Dover-Sherborn Regional School Committee

Tuesday, May 5, 2026
5:30 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. **Student Council Representatives**
4. **Superintendent Comments**
   - Announcement of New MS Assistant Principal
   - Update on HS Therapy Dog Initiative
   - Secondary Instructional Coach Pilot
5. **Financial Reports**
   - Warrant Report
   - FY26 Monthly Report
6. **Items for Discussion**
   - Student Handbook (1st read)
   - Code of Conduct (1st read)
   - Restraint Policy (1st read)
7. **Items for Approval**
8. **Consent Items** **A.R.**
   - Approval of Overnight/Out of State Field Trip
   - Approval of Regional School Committee Minutes – March 12, 2026
9. **Informational Items**
   - Civil Rights Grievance Procedure
   - Dover School Committee Minutes – February 3, 2026, February 10, 2026
   - Sherborn School Committee Minutes - February 3, 2026
10. **Next Meeting June 9, 2026 (5:30 pm start time)**
11. **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: Regional School Committee
FROM: Dawn Fattore, Business Administrator
DATE: April 30, 2026
RE: FY26 Approved Warrants

The following FY26 Accounts Payable Warrants were approved by one of the Committee's designated signers:

Voucher #	Date	Amount
1183	3/5/2026	$86,723.31
1192	3/18/2026	$298,800.85
1211	3/31/2026	$445501.51
1202	4/1/2026	$110,781.86
1212	4/10/2026	$159,390.75
1213	4/16/2026	$364,151.75
1223	4/23/2026	$989,472.76

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Regional School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY26 Operating Update
DATE: May 5, 2026

Attached please find:

a. General Fund Revenues as of April 30, 2026
b. Status of Appropriations as of April 30, 2026

Revenues

Chapter 70 and 71 revenue projections reflect the final Cherry Sheet amounts. The variance in Chapter 70 is due to increases in legislative funding in the final state budget approval (we use the Governor's Budget for our budget placeholder). We received the first of two installments of Chapter 71 transportation reimbursement in February. The first payment (assuming an equal second payment) reflects an 80% reimbursement rate. State budget discussions from FY26 indicated closer to a 90% reimbursement rate. The first payment is typically conservative as not all FY25 expenditures are reported yet. An additional 10% of reimbursement would increase the Region's reimbursement by approx. $89,000. **Projections reflect receiving an additional $60,000 as it does appear the reimbursement rate will be higher than 80%.**

You will note some variances in athletic, parking, and activity fees as we approach the end of the year. The most significant is a negative variance in athletic fees, driven by current participation rates. Due to this continued trend, we plan to ask the School Committee at the June meeting to increase the family cap for athletic fees back to five for FY27. (Note: When the fee rate was increased several years ago, the cap was lowered to four.) Additionally, interest rates remain favorable, resulting in a projected positive variance in interest income.

As a reminder, the approved FY27 Budget is utilizing $200,000 of Excess and Deficiency Funds based on the FY26 operating results.

Operating Expenditures

Salaries

The majority of salaries have been encumbered. **All FY26 stipends are now either expensed or encumbered.** Custodial overtime and substitute costs are expensed as incurred. **We are experiencing a material negative variance in substitute expenses due to higher number of leaves this year in comparison to previous years.**

There are a few salary variances due to post-FY26 budget staffing changes. **In addition, due to student needs, we are over-budget by two educational assistant positions.**

Total salaries are projected to be over-budget by approximately $100,000. We have available grant funds of approximately $35,000 to cover a portion of this variance if needed.

Expenditures

At this time, we are projecting material variances in several operating expense line items. We are experiencing negative variances in Legal Services, Districtwide Technology Services, SPED Services and Utilities. More information regarding these variances will be shared at Tuesday's meeting.

Estimated health insurance costs have been encumbered. West Suburban Health Group (WSHG) approved rates for the Retiree Medicare supplemental healthcare plans in October, and as you may have seen in the news, healthcare premium increases are reaching double-digit percentages. CY26 rates for our two most subscribed retiree plans were approved at 12.4% (Medex) and 11.9% (HPHC Medicare Enhanced). The FY26 Budget was developed using a 9% increase, **however current year participation is resulting in a small positive variance.**

We are operating close to our total budgeted expenses and will continue to monitor the variances as we approach June 30th to ensure we have the needed funding to close out the year.

FY25 Wrap-up

Our E&D certification was finalized on November 14, 2025. Undesignated Fund Balance of $947,543 (3.25%) was adjusted for several prepayments on our ledger totaling $161,466, resulting in a Certified E&D of $786,077 (2.7%). This is a larger than normal prepayment amount as the Region prepaid rental fees for the SHEDA Program to facilitate the Pine Hill HVAC project. This balance will decrease as the expenditures are recognized in operations. This is an accounting adjustment made by the DOR but does not impact the Region's actual Undesignated Fund Balance.

The Region's EOYR was filed with DESE. We are required to undergo a compliance audit each year to ensure our data reporting is in-line with their directives. **This compliance audit is underway.**

Our auditors are scheduled to begin their fieldwork next week. With this timing, the presentation of the audited financial statements will occur at the September meeting.

We will be happy to answer any questions the Committee may have at Tuesday's meeting.

Dover-Sherborn Regional School District

General Fund Revenues

as of April 30, 2026

	FY26 BUDGET	YTD RECEIVED	EST. TO BE RECEIVED	OPERATING VARIANCE	% OF BUDGET
DOVER ASSESSMENTS	$13,131,279	$10,942,730	$2,188,549	$0	0.00%
SHERBORN ASSESSMENTS	11,798,286	9,831,910	1,966,376	$0	0.00%
CHAPTER 70, net	2,848,526	2,186,560	728,374	$66,408	2.33%
CHAPTER 71 (Transportation)	719,580	356,632	424,836	$61,888	8.60%
H/S ATHLETIC FEES	284,750	248,065	0	($36,685)	-12.88%
H/S PARKING FEES	52,500	43,736	3,500	($5,264)	-10.03%
H/S ACTIVITY FEE	15,000	16,800	0	$1,800	12.00%
M/S ACTIVITY FEE	7,425	10,215	0	$2,790	37.58%
MISC REVENUE	5,000	684	0	($4,316)	-86.32%
BANK INTEREST	50,000	137,936	37,500	$125,436	250.87%
NON-CASH ACTIVITY	0	0	0	$0	na
E&D UTILIZATION	175,000	0	175,000	$0	0.00%
TOTAL REVENUES	$29,087,346	$23,775,268	$5,524,135	$212,057	0.73%

Dover-Sherborn Regional School District
Status of Appropriations as of April 30, 2026

SALARIES	FY26 BUDGET	EXPENDED 30-Apr	ENCUMBRANCES	TOTAL PROJECTED	OPERATING VARIANCE/ BUD. REMAINING	% OF BUDGET
SCHOOL COMMITTEE	21,630	18,302	3,328	21,630	0	0.00%
SUPERINTENDENT	216,828	187,414	33,457	220,871	(4,043)	-1.86%
FINANCE & HUMAN RESOURCES	222,329	169,674	30,589	200,263	22,066	9.92%
DISTRICTWIDE INFORMATION MGMT	252,077	219,886	39,997	259,883	(7,806)	-3.10%
SPED/GUIDANCE ADMINISTRATION	519,869	437,499	80,727	518,226	1,643	0.32%
SCHOOL LEADERSHIP - BUILDING	785,462	639,279	128,157	767,437	18,025	2.29%
ACADEMIC LEADERS	157,379	79,195	77,934	157,129	250	0.16%
EDUCATORS, CLASSROOM	11,320,612	7,404,040	3,910,618	11,314,658	5,955	0.05%
EDUCATORS, SPED	2,013,471	1,281,890	727,406	2,009,296	4,175	0.21%
SUBSTITUTES	121,300	179,358	20,904	200,262	(78,962)	-65.10%
EDUCATIONAL ASSISTANTS,SPED	517,649	461,380	112,999	574,379	(56,730)	-10.96%
LIBRARIANS	202,722	154,602	81,848	236,450	(33,728)	-16.64%
BUILDING BASED PD	38,250	45,788	0	45,788	(7,538)	-19.71%
GUIDANCE	1,341,947	893,767	451,663	1,345,430	(3,483)	-0.26%
PSYCHOLOGICAL SERVICES	208,654	136,428	72,226	208,654	0	0.00%
MEDICAL / HEALTH SERVICES	275,549	188,093	100,284	288,377	(12,827)	-4.66%
ATHLETICS	567,612	365,453	176,359	541,812	25,800	4.55%
OTHER STUDENT ACTIVITIES	218,000	123,105	94,000	217,105	895	0.41%
CUSTODIAL & GROUNDS SERVICES	866,410	687,309	145,182	832,492	33,919	3.91%
TOTAL SALARIES	**$ 19,867,751**	**$ 13,672,461**	**$ 6,287,680**	**$ 19,960,140**	**($92,389)**	**- 0.47%**
EXPENDITURES						
SCHOOL COMMITTEE	44,500	15,377	22,500	37,877	6,623	14.88%
SUPERINTENDENT	90,000	65,923	7,124	73,046	16,954	18.84%
LEGAL SERVICES	38,000	53,828	11,631	65,459	(27,459)	-72.26%
DISTRICTWIDE INFO MGMT	106,500	125,008	2,324	127,332	(20,832)	-19.56%
SCHOOL LEADERSHIP - BUILDING	91,300	48,809	15,783	64,592	26,708	29.25%
GENERAL ED OTHER	23,600	13,528	3,168	16,696	6,904	29.25%
SPED SERVICES/SUPPLIES	71,500	75,183	18,293	93,476	(21,976)	-30.74%
LIBRARIES & MEDIA CENTER	4,775	6,244	0	6,244	(1,469)	-30.76%
COURSE REIMBURSEMENT/PD	92,900	68,877	2,450	71,327	21,573	23.22%
TEXTBOOKS & RELATED SOFTWARE	110,950	99,771	1,157	100,929	10,021	9.03%
LIBRARY INSTRUCTIONAL MATERIAL	29,800	24,257	1,309	25,567	4,233	14.21%
INSTRUCTIONAL EQUIPMENT	74,100	39,542	9,125	48,667	25,433	34.32%
GENERAL SUPPLIES	162,850	114,232	7,887	122,119	40,731	25.01%
OTHER INSTRUCTIONAL SERVICES	20,700	17,942	7,989	25,931	(5,231)	-25.27%
CLASSROOM INSTRUCTIONAL TECH.	188,570	122,676	44,516	167,192	21,378	11.34%
GUIDANCE	35,600	42,865	3,544	46,409	(10,809)	-30.36%
MEDICAL / HEALTH SERVICES	6,500	3,745	75	3,820	2,680	41.23%
TRANSPORTATION SERVICES	1,248,000	848,149	350,856	1,199,005	48,995	3.93%
ATHLETICS	210,500	190,794	36,625	227,419	(16,919)	-8.04%
CUSTODIAL SERVICES	58,000	56,488	2,223	58,711	(711)	-1.23%
MAINTENANCE OF BUILDINGS	598,000	482,036	138,429	620,465	(22,465)	-3.76%
MAINTENANCE OF GROUNDS	63,000	59,445	6,524	65,970	(2,970)	-4.71%
UTILITIES	641,750	520,606	209,077	729,683	(87,933)	-13.70%
ER RETIREMENT CONTRIBUTION	845,000	831,201	0	831,201	13,799	1.63%
ER INSURANCE ACTIVE EMPLOYEES	3,336,000	2,662,298	616,013	3,278,312	57,688	1.73%
ER INSURANCE RETIRED EMPLOYEES	890,000	512,139	365,000	877,139	12,861	1.45%
OTHER NON EMPLOYEE INSURANCE	137,200	138,628	0	138,628	(1,428)	-1.04%
TOTAL EXPENDITURES	**$9,219,595**	**$7,239,593**	**$1,883,623**	**$9,123,215**	**$96,380**	**1.05%**
TOTAL OPERATING	**$29,087,346**	**$20,912,053**	**$8,171,303**	**$29,083,356**	**$3,990**	**0.01%**

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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: Kate McCarthy, Director of Student Services

DATE: April 24th, 2026

RE: Handbook, Code of Conduct and Physical Restraint Policy Revisions

Attached please find drafts of the District Handbook 2026-2027, Code of Conduct and Physical Restraint Policy.

