competition
	8:30-5pm	Emerging Leader Series
	5-11pm	DECA Night @Universal Studios
	12:30	Curfew
Tuesday, April 29th	8am	Achievement Awards
		Competitive event final competition (finalists only) or Universal Day 3 Park-to-Park *09:00 AM -07:00 PM*
	6pm	Final meeting & ice cream social *New state action team- Caroline!*
	7:30pm	Grand Awards Session
	12:30	Curfew
Wednesday April 30th	8:20am - 11:20am	Check-out of hotel Fly Home; Arrive in Boston; Get bags, head back

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DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes January 28, 2025

Present:

Dover School Committee
Jeff Cassidy
Martha Castle
Kate Cook
Goli Sepehr
Jessica Hole

Dover-Sherborn Regional School Committee
Mark Healey
Colleen Burt
Angie Johnson
Kevin Crotty

Sherborn School Committee
Christine Walsh
Becca Hammond
Kristen Aberle
Megha Kadiyala

1. **Call to order –** The meeting was called to order at 6:31 PM in the DSMS Library.
2. **Community Comments -** none
3. **Superintendent Comments -**
   - Progress on District & Superintendent Goals - Superintendent McCoy outlined updates regarding each of the district and superintendent goals.
   - General Updates - Superintendent McCoy and Assistant Superintendent Conklin spoke about recent and upcoming events in the district.
   - Technology Update
   - Communication Update
   - Student Services Update
4. **Discussion Items**
   - District Bullying & Prevention Plan: 1st read - proposed changes to the plan were highlighted and discussed.
   - Policy Sections F, H, L: 1st read - proposed changes to the policies were highlighted.
5. **Action Items**
   - 2025 - 26 District Calendar - a proposed calendar for the 2025-26 school year was presented.

There were motions to approve the 2025-25 District Calendar as presented.
RSC: motion by Colleen Burt, second by Kevin Crotty
Vote in favor: Mark Healey, Colleen Burt, Angie Johnson, 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 Martha Castle, second by Goli Sepehr
Vote in favor: Jeff Cassidy, Martha Castle, Goli Sepehr, Jessica Hole, and Kate Cook.

- Amendment to TEC Collaborative Agreement - King Philip Regional School District and Sharon Public School have requested membership in the TEC Collaborative which requires approval from member districts.

There were motions to approve the TEC Collaborative Agreement as amended.
RSC: motion by Colleen Burt, second by Kevin Crotty
Vote in favor: Mark Healey, Colleen Burt, Angie Johnson, 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 Martha Castle, second by Goli Sepehr
Vote in favor: Jeff Cassidy, Martha Castle, Goli Sepehr, Jessica Hole, and Kate Cook.

6. **Consent Agenda**
   - September 10, 2024 minutes

There were motions to approve the Consent Agenda.
RSC: motion by Angie Johnson, second by Kevin Crotty
Vote in favor: Mark Healey, Colleen Burt, Angie Johnson, 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 Martha Castle, second by Goli Sepehr
Vote in favor: Jeff Cassidy, Martha Castle, Goli Sepehr, Jessica Hole, and Kate Cook.

7. **Informational Items**
   - Summary of proposed FY26 Budgets
   - Challenge Success Survey 2024 Executive Summary - MS
   - Challenge Success Survey 2024 Executive Summary - HS
   - ACCEPT & TEC Annual & Quarterly Reports
8. **Items for April 1, 2025 meeting -** Superintendent Evaluation, Policies, Federal Executive Order/Grant impact if any
9. **Adjourn at 9:08 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
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
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Summary of School Committee approved FY26 Budgets

Dover:

Total Operating Budget: **$11,453,288** **1.33% increase**

In-District: $8,901,288 3.47% increase
OOD: 2,552,000* 5.48% decrease

**100% of costs, no Circuit Breaker Reimbursement reflected*

Capital Request: $75,000 (Flooring Project)

Sherborn:

Total Operating Budget: **$8,432,285** **2.31% increase**

In-District: $7,283,285 0.70% increase
OOD: 1,149,000** 13.88% increase

***Net of $400,000 of Circuit Breaker Reimbursement*

Capital Request: $30,000 (Flooring Project)

Region:

Total Operating Budget***: **$29,087,346** **0.73% increase**

Dover's Assessment: $13,131,279 1.03% decrease
Sherborn's Assessment: $11,798,286 1.59% increase

****Reflects retirement of Middle School Building Debt as of May 2025*

Capital Request: $1.68 million, RSC approved $350,000 of E&D towards project costs
(Turf Field/Track/Fencing/Lighting Replacement Project)