All changes are made in red text.

Revisions were made to the documents to align with current practice and updated regulations.

We respectfully request that the school committees hold a first read to review the revisions.

Thank you for your continued support of student safety and well-being. We are happy to answer questions you may have at the joint meeting on April 28th, 2026.

Dover-Sherborn Public Schools



District Handbook

2026-2027

Translation: If you need this information translated, please copy and paste it into Google Translate. The link to Google Translate is http://translate.google.com/. You can also translate using Google Drive. Here's how. The District Website translates all documents and information.

Revised 4/28/26

Table of Contents

(Click on the links below to take you directly to a specific section)

1) Introduction
    a) Welcome Letter
    b) District Overview

2) Academic Calendar and Important Dates
    a) District Calendar
    b) Important Dates

3) Academic Programs
    a) Curriculum and Learning
    b) Program/Department Links

4) Student Enrollment and Attendance:
    a) Enrollment Procedures
    b) Attendance and Tardy Policies
    c) Homeschooling Information

5) Behavioral Expectations
    a) Code of Conduct
    b) Bullying and Title IX Policies

6) Health and Safety
    a) Health Services
    b) Safety Measures

7) Special Education and Support Services
    a) Special Education
    b) Student Support Services

8) Family and Community Involvement
    a) Family Engagement
    b) Communication Guidelines
    c) Arrival/Dismissal Process
    d) Translation Services and Supports
    e) Community Resources

9) Transportation, Parking and Facility Use
    a) Transportation Services
    b) Bus Behavior Expectations
    c) Student and Family Parking

10) Policies, Legal and Administrative Information
    a) School Board Policies
    b) Non-Discrimination Policies
    c) Grievance Procedures
    d) Student Records
    e) Restroom and Locker Room Access

11) Helpful Resources and Links
    a) All Links
    b) General FAQs

1) Introduction

Back to Table of Contents

Dear Families,

Welcome to a new school year! Whether your child is joining us at the elementary, middle or high school level at Dover-Sherborn Public Schools, we're excited to partner with you in supporting your child's growth, learning, and success.

Our schools are proud to be part of communities that value strong academics, social-emotional development, and a positive, inclusive learning environment. While each school has its own unique traditions and culture, we share a common goal: to create safe, supportive, and engaging spaces where every student can thrive.

This handbook is designed to be a helpful resource for students and families. Inside, you will find important information about school policies, procedures, and daily routines, as well as guidance on how to stay connected and involved in school life. We encourage you to review it carefully and reach out with any questions along the way.

We're looking forward to a year of learning, discovery, and connection and we're so glad to have you with us on the journey.

Sincerely,

Dover-Sherborn Administration Team

Our Vision

We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally-recognized school system.

Our Mission

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

Our Core Values

- Commitment to Community
- Equity and Experience
- Respect and Dignity
- Climate of Care

School Information

29 Cross Street Dover, MA 02030 **508-785-0480**	10 Pine Hill Lane Sherborn, MA 01770 **508-655-0630**	155 Farm Street Dover, MA 02030 **508-785-0635**	9 Junction Street Dover, MA 0203 **508-785-1730**
School Hours: 7:50am-2:15pm Early Release: 7:50am-11:15am		School Hours: 8:35am-3:10pm Early Release: 8:35am- 12:10pm	

School Website Links

- Pine Hill Elementary School
- Chickering Elementary School
- Dover-Sherborn Middle School
- Dover-Sherborn High School

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2) Academic Calendars and Important Dates

Back to Table of Contents

Dover-Sherborn Public Schools maintain a District Calendar to help families plan for the year ahead. This calendar includes key dates such as the first and last days of school, early release days, vacation weeks, professional development days, and districtwide events. Each school also maintains its own school-specific calendar with information tailored to its building based events, including school-based events, performances, meetings, and deadlines. We encourage families to check both calendars regularly, as they are updated throughout the year. All calendars are linked below.

The district also recognizes the importance of religious and cultural observances. Key dates for major religious holidays are noted on the district calendar to help families plan and to ensure our school community is respectful and inclusive of all traditions.

- 2026-27 Academic Calendar with Early Release Days
- Chickering School Calendar

- Pine Hill School Calendar
- Middle School Calendar
- High School Calendar

25-26 Religious/Cultural Holiday Guidelines (will update with new link)

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3) Academic Programs

Back to Table of Contents

The Dover-Sherborn Public Schools is committed to providing all students with the highest quality education which includes rigorous coursework, high standards, and the development of essential skills for students during their time in Dover-Sherborn and beyond. Guiding our academic programming is the Dover-Sherborn Portrait of a Graduate, which focuses on students' development of the following competencies:

- Empathy: seeks to understand the perspectives and experiences of others and respect human differences.
- Communication: listens to, synthesizes and expresses thoughts and ideas in a variety of forms and contexts.
- Collaboration: works with others to accomplish a shared goal and values the contributions of each team member.
- Critical Thinking: evaluates and analyzes multiple forms of information to generate new ideas.
- Creativity: uses imagination and knowledge to design and create original products and solutions.
- Perseverance: welcomes challenges, embraces setbacks, and sees obstacles as an opportunity to grow and learn.
- Engage Citizenship: uses knowledge and skills to engage with both the local and global communities.

In order to help students obtain the Portrait of a Graduate competencies, the District has developed 9 Best Practices that we believe create meaningful and relevant learning experiences for all students.

Curriculum information for the district is available on the district website and can be accessed through the following links:

- Elementary Teaching and Learning
- Middle School Teaching and Learning
- Will add link to Middle School Program of Studies when available.
- High School Teaching and Learning
- High School Program of Studies

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Dover-Sherborn Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals,

regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

Grade Reports

Report Cards are issued at the end of each semester, with an Interim Report issued in the middle of each semester. These reports will be accessible via the parent/guardian portal. To access the login page of the portal, please go to the school home page and click on “Aspen Family Portal Login” located under “Quick Links”.

Title 1 Support

Dover-Sherborn Public Schools receives federal Title I funding to support student learning. Title I provides additional resources to low income students to help ensure that all children are able to meet challenging academic standards. Families are important partners in this work and each year, the District offers informational meetings and/or individual appointments with families who are interested in learning more about Title I supports and services.

- Elementary Title I Handbook
- Secondary Title I Handbook

Departments/Programs

Additional information, including department/program-specific resources, can be found through the links listed below:

- Athletics
- Athletics Handbook
- Clubs and Organizations (Middle School) (Link Coming Soon)
- 2025 Club and Activities at DSHS (Will update Link When Available)
- Food Services
- Guidance
- Health Services
- Homeschooling
- METCO
- Multilingual Learners
- Special Education
- Technology

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4) Enrollment and Attendance Policies

Back to Table of Contents

The following section outlines key policies that guide the operations and expectations of our school community. We encourage families to review this section carefully to ensure a clear understanding of the standards that support student success.

Enrolling Students in Dover-Public Public Schools

The Dover-Sherborn Public Schools welcome resident students and are committed to providing a high-quality, inclusive education for all. To enroll, families must provide proof of residency within the towns of Dover or Sherborn, along with required student records such as a birth certificate, health/immunization documentation, and prior academic records.

Enrollment is open to all students in grades PreK–12, consistent with district policy and Massachusetts state law. Student placement is determined by school administration, based on grade level, educational needs, and available programs. Families are encouraged to stay informed and engaged from the start, as strong home–school partnerships help ensure each student is placed in the setting that best supports their success.

Enrollment paperwork for each building can be found at the links below:

- Chickering (Dover) New Student Registration
- Pine Hill (Sherborn) New Student Registration
- Dover-Sherborn Middle School New Student Registration
- Dover-Sherborn High School New Student Registration

Attendance Policies

The legal standard interprets “reasonable absences” as no more than seven full school days, or fourteen half-days, within a six-month period (see MGL Chapter 76, Section 2). A minimum of one hundred and eighty days of student school attendance is called for each year. Accommodations may be made for reasons related to health, religion, emergencies, disabilities and special education.

Parents/guardians and school administrators have an obligation to be sure that students are in attendance each day. The school will be monitoring attendance and sending out letters when students’ unexcused absences/tardies are of concern. If a student under the age of 16 is absent (unexcused) for 8 or more days, school officials may file a CRA (Child Requiring Assistance) petition which could result in a hearing before a Juvenile Court Judge.

Vacations during school time should be avoided and are not considered excused absences. For absences due to non-school related events (including family vacations), the student/family possesses the sole responsibility to obtain the information needed to maintain appropriate performance in school. Teachers have no obligation to prepare material that the student will miss during their absence prior to the student’s departure.

An Excused Absence/Tardy includes:

- Documented illness or injury or medical visit
- Bereavement/family funeral
- Major religious observations
- Extraordinary family circumstances (excused at the discretion of the principal)

An Unexcused Absence/Tardy is any absence or tardy that is not covered by the aforementioned definition of "Excused Absence/Tardy." Examples of an unexcused absence may include, but may not be limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional
- Cutting class (suspendable offense)
- Truancy
- Family vacations
- Undocumented absences
- Non-emergency family situations

For further information around tardy and attendance procedures, please refer to school websites.

Attendance Supports

If a student is experiencing attendance difficulties due to chronic illness, mental health struggles, or financial hardship, the school ~~can~~ may partner with families to provide support as appropriate, such as:

- Flexible scheduling or partial days when medically necessary
- Home or hospital tutoring for students who cannot attend school for health reasons for 14 or more
- Access to counseling services and school adjustment counselors
- Collaboration with outside providers (doctors, therapists, social workers) to support attendance plans
- Assistance connecting with community resources for housing, food, or financial needs
- Transportation support when lack of reliable transportation is a barrier
- Individualized attendance plans developed with families and staff
- Special education or Section 504 accommodations when a disability impacts attendance

Make-Up Work

For absences due to non-school related events (including family vacations) the student possesses the sole responsibility to obtain the information needed to maintain appropriate performance in school. Teachers have no obligation to prepare material that the student will miss during their absence prior to the student's departure. Students are encouraged to follow Google classroom or contact a peer to keep abreast of what is happening in each class.

- School Attendance (Chapter 76 General Law)
- Applicable Laws Regarding Attendance
- Absenteeism Graphic

Region Athletics/Extracurricular Attendance Requirements

It is important to note that when a student is absent due to an unexcused absence, they will not be allowed to practice or represent Dover-Sherborn in a school sponsored activity (i.e. sports events, drama/musical productions, dances, math meets, etc.) as a participant or spectator on that day. To be considered present, for participation/spectator purposes, a student must arrive by 9:30 am (the start of period 2) and stay until the close of the school day. Students needing to arrive after 9:30 am can request administrative approval and/or will need supportive documentation (medical note, etc.) before participating or being a spectator in a school sponsored activity that day.

If a student is absent on a Friday, due to an unexcused absence, they cannot represent Dover-Sherborn on Saturday or Sunday without the written permission of a doctor and/or school administration. If a student reports after 9:30am or is out on a Friday and they do not have supportive documentation they must obtain administrative approval in order to participate in extracurricular activities.

Students Enrolled in Non-School Programs by Parent/Guardian Choice

Students attending events or enrolling in programs (i.e. ski school, theater, equestrian event) that take them from school for two weeks or more will be required to withdraw from the Dover-Sherborn Public Schools. Students who are returning to the District within the same school year are advised to follow the curriculum to the best of their ability. Students will not have access to curricula and academic materials, such as Google Classroom, for the duration of this alternative setting. If the student will have formal classes and instruction, the student will enroll there. If the student is going to be accessing a less formal academic program, a Home School plan needs to be filed with the District. The following steps are recommended:

- Upon completion of the program the student must re-enroll via our enrollment process. Any transcripts or proof of classwork must be provided.
- A re-entry meeting with the student's counselor must be scheduled prior to starting back.
- Students will not be able to access Google Classroom, Gmail or receive work to complete while away.
- Dover-Sherborn will not be responsible for providing books, curriculum maps, scope and sequences or units of study to the student or school.
- Any class/grade level placement recommendations needed for the following school year will be determined in June before leaving for the summer.

Grades for students whose parents/guardians elect an alternative, approved program will not be integrated with the grades from Dover-Sherborn High School and will be listed separately on the student's high school transcript. Additionally, a Dover-Sherborn grade point average will not include grades for courses taken in these elected programs outside of Dover-Sherborn High School.

McKinney-Vento Homeless Education Act

The McKinney-Vento Act ensures that students who lack a fixed, regular, and adequate nighttime residence have the same rights and access to a free, appropriate public education as their peers. This includes the right to enroll immediately in school, remain in their school of origin if it is in the student's best interest, and receive transportation and support services. If you believe your family may qualify, please contact the school office or our district's Homeless Education Liaison (the Director of Student Services) for assistance.

Homeschooling

Families may choose homeschooling as an alternative to traditional public education. Each homeschool plan must be submitted for review, and parents/guardians are encouraged to contact the assistant superintendent for guidance and approval. The District provides resources and support to ensure compliance with Massachusetts state laws, which require local district approval of homeschool plans. While public school curricular and extracurricular offerings are robust, families who opt for homeschooling must develop and follow an approved independent instructional plan.

- Homeschooling Information

Withdrawal from Dover-Sherborn High School

Pursuant to M.G.L. ch. 76, §1, students who are of mandatory school age must attend school. When students who are not of mandatory school age withdraw from school, parents/guardians must authorize any student withdrawal by signing a completed "Withdrawal Form" and meeting with the building principal or designee prior to the withdrawal.

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5) Behavioral Expectations/Code of Conduct

Back to Table of Contents

Our behavioral expectations and code of conduct are grounded in the belief that every student deserves to learn in a safe, respectful, and caring environment. These expectations are designed to promote equity by applying expectations fairly and consistently across all students. We encourage responsible behavior, personal growth, and academic excellence while recognizing each student's unique needs and experiences. By upholding respect and dignity for all, we help build a school community where students feel seen, supported, and valued. Together, we create a climate of care that fosters both individual success and collective well-being. The Code of Conduct outlines the behavioral expectations for all students Pre-K through Grade 12 in Dover-Sherborn Public Schools.

Technology Policies

In today's rapidly changing world, where students have increased access to digital tools and online information, it is essential to prioritize safe and respectful technology use. Our Responsible Use Policies are designed to guide students in making thoughtful choices, protect their privacy, and promote a secure and supportive digital learning environment. These expectations help ensure that technology is used in ways that enhance learning while maintaining safety, respect, and integrity. Policy Information for the district is available on the district website and can be accessed through the following links:

- Responsible Use Policy - Grades K-5
- Responsible Use Policy - Grades 6-12

Elementary Personal Device Expectations:

All personal electronic devices, for example, cell phones, or smart watches, are not to be used at school during the regular school day. If your child brings a device to school, it must be turned off and placed in their backpack for the duration of the school day. Students who require devices for health, accessibility, or communication purposes may be granted an exception to this policy.

Middle School Personal Device Expectations

- Dover-Sherborn Middle School Personal Technology Policy

High School Personal Device Expectations

- PDF Dover-Sherborn High School Personal Device Expectations

Elementary Lunch & Recess Rules

- Follow Adult Directions: Listen carefully and follow directions from all staff. Show respect at all times.
- Use Kind Words and Actions: Speak kindly to others. No teasing, bullying, or excluding others.
- Be Safe Outside: Use playground equipment correctly and safely. Stay in designated play areas.
- Keep Hands and Feet to Yourself: No pushing, rough play, or physical contact.
- Share and Take Turns: Be fair and include everyone who wants to play.
- Report Problems: If someone is hurt or there's a problem, tell an adult right away.
- Dress for the Weather: Come prepared for outdoor play—bring coats, boots, hats, as needed.
- Line Up Quickly and Quietly: When the signal is given, stop playing and walk to your line calmly.
- Eat Respectfully: Use good table manners. Stay seated while eating and raise your hand if you need help.
- Take Care of Your Space: Clean up after yourself. Throw away trash and recycle when possible.

Consequences will be determined based on the nature, severity, and frequency of the behavior. While some incidents may result in a reminder or reflection, others—especially those that involve unsafe or

disrespectful behavior—may lead to more serious disciplinary action. School administration will use discretion and professional judgment when determining appropriate responses to behavior incidents. Possible consequences may include:

- Loss of recess time or play privileges
- Reflection sheet or written apology
- Recess or lunch support plan
- Parent/guardian contact
- Recess alternative - temporary or long-term
- Additional support or reteaching

Bullying

Bullying and harassment violations are serious offenses that go against the values of respect, dignity, and care that our school community is built upon. These actions create harm and undermine the inclusive, supportive environment we strive to maintain for every student. When such behaviors occur, we follow deeper, well-defined processes to ensure a thorough investigation, appropriate response, and protections for those impacted. Our goal is not only to address the behavior but also to repair harm, restore safety, and uphold the rights of all individuals. The definitions, forms, processes and frequently asked questions can be found below:

- Bullying Policy and Reporting
- Bullying FAQ

Title IX

Title IX is a federal law that ensures all students have equal access to school programs, activities, and athletics, regardless of sex. It also protects students from sexual harassment, assault, and gender-based discrimination.

If you or your child ever have a concern related to Title IX, please contact the school principal or the District's Title IX Coordinator. The Coordinator makes sure concerns are taken seriously, investigated fairly, and that students are supported.

District Title IX Coordinator:
Kate McCarthy
Director of Student Services
508-785-0036
mccarthyk@doversherborn.org

- Title IX Policies, Grievance Procedures and Forms

Civil Rights Grievance Procedures (forthcoming)

6) Health and Safety

Back to Table of Contents

Health Office

The Dover-Sherborn Public Schools are committed to fostering a healthy and safe learning environment for all students. Our Health Services team, led by compassionate and skilled school nurses, provides comprehensive care, administers first aid, manages chronic conditions, and promotes student wellness. The link below outlines essential procedures for illness, injury, medication administration, and maintaining overall student health:

- Health Services

Food Celebrations

To comply with the expectations outlined in Massachusetts General Law c 111 223 "An Act Relative to School Nutrition," foster student safety, and promote equitable student experiences in all classes, no food is allowed in classrooms other than students' individual snacks and lunches. Please review the following expectations around food and celebrations:

- No food in classrooms except for each student's own snack and lunch.
- No food or snacks may be brought in for birthdays or classroom celebrations.
- Non-food items (books, games, trinkets) are encouraged for celebrations.
- Teachers will share birthday recognition guidelines at Fall Back-to-School Night and in their first newsletter.

Student Safety and Emergency Procedure Planning

The safety and well-being of every student, faculty member, and staff member is the highest priority at Dover-Sherborn Public Schools. We are committed to providing a secure and supportive learning environment where all individuals feel safe and can thrive. This section outlines our comprehensive approach to student safety and our established procedures for various emergencies.

At Dover-Sherborn Public Schools, safety is an ongoing commitment woven into our daily operations and long-term planning. We believe in:

- Proactive Planning: Continuously assessing potential risks and developing detailed plans to prevent, prepare for, respond to, and recover from emergencies.
- Collaboration: Working closely with local law enforcement, fire departments, emergency medical services, and community partners to ensure coordinated and effective responses.
- Training and Drills: Regularly conducting drills and training exercises for students and staff to ensure familiarity and proficiency with emergency procedures.
- Communication: Maintaining open and timely communication with students, families, and staff before, during, and after an emergency.

- Continuous Improvement: Regularly reviewing and updating our safety protocols based on best practices, feedback, and evolving circumstances.

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7) Special Education and Student Services

Back to Table of Contents

At Dover-Sherborn Public Schools, we are committed to fostering an educational environment that is inclusive, equitable, and responsive to the unique needs of every learner. Our mission is to ensure that all students, including those with disabilities, are supported in achieving their full potential academically, socially, and emotionally. Grounded in the core values of respect, collaboration, and high expectations, we believe that inclusive practices enrich the entire school community. We strive to provide individualized support in the least restrictive environment, enabling students with disabilities to participate meaningfully in the general education setting to the greatest extent possible.

School Special Education Pages

- Pine Hill Special Education Staff
- Chickering Special Education Staff
- Middle School Special Education Staff
- High School Special Education Staff
- Special Education Department

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8) Family Engagement

Back to Table of Contents

We believe strong home-school communication is essential to student success and a positive school experience. We value connecting with families in the way that feels most comfortable to them, whether that is by phone, email, written notes, or other agreed-upon methods. During the school day, staff may have limited availability to talk directly, as their priority is attending to students' needs. However, all messages will be returned as soon as possible, and families are encouraged to reach out at any time.

Translation

If you need documents translated or would like to request a translator for a meeting, please contact your student's assistant principal. Information sent out via Parentsquare is automatically translated based on the language the parent/guardian specified in Aspen. The District website includes a dropdown menu at the top to select your preferred language (Translation Services - Dover Sherborn District). Alternatively, families may utilize online platforms like Google Translate if they wish to translate something independently.

ParentSquare

Our primary communication tool is ParentSquare, a secure platform used for sharing important announcements, school updates, and classroom information. We encourage all families to download the app and enable notifications to stay informed and engaged. Please find further information regarding ParentSquare below:

- Parent Square FAQ

GUIDELINES FOR COMMUNICATION

Productive, respectful communication between home and school plays a vital role in promoting student learning, growth, and well-being. As partners in education, families and educators share the responsibility of fostering clear, consistent, and compassionate communication.

These guidelines reflect Dover-Sherborn's core values - Commitment to Community, Equity & Excellence, Respect & Dignity, and a Climate of Care - and aim to ensure that every interaction is respectful, productive, and student-centered. **At all times, each party is committed to acting in the best interest of the student(s).**

GENERAL EXPECTATIONS FOR EMAIL AND ELECTRONIC COMMUNICATION

Email and other digital tools are powerful resources for clear and timely communication. This guidance applies to all members of the Dover-Sherborn community—**students, families, and staff**—and is designed to support respectful, effective interactions. At the core, all electronic communication should:

- Be respectful, honest, and foster productive dialogue
- Embody the district's values of care and collaboration
- Support our strategic goals of building a welcoming and safe environment
- Uphold the same level of civility and professionalism expected in person

SPECIFIC GUIDELINES FOR EMAIL AND ELECTRONIC COMMUNICATION

Please remember that emails to and from District staff are not private and ~~fall under~~ may be subject to Public Records Law—~~they can be requested and shared publicly~~ the District may be required to disclose emails in a redacted form or in their entirety in response to a Public Records request. When composing or sending emails:

- Follow standard rules of grammar, spelling, and punctuation
- Avoid using ALL CAPS, which can be interpreted as shouting
- Be mindful that messages can be forwarded without your knowledge or consent
- Use "reply all" sparingly
- Limit use of CC (carbon copy) unless necessary; avoid using it to escalate or apply pressure
- Use BCC (blind carbon copy) when emailing large groups to protect privacy
- To minimize miscommunication, keep messages concise, clear, and professional—ideally no more than 100 words.

- Avoid using email to address topics that are emotional, sensitive, or potentially divisive. In those cases, it's better to request a meeting or phone call.
- If a conversation begins to feel tense or emotionally charged, shift the dialogue to a phone or in-person conversation instead of continuing over email.
- Urgent matters—those that involve the safety of students or staff—should be addressed by calling the school directly. If it is before/after school hours, contact the appropriate emergency service.
- For time-sensitive matters such as student dismissals, please call the school office to ensure your message is delivered promptly. Staff members are focused on students during the school day and may not check email immediately.
- For non-urgent matters, allow 1-2 school days for a reply, not including weekends.
- Students in grades 6–12 should use their **@doversherborn.org** email address when writing to teachers and send messages to the staff's school email address.
- School email accounts should not be used for unrelated activities such as political advocacy, advertising, or personal fundraising.

Since educators do not receive school-issued mobile phones, texting should not be used as a communication method between parents/guardians/caregivers, students and staff—unless specifically arranged and approved by a supervisor.

GENERAL EXPECTATIONS FOR MEETINGS AND PHONE CONVERSATIONS

Whether held in person or over the phone, meetings are opportunities to build trust, solve problems, and strengthen the partnership between families and educators.

All conversations should:

- Promote open, respectful, and solution-focused dialogue
- Reflect mutual commitment to student growth, equity, and shared responsibility
- Foster a welcoming environment where all voices are heard and valued
- Maintain the professionalism, empathy, and dignity expected of all Dover-Sherborn community members

In cases where conversations become emotionally charged, participants may request a pause or reschedule the meeting for a later time. Everyone benefits when communication remains grounded in mutual respect and the shared goal of supporting student success.

SPECIFIC GUIDELINES FOR MEETINGS AND PHONE CONVERSATIONS

- **Prepare in advance:** If possible, come to meetings with a clear understanding of the purpose and key points you wish to discuss. If necessary, request an agenda ahead of time.
- **Respect time and scheduling:** Arrive on time for meetings and allow for others' schedules by ending promptly. If you need to reschedule, provide advance notice. Please note that

administrators/educators are engaged with students and other responsibilities before/during/after the school day and are not available for drop-in visitors.

- **Practice active listening:** Allow all participants to share their perspective without interruption.
- **Maintain a respectful tone:** Speak calmly and respectfully, even when discussing difficult topics. Avoid sarcasm, blame, or accusatory language.
- **Focus on shared goals:** Keep the student's best interests at the center of the conversation. Collaborate on finding constructive solutions.
- **Seek clarification:** If something is unclear or concerning, ask questions respectfully rather than assuming intent.
- **Maintain privacy:** Do not record conversations or take photographs during meetings unless all parties have given explicit permission.
- **Follow up when needed:** After a meeting, summarize key decisions or next steps in writing to avoid misunderstandings and to keep everyone on the same page.
- **Use appropriate channels:** For urgent issues involving the safety of students or staff, contact the school office directly. Avoid approaching educators during arrival, dismissal, or class transition times. If it is before/after school hours, contact the appropriate emergency service.

DOVER-SHERBORN PUBLIC SCHOOLS
INSPIRE ● CHALLENGE ● SUPPORT

Contacting Dover-Sherborn Public Schools

To ensure effective communication, please reference this chart to direct your questions or concerns. Start with the person most directly involved; if you need more help, we'll guide you to the next level of support.



Class-Based Communication
Connect directly with you student's teacher to discuss...

- Questions about student academic progress
- Questions about student social emotional growth and well-being
- Questions about homework or other assignments



School-Based Communication
Connect directly with a building administrator to discuss....

- School discipline or safety matters
- Questions about programs and staffing
- Questions or concerns about school policies
- Questions or concerns classroom teachers cannot address



District-Based Communication
Connect directly with Central Office administrators to discuss...

- Issues related to: district policy, curriculum and assessment, student services, employment opportunities, human resources, business or facilities, food services and transportation

District Communication Channels	Website	ParentSquare	Technology Support
	www.doversherborn.org Find calendars, School Committee information, curriculum updates, important links and more	Classroom newsletters, school newsletters, staff directory, District announcements (emergencies & snow days)	familysupport@doversherborn.org

Family Member Volunteers

There will be a variety of volunteer opportunities for parents/guardians/caregivers to support classroom activities, school events, and community-building efforts. These opportunities will be shared at the beginning of the school year and throughout the year as needs arise. The guidelines for any volunteer are outlined below:

•All volunteers must have successfully completed a Criminal Records background check (CORI)
•All volunteers must sign-in at the main office and obtain the appropriate colored "Visitor" badge for that day
•Volunteers are requested to keep all information regarding the students and staff in the school confidential

•Volunteers should use the adult bathrooms while at school. Please ask school personnel where the nearest adult bathroom is located

Please bring up any questions or concerns you have about volunteer issues with the faculty or staff with whom you are working. If a question or concern still exists, please feel free to contact the principal.

Field Trip Information

Throughout the school year students may participate in field trips that enhance the curriculum. Classroom teachers will communicate with families in regard to the details and purpose of the field trip. A release form for local field trips along with a medical form will be sent home for families to complete and return to the classroom teacher. Should the cost of a field trip pose a financial hardship, please contact the principal who ~~will~~ may be able to make arrangements to cover costs.

Fundraising Information

Fundraising activities or requests for contributions must have prior approval of the principal. This policy applies to all classrooms, organizations, and groups within the school community. At the principal's discretion, a financial report may be required.

Gifts from Students and Families

Parents/guardians/caregivers and students wishing to express their appreciation to individual faculty and staff members may do so through a donation to the school library or the classroom. Small hand-made gifts, cards, or notes from the student are also appropriate. Staff members may not accept a gift from an individual family valued at more than $50.00. Room parents/guardians/caregivers may organize group gifts for faculty and staff during the holiday season and at the end of the school year.

School Events

We look forward to welcoming families into our buildings for back-to-school nights and parent-teacher conferences. These events provide valuable opportunities to connect with teachers, learn more about your child's learning experience, and build strong partnerships between home and school. Additional building-based activities and performances are offered and will be detailed in the school websites and school calendar. We're grateful for your partnership and look forward to working together to support your child's growth and success.

Use of Pictures

Special events are frequently covered by the local press, including the taking of photographs of children. Parents/guardians will not be notified each time this occurs. Parents/guardians who wish their child to be excluded from publicity photos should indicate so on the student verification form.

Family Resources

The following links provide quick access to important family resources:

- Challenge Success
- High School Important Forms
- Interface Counseling Referral Service
- Mental Health Emergency service
- MySchoolBucks
- ParentSquare
- Translation Services - Dover Sherborn District

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9) Transportation, Parking and Facility Use

Back to Table of Contents

Transportation

The Dover-Sherborn Public Schools provide school bus transportation at no cost to all students. Our goal is to ensure safe and reliable transportation each day. Families who have questions about bus routes or transportation concerns may contact Tracey DeFlaminio at 508-785-0036 or by email at deflaminiot@doversherborn.org.

Dover-Sherborn Bus Behavioral Expectations:

The bus is an extension of the school day; all school rules are applicable to a student's time on the bus. Below are examples of behavioral expectations while riding the bus:

- Follow the Driver's Directions: The bus driver is in charge. Listen carefully and always show respect.
- Stay Seated: Stay in your seat while the bus is moving. Wait until the bus comes to a complete stop before standing up.
- Keep the Aisle Clear: Keep backpacks, instruments, and other belongings out of the aisle. Large items must fit on your lap or between your legs.
- Use Kind Words and Actions: Be respectful to everyone. No bullying, teasing, pushing, or rough play.
- Use a Quiet Voice: No yelling or loud noises.
- No Food or Drinks: For everyone's safety—especially those with allergies—no eating, drinking, candy, or gum is allowed on the bus. Keep everything packed away.
- Hands and Objects Inside: Keep hands, arms, and all items inside the bus at all times. Do not open windows or doors without the driver's permission. The emergency exit is only for emergencies.
- Find a Seat Quickly: Two or three students per seat. No saving seats. Seats may be assigned at any time.
- Keep the Bus Clean: Take care of the bus and throw trash away properly.

Consequences will be determined based on the nature, severity, and frequency of the behavior. While some incidents may result in a warning and parent/guardian communication, others—especially those that compromise safety—may lead to immediate disciplinary action, including loss of bus privileges. School administration will use discretion and professional judgment when determining appropriate responses to behavior incidents. Possible consequences may include:

- Assigned seat
- Reflection sheet or written apology
- Bus behavior support plan
- Parent/guardian contact
- Temporary or permanent suspension of bus privileges
- High School Student Parking Rules and Regulations

Bus Transportation

Students are expected to ride only their assigned bus to and from school each day. Riding a bus other than the one to which a student is assigned is not permitted without prior approval from school administration.

Requests for alternate bus transportation must be submitted in advance and authorized by an administrator. Unauthorized bus changes may result in disciplinary action and/or loss of bus riding privileges.

E-Bikes and Motorized Bicycles

Electric bicycles (e-bikes) are permitted on school grounds for transportation purposes only and must be operated in accordance with Massachusetts law and school safety expectations. Massachusetts recognizes the following classifications:

Class 1 is a low-speed electric bicycle equipped with a motor that provides assistance only when the rider is pedaling and ceases to assist when the bicycle reaches 20 miles per hour.

Class 2 is a low-speed electric bicycle equipped with a throttle-actuated motor that can propel the bicycle without pedaling but ceases to assist at 20 miles per hour.

The law does not define Class 3 e-bikes, a term commonly used in other jurisdictions and the bicycle industry to refer to pedal-assist e-bikes that operate up to 28 miles per hour with a speedometer. Because Massachusetts does not codify Class 3 e-bikes, any e-bike exceeding the power or speed thresholds of Class 1 or Class 2 may instead be considered a “motorized bicycle” under G.L. c. 90, § 1, subject to registration, license, and helmet requirements; accordingly, Class 3 e-bikes and any non-compliant motorized bicycles are not permitted on school property.

All permitted e-bikes must be operated safely at all times, yield to pedestrians, and travel at reduced speeds in congested areas. E-bikes are not permitted inside school buildings or on sidewalks unless

specifically authorized, and must be parked only in designated bicycle areas and secured when not in use.

Reckless or unsafe operation may result in loss of campus riding privileges and/or disciplinary action. The principal or designee reserves the right to restrict or suspend e-bike use on campus if safety concerns arise.

Facility Use

The Dover-Sherborn Public Schools welcome the responsible use of school facilities by community groups and organizations, when such use does not interfere with school operations or student programming. Any interested individual that would like to use the facilities after school hours should contact the main office administrative assistants to begin the process.

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10) Policies and Legal Information

Back to Table of Contents

The School Committee is responsible for establishing policies that guide the operation of the school district. These policies serve as the governing framework for decision-making and ensure consistency, equity, and legal compliance across all schools. All policies are made publicly available, and transparency in the process helps ensure that the school district's operations align with its mission, values, and community expectations.

Additional information, including full policy language and updates, can be found through the links listed below:

- Policy Manual - Dover Sherborn District
- Non-Discrimination Policy (Section AC)
- School Committee - Dover Sherborn District (policy subcommittee information)

Student Records

Student records are maintained in accordance with Massachusetts General Laws and the Family Educational Rights and Privacy Act (FERPA). These laws protect the confidentiality of student information and give parents/guardians (and students age 14 and older or in 9th grade and above) certain rights, including:

- The right to inspect and review student records.
- The right to request corrections if information is inaccurate or misleading.
- The right to consent (in most cases) before information is shared outside the school.
- The right to file a complaint if you believe your rights under these laws have been violated.

Temporary records (such as test results and evaluations) are kept for at least five years, and no more than seven years, after a student leaves the district. Permanent records (basic information such as

name, address, courses, grades, and attendance) are kept for at least sixty years. If you would like to review your child's records or have questions, please contact the school office.

Restroom and Locker Room Access

Students may use restrooms and locker rooms consistent with their gender identity. Any student seeking additional privacy may request access to a single-user restroom or private changing area. All students are expected to respect the privacy and rights of others; misuse of facilities or harassment will be addressed under school policies.

For additional information, please see DESE's Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment.

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11) Links and Frequently Asked Questions (FAQ)

Back to Table of Contents

All Links

School Website Links

- Pine Hill Elementary School
- Chickering Elementary School
- Dover-Sherborn Middle School
- Dover-Sherborn High School

Calendars

- District 2026-2027 School Year Calendar
- Chickering School Calendar
- Pine Hill School Calendar
- Middle School Calendar
- High School Calendar
- 25-26 Religious/Cultural Holiday Guidelines (Link updated when available)

Teaching and Learning

- Elementary Teaching and Learning
- Middle School Teaching and Learning
- High School Teaching and Learning
- High School Program of Studies

Departments

- Athletics
- Athletics Handbook
- 2025 Club and Activities at DSHS (Link updated when available)
- Food Services
- Guidance

- Health Services
- Homeschooling
- METCO
- Multilingual Learners
- Special Education
- Technology

Title I Handbooks

Elem Title I Handbook 23-24

DSMS & DSHS Title 1 Handbook 23-24

Enrollment Links

- Chickering (Dover) New Student Registration
- Pine Hill (Sherborn) New Student Registration
- Dover-Sherborn Middle School New Student Registration
- Dover-Sherborn High School New Student Registration

Attendance Regulations

- School Attendance (Chapter 76 General Law)
- Applicable Laws Regarding Attendance
- Absenteeism Graphic

Code of Conduct and Policies

- *Code of Conduct*
- Responsible Use Policy - Grades K-5
- Responsible Use Policy - Grades 6-12
- Dover-Sherborn Middle School Personal Technology Policy
- Dover-Sherborn High School Personal Device Expectations
- High School Student Parking Rules and Regulations
- Policy Manual - Dover Sherborn District
- Non-Discrimination Policy (Section AC)
- School Committee - Dover Sherborn District

Family Resources

- Challenge Success
- High School Important Forms
- Interface Counseling Referral Service
- Mental Health Emergency service
- MySchoolBucks
- ParentSquare
- AI Guidance
- Translation Services - Dover Sherborn District

Frequently Asked Questions

This FAQ section is designed to provide helpful answers to common questions about our school district, programs, policies, and procedures. We recognize that new questions and situations arise over time, so this is a living document that will be updated regularly as new topics emerge. Our goal is to offer clear, accessible information to support students, families, and staff.

- FAQ's Dover-Sherborn Handbook

DISTRICT WIDE CODE OF CONDUCT

The Dover-Sherborn Public Schools are committed to providing a safe, supportive, and respectful learning environment for all students from kindergarten through grade 12. The Code of Conduct outlines the expectations for student behavior in classrooms, on school grounds, on buses, at school-sponsored events, and in all digital spaces connected to school life.

The Code of Conduct is administered within the guidelines set forth by ~~the~~ state and federal laws and regulations with regard to due process for students. The Handbook is distributed at the beginning of every year to every student. It is the expectation of the administration and the school system that parent(s)/guardian(s) and students will read the Handbook. Students and parents/guardians are responsible for raising any questions that they may have regarding this Handbook and its provisions with the school administration. Even if the student does not sign the acknowledgement form included with the distribution of this Handbook, ~~such presumption is made~~ they are expected to comply with the rules and policies contained within.

A student's behavior off campus or anywhere in a student's digital footprint can have a serious negative impact on other students or members of the school community during the school day and at extracurricular activities. As such, if a student engages in conduct outside of school that causes a substantial disruption to the school environment, such conduct may be considered a basis for discipline.

Students are expected to be courteous, reasonable and responsible. Students will respect all staff, other students, and school property. Inappropriate attitudes and behavior will be dealt with in a manner that will encourage change. A system of warnings and procedures is built into the overall approach to changing behavior in Dover-Sherborn Public Schools.

As always, discipline cases are handled individually, respecting the rights, developmental needs and dignity of the student while taking into account the needs and best interest of the entire school community. To respect the confidentiality of all of our students and families, and in accordance with state and federal student privacy laws, we are not at liberty to discuss the disciplinary actions taken regarding students other than your own.

The district recognizes that students with disabilities may need accommodations or modifications, and any school rule, policy, or expectation can be adjusted as needed to ensure equal access and support.

Progressive Discipline

Whenever possible and practical, administrators consider an appropriate alternative to suspension before the student is ~~disciplined~~ excluded from school. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, culturally responsive behavior supports, restorative practices/justice, and positive behavioral interventions and supports.

Access to Educational Programming

Any student who is suspended from school will be given the opportunity to make up schoolwork as needed to make academic progress. Students are therefore encouraged to maintain contact with their classroom teacher via email to keep on track with classwork. In addition~~and,~~ where appropriate, the student's school counselor may contact the student during the out of school suspension to provide social emotional support. Upon completion of the suspension, the student's assistant principal/school counselor will work with the student, family, and teachers to reintegrate the student back into the school community in a positive way.

Any student who is excluded from school for more than ten (10) consecutive days will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.

Except in the case of the felony charges and statutory offenses, students may not be suspended more than 90 days in a school year.

Discipline and Due Process

Our goal is always to support positive behavior and resolve issues in ways that help students learn from mistakes. When discipline is necessary, the school follows Massachusetts laws, which outline student rights and steps for different levels of consequences. The statutory due process requirements for such consequences are detailed in Appendix A.

<u>Classroom and School-Based Consequences</u>
Teachers and administrators may use warnings, loss of privileges, detentions, or restorative practices. These consequences ~~may~~ do not require a formal hearing but families will be notified if patterns of behavior emerge.

<u>Alternatives to Suspension</u>
Prior to issuing exclusionary discipline, such as suspension, the principal or their designee shall consider the use of alternatives. The principal, head of school, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student:

- shall consider ways to re-engage the student in the learning process; and
- shall not suspend the student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless:
    - specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or
    - in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Alternative Remedies may include, but shall not be limited to: (1) mediation, (2) conflict resolution, (3) restorative justice, and (4) collaborative problem solving.

This rule shall not apply to disciplinary offenses under MGL Ch. 71, Section 37H and Section 37H1/2 or emergency removals.

In-School Suspension

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. The principal's decision to issue an in-school suspension is final and not appealable to the Superintendent.

Short-Term Suspension (10 days or fewer)

Before a suspension, the principal will hold a meeting with the student and parent/guardian. Families will receive written notice describing the charges, evidence, and proposed consequences. The student and parent/guardian have the right to share information before a decision is made. The principal or designee will provide a written decision~~, and the parent/guardian may appeal to the superintendent.~~ The principal's decision to issue an in-school suspension is final and not appealable to the Superintendent.

Long-Term Suspension (more than 10 days, up to 90 school days)

The principal will hold a formal hearing, with advance written notice of the charges and rights. Students have the right to be represented by a parent/guardian or other adult, to present evidence, and to question witnesses. After the hearing, the principal will issue a written decision. Families may appeal the decision to the superintendent, whose ruling is final.

Emergency Removal

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption.

Suspension or Expulsion Related to a Felony Charge or Delinquency Complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the principal may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Expulsion for Statutory Offenses (permanent removal from school)

By law, expulsion may only occur in limited circumstances (weapons, drugs, assault on staff, or felony charges/convictions). Expulsions require a formal hearing with due process protections. Families

have the right to appeal an expulsion to the superintendent ~~(for felony cases) or to the school committee (for 37H cases).~~

Appeal Process

Appeals must be requested in writing within five calendar days of the decision. The superintendent ~~or school committee~~ will schedule a hearing promptly and issue a written decision. We encourage families to reach out to the school office with questions about discipline procedures, rights, or supports available for students.

Violation of Another's Civil Rights

Students have the right to be free from discrimination, including verbal or physical attacks based on race, color, national origin, religion, sex, disability, gender identity, sexual orientation, or homelessness. Any student who violates another student's rights to be free from discrimination will be subject to disciplinary sanctions which will vary, depending upon the seriousness of the offense, from detention up to and including expulsion. Particularly serious violations will also be referred to the police.

Potential Disciplinary Consequences

Code of Conduct violations, including but not limited to the infractions defined in this section, may result in disciplinary consequences. This section outlines the range of consequences typically issued by administrators. Please note that each disciplinary decision is made on an individual basis, and the decision maker may consider disciplinary history, severity of the conduct, multiple violations of conduct in the same incident, and other factors when determining appropriate consequences. The Administration retains the right to increase or decrease the recommended term of suspension based on aggravating / mitigating circumstances.

Inappropriate ~~Social~~ Physical Contact

School grounds are not an appropriate environment for certain types of physical contact even when consensual. Such behavior will result in referral for appropriate discipline up to and including long-term suspension depending upon the circumstances.

Physical Assault

One-sided attack: possible long-term suspension.

Assault with a weapon: possible long-term suspension. Additionally, the student will be subject to possible long-term suspension or expulsion by the principal for possession of a "dangerous weapon" pursuant to M.G.L. c. 71, sec. 37H.

In the case of a physical assault, the Dover Police Department may be contacted, and if the case involves possession or use of a dangerous weapon, a weapons report will be filed pursuant to M.G.L. c. 71, sec. 37L. A physical assault on school personnel will result in a possible suspension with the possibility of expulsion by the principal pursuant to M.G.L. c. 71,sec. 37H.

Fighting

First offense: a possible three (3) to five (5) day suspension (administrative decision). Police may be notified.

S*ubsequent offenses:* a possible five (5) to ten (10) day suspension (administrative decision). Police may be notified of all occasions of fighting~~, and charges may be brought for disturbance of a public assembly and disorderly conduct. The School Committee will be notified.~~ Any student involved in a fight who fails to cease or desist at the request or intervention by a staff member may be suspended for five (5) to ten (10) days (administrative decision). Any student who strikes or causes bodily harm or injury to a staff member who is attempting to intervene will be considered to have physically assaulted the staff member and will be subject to expulsion by the Principal under c.71, sec. 37H.

Provoking a Fight

Any student who, by word or action, is determined to have provoked or instigated a fight may receive a possible 1-5 day suspension.

Alcohol and Other Drug Policy

The Dover-Sherborn Public Schools strive to provide a healthy, safe and supportive school environment for all students, staff and visitors. Since under Massachusetts's law it is illegal for any individual under the age of 21 to use or possess alcoholic beverages and, regardless of age, to use or possess an illicit drug, acceptance of illegal and unhealthy activity is prohibited.

The Dover and Sherborn Police Departments will be notified in all cases of actual possession, sale and distribution of alcohol or other drugs. The principal will turn over all drugs or contraband to the police before the close of the school day.

The Dover-Sherborn Public Schools will continue to provide, without penalties, assistance to students who are voluntarily seeking alcohol and other drug treatment or advice and will continue to protect the due process rights of all students.

Sanctions for Violations of the Alcohol and Other Drug Policy:

Pursuant to Section 37H of chapter 71 of the Massachusetts General Laws, any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in Dover-Sherborn Regional Schools follow the guidelines as outlined in M.G.L. c.94C. Massachusetts Chapter 94C, known as the Controlled Substances Act, is the state law that regulates the manufacture, distribution, dispensing, possession, and use of controlled substances within Massachusetts. ~~It classifies drugs into five schedules (highly addictive substances, marijuana, prescription drugs, alcohol, etc) based on their potential for abuse and accepted medical use, mirroring the federal system. The law establishes penalties for unlawful possession, trafficking, and distribution, with enhanced consequences for offenses involving minors,~~

~~schools, or large quantities. It also governs prescriptions, record-keeping by pharmacies and healthcare providers, and allows for certain exceptions, such as medical use under specific regulations. The act aims to balance public safety with legitimate medical and scientific needs.~~

Depending on the offense committed, students are subjected to school-based disciplinary action that can range from a removal from school programs, to a multi-day suspension, and in some ~~offenses~~ cases expulsion from school.

Other Offenses

~~*Minor Infractions*~~
~~For minor infractions students are generally required to meet with a teacher or administrator which may lead to a restorative practice response or result in detention, loss of privileges and/or parent/guardian notification. Restorative practices or detentions may occur during lunch, after school, afternoon of early release days, or other agreed-upon times at the discretion of the administration.~~

~~Minor infractions may include the following:~~

The following is a list of conduct that is explicitly prohibited by the District and will result in disciplinary action, including but not limited to restorative practices, detention, loss of privileges, parent/guardian notification, in-school suspension, or out-of-school suspension in accordance with Massachusetts law and District policies.

- Discipline referrals from faculty or staff
- Violations and/or disregard of the school policies
- Plagiarism
- Behavior in the corridors, cafeteria, bus and common areas, which does not adhere to the established expectations for conduct
- Tardiness/Truancy/Cutting of class
- Violation of the electronic devices expectations of the school
- Bringing inappropriate non-school-related items to school
- Possession of item resembling a dangerous weapon
- Knowingly making false claims
- Profanity/inappropriate language
- *Dress Code violations*
- AI Policy violation (add link)
- Acceptable Technology Use Violation
- Violation of Responsible Use Policy - Grades K-5
- Violation of Responsible Use Policy - Grades 6-12

~~*Major Infractions*~~
~~Infractions of the nature described in the following examples will result in disciplinary action which could include short-term or long-term suspensions (up to 90 days). Should any of the aforementioned infractions rise to a higher degree, they may be identified as a major infraction.The administration will determine the consequences for major infractions of the Code of Discipline.~~

~~Major infractions may include the following:~~

- Repeated minor infractions or habitual disregard of school policies
- Behavior that is dangerous to self or others, destructive to property, or disruptive to the learning environment.
- Destruction or defacement of school property (ie: Vandalism)
- Unsafe physical behavior/ aggression
- Disorderly conduct/ disruptive behavior to the learning environment
- Assault (includes not only harmful or offensive touching of another person, but also the immediate threat of such touching)
- Threats or intimidation to any student or school department personnel
- Safety Threats/ false alarms
- Fire setting/ arson
- Possession of a dangerous weapon
- Possession, use, or being under the influence of alcohol or other drugs (See also, M.G.L. ch. 71, §37H at page 38)
- Theft
- Violations of the District's Policy Prohibiting Hazing
- Violations of the District's Policy Prohibiting Bullying, including cyber bullying, and/or retaliation
- Use of slurs, hate speech, or derogatory language referencing gender, race, ethnicity, color, national origin, ancestry, religion, age, sexual orientation, gender identity or disability
- Harassment of other students and staff because of their gender, race, ethnicity, color, national origin, ancestry, religion, age, sexual orientation, gender identity or disability
- Any behavior not listed above that is harmful and/or dangerous to the school community

<u>Investigation Process</u>

Interviews and Searches

Under Dover Sherborn School Committee policy, school administrators have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law. Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

Video Camera Use

Video cameras may be in use in some public areas of school property, such as hallways, the gymnasium, cafeteria and exterior locations of the school building. Appropriate disciplinary action may be taken for misconduct that is recorded or observed from that security system.

Protocols related to camera use are:

- Live monitoring may be utilized at any time, particularly during any emergency protocol or situation.

- In cases of serious incidents, such as violence, theft, or vandalism, the principal (or designee), school resource officer, or superintendent (or designee) may view the electronic file captured by the web-based camera system.
- A notice that video surveillance may take place on school property will be posted at the main entrance. The principal also has the option of posting such notices at other locations in the building, at their discretion.

Considerations

Consequences are not automatic and administrators use their discretion in determining what consequences are appropriate given the violation and circumstances surrounding the violation. The infractions and consequences are intended to give both students and parent/guardian a clear understanding of administration's expectations for conduct and consequences that will be considered in making discipline decisions. In addition whenever possible and appropriate a restorative approach will also be applied.

~~Below is a list of potential behaviors and resulting consequences. Consequences will escalate if behavior is repeated. Please note that this is only a **partial list**. Any behavior that is dangerous or harmful to our school community will be addressed as such.~~

Consequences

Depending on the offense committed, students are subjected to school-based disciplinary action that can range from a removal from school programs to a multi-day suspension. In some offenses, this may result in expulsion from school.

In the event that a parent/guardian cannot be contacted to pick up a student or in the event that a parent/guardian refuses to pick up a student if requested to do so, the administration will notify the police department.

Educational Services Plan

Ability to Make Progress
Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Removal from School
Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

<u>The school's educational service plan options are:</u>

A. Online course enrollment; or
B. Tutoring with coursework provided by the student's classes; or
C. A combination of both A and B.

Please contact the building principal in order to learn more about the available options and arrange for educational services. The student's attendance in educational services and academic progress will be tracked by the district during the period of removal.

If the student is eligible for special education, please contact the Special Education Department or the special education administrator listed on the student's IEP in order to arrange for the provision of any special education services the student's IEP Team has determined the student requires in order to make educational progress during the disciplinary removal.

<u>Considerations for students with disabilities</u>

Manifestation Determination Review (MDR)

When a student who is identified as having a disability or who is suspected of having a disability faces a suspension of 10 days or more during a single school year (whether consecutive or cumulative), the Team will conduct a Manifestation Determination Review (MDR) to determine if the behavior that led to the disciplinary action was a "manifestation" of the student's disability or suspected disability.

The MDR Team must answer two questions:

1. Was the conduct in question caused by, or did it have a direct and substantial relationship to, the child's disability?
2. Was the conduct in question the direct result of the Local Education Agency's (LEA)/district's failure to implement the IEP?

MDR Outcome: Behavior is a Manifestation ("YES" to either question)

- The student cannot be removed from the current educational placement (except in special circumstances, see below).
- The IEP Team must:
  - Conduct a Functional Behavioral Assessment (FBA) (if one hasn't been done).
  - Develop a Behavior Intervention Plan (BIP), or review and revise an existing BIP to address the behavior.
- The student must be returned to the placement from which they were removed, unless the parent and the district agree to a change in placement as part of the revised BIP.

MDR Outcome: Behavior is NOT a Manifestation ("NO" to both questions)

- The school may apply the same disciplinary procedures to the student as it would to a non-disabled student (e.g., suspension/expulsion).
- However, even if disciplined like a non-disabled student, the district's responsibility to provide FAPE continues.

Provision of Services (FAPE)

After a student with a disability has been removed from their current placement for a total of more than 10 school days in the same school year, the district must provide services to the extent necessary to enable the child to:

- Continue to appropriately progress in the general curriculum.
- Continue to progress toward achieving their IEP goals.

Continuation of Services:
Even if a student with a disability is suspended or expelled, schools must continue to provide educational services that allow the student to make progress in the general curriculum and toward IEP goals.

Interim Alternative Educational Setting (IAES):
In cases involving weapons, drugs, or serious bodily injury, schools may place a student in an alternative setting for up to 45 school days, even if the behavior is determined to be related to the disability. The team determines the IAES.

Discipline and Students Not Yet Found Eligible:
If a student hasn't yet been found eligible for special education but the school had knowledge that the student might have a disability, similar protections may apply. This includes situations where parents have made a written referral, requested an evaluation, or expressed concerns to staff. A student facing discipline may assert the same procedural safeguards and disciplinary protections as a student with an Individualized Education Program (IEP) if the district is deemed to have had "knowledge" of a suspected disability.

Appendix A.

Further descriptions of suspension processes are outlined below

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal ~~or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension,~~ the school shall provide the student and parent/guardian with written and oral notice of the proposed out of school suspension prior to removal. Parents shall be provided an opportunity to be heard ~~at hearing, and the opportunity~~ and to participate at the hearing.

Notice shall set forth in plain language:

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
5. the date, time, and location of the hearing;
6. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

IN SCHOOL SUSPENSION

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. An in school suspension may be used as an alternative to short-term suspension.

A principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances

surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year. On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.

The principal shall send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent/guardian.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principals Hearing

The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of their determination in the form of an update to the student and parent/guardian, and provide reasons for the determination.

If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send their determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and;
4. the right to cross-examine witnesses presented by the school district;
5. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to School;

4. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
5. Inform the student of the right to appeal the principal's decision to the superintendent or their designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. If the student is in grades pre-k through grade 3, the principal shall send their determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

Appeal of Long-Term Suspension

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant. The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue their written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

Emergency Removal

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal. During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

Suspension or Expulsion for Disciplinary Offenses under MGL Ch. 71, Sections 37H & 37H1/2

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, Possession of a controlled substance, or Assault of staff, MGL Ch. 71, Section 37H

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in their discretion, decide to levy a suspension rather than expulsion.

A student expelled for such an infraction shall have the right to appeal the decision to the superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the superintendent of their appeal. The student has the right to counsel at the hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint, MGL Ch. 71, Section 37H ½

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the principal may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The principal shall notify the student in writing of the charges, the reasons for the suspension ~~(prior to such suspension taking effect)~~, and the right to appeal. The principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the superintendent.

At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The superintendent has the authority to overturn or alter the decision of the principal. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony

Guilt or Delinquency, MGL Ch. 71, Section 37 H ½

The principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall notify the superintendent in writing of their request for an appeal of the decision no later than five (5) calendar days following the date of the expulsion. The superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The superintendent has the authority to overturn or alter the decision of the principal. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

File: JKAA

PHYSICAL RESTRAINT OF STUDENTS IN DOVER-SHERBORN PUBLIC SCHOOLS

~~Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Dover-Sherborn Public Schools (the "Schools"). Further, students of the Schools are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.~~

~~When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from self-injury or from injuring another student or school community member, a teacher, employee or agent of the Schools may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.~~

~~It is the policy of the Schools to~~ The Dover-Sherborn Public Schools (the "Schools") comply with the Department of Elementary and Secondary Education ("DESE") regulations governing the use of physical restraint, which can be found at 603 CMR 46.00 et seq. (the "Regulations"). ~~According to their terms,~~ These Regulations apply not only ~~at school~~ on school property but also at school-sponsored events and activities, whether or not on school property.

Methods and Conditions for Implementation

Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

(a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious physical harm; and

(b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

The Regulations do not prevent a teacher, employee or agent of the Schools may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm or from restraining students as otherwise provided in the Regulations.

Definitions

The definitions of forms of restraint shall be as defined in 603 CMR 46.02, and include the following:

- Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

- Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location. A physical escort is NOT considered a physical restraint, except in cases where the student requires a backwards escort or in cases where the student needs to be carried to the designated safe location through approved safety techniques.

- Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.
- Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.
- Seclusion shall mean the involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02. Seclusion also does not include:
    - A classroom or school environment where all students must ask permission to leave;
    - Monitored separation of a student in an unlocked setting for calming purposes;
    - Placement in a separate location within the classroom with continued access to instruction.
- Time-out shall mean a behavioral support strategy ~~developed pursuant to 603 CMR 46.04(1)~~ in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During a time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. The space used for a time-out ~~must be clean, safe, sanitary, and appropriate for the purpose of calming~~ will comply with any regulatory requirements for safety, sanitation, and/or purpose. Time-out shall cease as soon as the student has calmed.
- Emergency seclusion: In extremely rare circumstances, a type of seclusion may be used only as a last resort once other forms of intervention have failed or were deemed inappropriate under the circumstances, and only when:
    - There is imminent threat of assault or risk of serious physical harm;
    - The student has a history of repeatedly causing serious injuries to themselves or others;
    - There is written documentation from a licensed mental health professional and physician;
    - There is written consent from the parent/guardian and, when appropriate, the student;
    - It is approved in writing by the principal; and
    - A staff member who is appropriately trained is continuously and actively monitoring the student in person and is using de-escalating and calming strategies, unless it is unsafe or counterproductive.

Emergency seclusion is only for the purpose of calming and will cease once the student is no longer exhibiting behavior that poses a threat of assault or immediate serious physical harm to themselves or others, or if they are observed to be in severe distress.

Environmental Requirements

Any room or area used for time-out or emergency seclusion must:

- Be clean, safe, and sanitary;
- Be appropriate for the purpose of calming, including appropriate size for the student's age and needs;
- Be properly lighted, ventilated, and temperature-controlled;
- Be free of inherently dangerous objects or fixtures; and
- Meet local fire and building codes and any other standards set by the Department of Elementary and Secondary Education.

Prohibitions

The use of mechanical restraint, medication restraint, and seclusion is prohibited, except as noted in the emergency exception described above.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others and the student is not responsive to ~~verbal~~ directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint is prohibited as a means of discipline or punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

Physical restraint is prohibited as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior.

~~The use of "time-out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion" restraint.~~

Procedures and Training

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide, including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements, including but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner

inconsistent with 603 CMR 46.00;

- A process for obtaining Principal approval for a time-out exceeding 30 minutes.

~~Each~~ At the beginning of each school year, each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment. Training shall include information on the following:

(a) The role of the student, family, and staff in preventing restraint;

(b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;

(c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;

(d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;

(e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

(f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

Administration of Physical Restraints:

1. Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

2. Safety requirements. Additional requirements for the use of physical restraint:

(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal OR the principal's designee. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

(e) After the release of a student from a restraint, the public education program shall implement follow-up

procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Reporting Requirements and Follow-Up:

1. Staff shall report the use of any physical restraint. The staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent for review. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

2. The principal or his/her designee shall make reasonable efforts to inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within **three school working days** of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

3. Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include all information required pursuant to 603 CMR 46.06(4).

Review and Oversight

1. Individual student review. The principal OR designee shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;

(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to the escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

2. Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate

to reduce or eliminate restraints.

3. When a physical restraint has resulted in an injury to a student or staff member, the school shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint.

4. The Schools shall collect and annually report data to the Department regarding the use of physical restraints.

Review and Complaint

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Regulations to each Principal, who shall sign a form acknowledging receipt thereof.

~~Any student, parent/guardian, teacher or staff member may report a complaint concerning restraint practices under the procedures established by the Superintendent for receiving, investigating, and responding to such complaints~~.
Any parent/guardian, student, or staff member may notify the principal of any concerns regarding restraint practices and procedure. When a staff member other than the principal receives a complaint or concern, they shall notify the principal within the school day. The principal shall notify the Superintendent within 24 hours of receiving a complaint or concern. The Superintendent may order an investigation at his/her discretion.

LEGAL REF:	M.G.L. c. 71, sec. 37G 603 CMR 46.00
FIRST READING:	April 26th, 2026
SECOND READING:	
ADOPTED:	Previously adopted January 19, 2021 Previously adopted by Dover-Sherborn Regional School Committee January 19, 2021 by Dover School Committee January 19, 2021, and by Sherborn School Committee January 19, 2021.
SOURCE:	MASC and DESE

Prevention of Physical Restraint Procedures

1. There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent suicide, student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

2. The following strategies and groups provide school wide and incisive supports in order to reduce the need for physical restraint:
    1. Responsive Classroom Practices
    2. Trauma Sensitive Training for Staff
    3. Zones of Regulation
    4. Child Study Teams
    5. Safety Care Teams
    6. Collaborative Problem Solving
    7. Social Skill Groups
    8. Individual Counseling
    9. Individual Functional Behavior Assessment and Behavior Support Plans

3. If a student engages in challenging behaviors, staff should contact the following people in the building: administrators, school psychologist, adjustment counselor, board certified behavior analyst, special educator or safety care team members. They would seek this assistance to develop behavioral supports in a goal to reduce the likelihood of challenging behaviors.

4. School staff will engage parents and students in discussions regarding physical restraint by posing the restraint policy on the website.

5. Principals will conduct weekly and monthly reviews of restraint data using the attached checklist.

Grievance Procedures

Parents will notify principal or designee of any concerns regarding restraint practices and procedure. If a designee receives a complaint or a concern, that the designee shall notify the principal within the school day. Principal shall notify the Superintendent within twenty-four hours of receiving a concern. The Superintendent of School Committee shall at his/her or its discretion order an investigation.

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

May 1, 2026

Dear Superintendent Elizabeth McCoy,

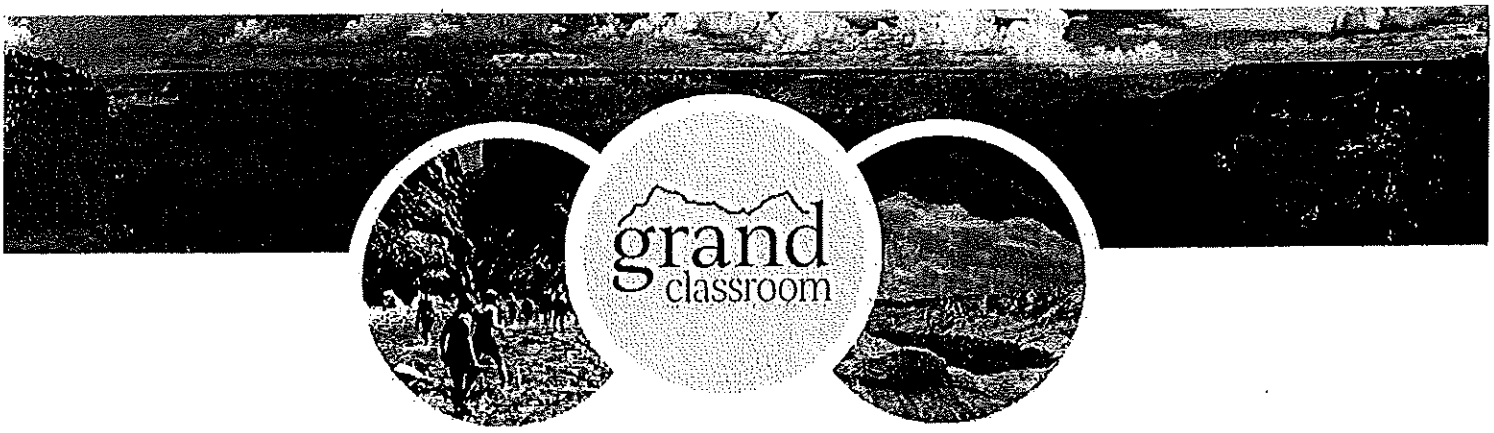
I am respectfully requesting you forward our request for the overnight high school sponsored trip to the National Parks of Utah, Nevada and Arizona. This trip will take place during April vacation of 2027. I am in full support of this educational opportunity for our students. We have used this travel company before and had a very successful trip. Kelly Menice and Scott Huntoon will be the primary chaperones. Details of the trip are attached in a separate document. Thank you for your consideration.

Sincerely

John G. Smith

Principal

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.



Southwest National Parks Adventure

Grand Classroom is a full-service educational travel provider offering teacher-led student trips to national parks, historic U.S. cities, and international destinations.

Inclusions:

- All on-trip transportation - airfare and motorcoach with professional driver
- 24/7 Grand Classroom Specialist Guides
- All meals including lunches
- All lodging - occupancy *3 students per room - 1 per bed*
- Full accounting services with custom payment schedule options for all families
- All activity fees included in final itinerary
- All third party guide gratuities including guide
- 24/7 Emergency support - local and international
- Expert tour planning
- Promotional materials
- Medical, dental, and liability insurance
- Customized private tour group
- Personalized web page
- On-Call, On-Site, and On-Trip, Local Grand Classroom Travel Consultant and Experiential Education Specialist

Grand Classroom Pricing Proposal

Prepared by: Gregg Wachtelhausen

School: *Dover-Sherborn High School*

Destination: *Southwest National Parks Adventure*

When: *April Vacation 2027*

All-Inclusive Price: Based on 25 students

$4,275- "Early Bird Special" until end of school year

$4,375 - full pricing starting on July 1st

$250 deposit holds a seat on this adventure

Chaperone Ratio:*5:1*

Optional Travel Refund Program (TRP) Protections:

TRP+ = 19% *TRP = 9%*

Day 1

- Depart from Boston
- Arrive in Las Vegas
- Meet your Grand Classroom guide at Baggage Claim
- Explore Red Rocks Conservation area
- Travel to Kanab, Utah
- Sunset at Coral Pink Sand Dunes
- Dinner as a group
- Overnight in hotel - Kanab

Day 2

- Spend the day exploring Zion National Park
- Riverwalk to Narrows, Emerald Pools, Kayenta Trail, Overlook Trail, and more
- Checkerboard Mesa Cowboy Cookout and S'mores under the stars
- Return to hotel

Day 3

- Morning Via Ferrata climbing adventure
- Explore Bryce Canyon National Park
- Visit Rainbow Point, Inspiration Point, hike the Queens Garden Trail Loop
- Dinner as a group
- Return to hotel

Day 4

- Morning tour for the breathtaking Antelope Canyon
- Visit Horseshoe Bend
- Explore Glen Canyon Dam and talk about water resources in the Southwest
- Rafting trip on the Colorado River
- Visit Cameron Trading Post
- Dinner as a group
- Overnight in hotel - Flagstaff, AZ

Day 5

- Morning visit to Grand Canyon National Park at Desertview Watchtower
- Explore Grand Canyon Village
- Hike the South Kaibab Trail
- Explore the historic lodges
- Explore Sunset Crater and Wupaki
- Dinner as a group
- Return to in hotel

Day 6

- Morning visit to Montezuma Castle National Monument cliff dwellings
- Explore Slide Rock State Park at Oak Creek Canyon
- Hiking in Sedona
- Afternoon Pink Jeep Off-Road Adventure - Broken Arrow Tour
- Free time and dinner in Sedona
- Sunset meditations at a vortex site
- Return to hotel

Day 7

- Check out of hotel and load luggage on bus
- Morning hike in Flagstaff - Walnut Creek Canyon
- Depart for Las Vegas with Rt. 66 stops and sights en route
- See the Hoover Dam
- See the sights of Las Vegas including the fountain show at the Bellagio hotel
- Additional sights as time permits before heading to airport
- Farewell dinner as a group
- Say "goodbye" to your Grand Classroom guide
- Overnight flight home to BOS

DRAFT

Dover-Sherborn Regional School Committee
Meeting of March 12, 2026

Members Present: Angie Johnson
Jeff Cassidy
Lindsay Nie
Kevin Crotty
Mary Lowder
Toa Ashk

1) **Call to Order**

Angie Johnson called the meeting to order at 6:32 pm in the Middle School Library.

2) Community Comments - none

3) Financial Reports

- Warrant Report
- FY26 Monthly Update as of February 28, 2026
  - Revenues - the anticipated reimbursement for Chapter 71based on reimbursement rate of 90%. There is a negative variance projected in athletics. The Administration is discussing changing the family cap back to five fees per family (currently 4).
  - Salaries - there are no changes since the last report.
  - Expenditures - there are no changes since the last report.

4) Continued Discussion on FY27 Budget - version 3.0 reflects the following adjustments:

- Increase use of E&D by $50,000 representing estimated FY26 revenue surplus. Total E7D proposed to be utilized is $200,000;
- Addition of one District-wide Curriculum Coordinator at 60% shared allocation - $84,000;
- Reduce District-wide professional development/consulting costs added in V2.0 by $16,000 due to the addition of the Curriculum Coordinator;
- Reduce estimated healthcare insurance premium costs based on WSHG approved FY27 rates by $135,000. Average rate increase of 8% is below estimate in earlier versions.

FY27 Dover Sherborn Regional Schools Budget Hearing

- FY27 Operating Budget version 3.0
  - Budget Drivers: In-District - payroll represents approximately 85% of the in-district operating budget and contractual salary increases for all District employees are accounted for in a Reserve for Contracted Increases currently residing in Other Educational Expenditures as negotiations are ongoing; enrollment is projected at 1,000 students and operating expenses are estimated based on trend budgeting.
  - Adjusted overall budget increase of $1,015,842 or 3.49% (down from 5.03% in version 1.0) vs FY26. The itemized changes above reduced the Town's assessments by $619,676. Dover's assessment increase is $341,010 (2.6%) and Sherborn's is $444,427 (3.77%). FY27 Budget v3.0 totals $30,103,188.

5) Vote to Certify FY27 Operating Budget

Mary Lowder made a motion to approve the utilization of $200,000 of June 30, 2025, certified Excess & Deficiency funds for the FY27 Budget. Lindsay Nie seconded.
26-02 VOTE: 6 - 0 via roll call

Mary Lowder made a motion to adopt the FY27 Budget in the amount of $32,603,188 comprised of the following:

- *In-District Operating Budget of $30,103,188 which is reduced by estimated receipts and available funds in the amount of $4,388.186 for a net amount to be assessed to the member towns of $25,715,002 and that the Treasurer be authorized to certify this budget in the apportioned share of each town based on the statutory method.*
- *Estimated net outside special education costs (OOD) for town residents in Grades 6-12 plus residents up to the age of 22 per Section 8(a) of the Regional Agreement of $1,375,000 for Dover and $1,125,000 for Sherborn and that these amounts be included with the amounts certified above by the Treasurer.*

Lindsay Nie seconded.
26-03 VOTE: 6 - 0 via roll call

6) **Superintendent Comments** - Superintendent McCoy thanked all involved in the budget process and reported that negotiations are ongoing with educators.
7) **Discussion Items**
8) **Action Items**
   - FY27 Capital Budget - the High School Roof Restoration project, including both the High School Building and Gym was approved by the Committee in November. The bids were received and after review by the project manager, the lowest bidder is recommended for contract award. The total project cost is $1,437,075.

Mary Lowder made a motion to approve the High School Restoration and Skylight replacement project costs of $1,437,075 to be funded by the Towns through an Inter-Municipal Agreement (IMA). Lindsay Nie seconded.
26-04 VOTE: 6 - 0 via roll call

9) **Consent Items**
   - Regional School Committee minutes of February 3, 2026
   - Annual School committee Vote on MA School Choice Law - vote not to participate
   - Grants: Special Earmark - $50,000 to create a collaborative makerspace lab for students and provide related professional development for educators.
   - Gift: Piano - in-kind donation with a fair-market value of $9,000 from Keith and Amy Callahan of Sherborn for the Region's Music Department.
   - Gift: Jordyn DeVellis Fine & Performing Arts Scholarship - $34,384 to establish scholarship in Jordyn's honor from Rhonda and Peter DeVellis

Mary Lowder made a motion to approve the Consent Agenda. Lindsey Nie seconded. 26-05 VOTE: 6 - 0 via roll call

10) Informational Items

- Sherborn School Committee minutes of December 9, 2025
- Dover School Committee minutes of November 18, 2025

11) Next Meeting May 5, 2026

12) Adjournment at 7:29 pm.

Respectfully submitted, Amy Davis

Dover-Sherborn Public Schools
Civil Rights Grievance Procedure

Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this Procedure is unlawful and will not be tolerated.

Persons who engage in harassment, discrimination or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school district administration, subject to applicable procedural requirements.

The Civil Rights Grievance Procedure shall not apply to reports of sexual harassment as defined under Title IX of the Education Amendment of 1972 and its implementing regulations ("Title IX") effective August of 2020. Allegations of conduct that could, if proven, meet the definition of sexual harassment under Title IX shall be addressed through the District's Title IX Sexual Harassment Grievance Procedure. Similarly, allegations of conduct that meet the definition of sexual harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the Title IX Grievance Procedure.

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal or Civil Rights Coordinator. Students may also report incidents of harassing conduct to a teacher, administrator, or guidance counselor. Any complaint received by school personnel shall be promptly reported to the Principal or Civil Rights Coordinator. A complaint will not be dismissed solely because it was reported to a staff member other than the Principal or Civil Rights Coordinator. Students or employees who are unsure whether discrimination, harassment, or retaliation has occurred are encouraged to discuss the situation with the Principal. There may be instances where another third-party, who has not experienced but is aware of the occurrence of prohibited conduct, may bring a complaint under this Procedure. That person will be referred to as the "reporter."

Any District employee who observes or receives a report of discrimination, harassment or retaliation shall promptly notify the Principal or Civil Rights Coordinator, identified below. Any District employee who observes discrimination, harassment or retaliation against a student should intervene to stop the conduct and report it to the Principal. Upon receipt of a report of discrimination, harassment or retaliation, the Principal shall promptly inform the relevant Civil Rights Coordinator of the report, and the District will respond in a manner consistent with this Procedure. If the report involves an accusation against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.

Informal Reports: Individuals may wish to file a formal complaint of discrimination, harassment or retaliation, or to report informally (i.e., without initiating a formal complaint). Such informal reports may be made to the Principal or Civil Rights Coordinator. The District shall inform anyone making an informal report that he or she may initiate a formal complaint at any time, regardless of what steps are being or have been taken in response to an informal report.

Anonymous Reports: Complainants and reporters should be aware that although the District will often be able to maintain confidentiality of reporting persons, the District may sometimes be required to take actions to protect the safety of the school community that may result in the identity of the reporting person being disclosed (to the police, for example). When reporters or Complainants seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the District to respond fully to any reported event, including limitations on the ability to take disciplinary action against an Respondent.

Informal Process: If the District concludes that it is possible to resolve a matter, whether after formal complaint or an informal report, in a prompt, fair and adequate manner through an informal process involving, and with the consent of, the Complainant and Respondent, the District may seek to do so. The informal process is voluntary, and the Complainant and/or Respondent may terminate or decline any informal process at any time, without penalty.

Formal Process: A formal complaint shall state (if known to the reporter or Complainant) the name(s) of the persons involved and witnesses to the conduct, describe the conduct, and identify, to the extent possible, the dates and locations of the conduct. The complaint shall be signed and dated by the reporter and/or Complainant. Complaints will be investigated promptly and equitably by the Civil Rights Coordinator or Principal. Investigations may be initiated whenever warranted, in the absence of a formal complaint, or after a formal complaint has been withdrawn.

Initial Assessments: The Civil Rights Coordinator or Principal will make an initial assessment following a complaint. Based on that assessment, the Civil Rights Coordinator or Principal may: (a) if the conduct, even if substantiated, would not constitute harassment, discrimination or retaliation, dismiss the complaint; (b) if the alleged conduct (or complaint) could not, even if true, constitute discrimination, harassment or retaliation, but is within the scope of another procedure, the Civil Rights Coordinator shall refer the matter to the appropriate personnel; (c) if the Civil Rights Coordinator or Principal concludes that it is possible to resolve the complaint in a prompt, fair and adequate manner through an informal process involving and, the Civil Rights Coordinator or Principal may seek to do so; or (d) if the alleged conduct, if substantiated, would constitute discrimination, harassment or retaliation, the Civil Rights Coordinator or Principal will initiate an investigation. The Civil Rights Coordinator or Principal may also identify and initiate any interim measures.

Interim Measures: The District will provide prompt and reasonable interim measures during the pendency of the investigation, if appropriate, to support and protect the safety of the parties, the educational environment, and the District and/or school community; to deter retaliation; and to preserve the integrity of the investigation and resolution process. Any interim measures will be monitored to ensure they are effective based on the evolving needs of the parties. Violations of the restrictions imposed by interim measures could be considered a violation of school rules and may be considered in determining whether discrimination, harassment or retaliation has occurred.

Timeframes: The District will seek to complete any investigation within thirty (30) school days after receipt of a complaint and provide the written notice of the outcome of the investigation within forty five (45) school days. The investigator may impose reasonable timeframes on all parties to facilitate the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified with reasonable cause, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations.

Formal Resolution Procedure: Under the formal resolution procedure, the complaint will be investigated by the Principal, Civil Rights Coordinator or other individual designated by the Principal or Civil Rights Coordinator who has responsibility for seeking and gathering evidence relative to the investigation. Additionally, the parties will be afforded the following:

1. The Complainant shall be provided with an opportunity to be heard and have the opportunity to identify witnesses and other relevant evidence to the investigator.
2. The Respondent will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
3. The privacy rights of the parties shall be maintained in accordance with applicable state and federal laws.
4. Notification of the outcome of the investigation, including if appropriate, the remedies recommended and/or imposed shall be provided.
5. The investigation shall utilize "a preponderance of evidence" when determining an outcome.

Student Discipline. The school district administration may also refer the offender for disciplinary procedures to be conducted in accordance with federal and state law. Nothing in the Civil Rights Grievance Procedure shall be interpreted as limiting or prohibiting the District's ability to take appropriate disciplinary action against the offender in accordance with the applicable code(s) of conduct or employment contracts or policies, where appropriate.

The Civil Rights Coordinator for Complaints under this Procedure is:

Denny Conklin

Assistant Superintendent of Teaching and Learning

Dover-Sherborn Public Schools

Email - conklind@doversherborn.org

Phone - 508-785-0036

Approved 3.5.26

Dover School Committee
Meeting of February 3, 2026

Members Present:	Goli Sepehr
	Kate Cook
	Jessica Hole
	Kevin Bielke
	Martha Castle
Also Present:	Beth McCoy, Superintendent
	Denny Conklin, Assistant Superintendent
	Dawn Fattore, Business Manager

1) **Call to Order**

Goli Sepehr called the meeting to order 5:31 pm in the DSMS Library.

1) Superintendent Comments

- Proposed Shifts to Elementary Instructional Schedule - Superintendent McCoy reported the key findings and planned changes based on the study which addressed how the school day can better support academic achievement and social-emotional development while meeting MA DESE instructional requirements. The updated schedule would standardize elementary specials (6 specials, 1x/week), strengthen social-emotional learning, enhance alignment with math and ELA programs, refine WIN blocks, and create a more cohesive and predictable daily structure. The changes reduce transitions, strengthen core instruction, and improve coverage of required instructional frameworks. The elementary Spanish program will transition from a proficiency-based model (FLES) to an exploratory model (FLEX).
- Instructional Leadership Study - this study assessed whether current leadership structures provide sufficient instructional support, meaningful supervision and evaluation, and job-embedded professional learning by drawing on feedback from K-12 educators, research on effective instructional leadership, and practices in comparable districts. The proposal based on the key findings of the study refocuses elementary coaches on classroom practice, provides additional time and compensation for middle and high school instructional leaders, and adds two K-12 Curriculum Coordinator positions (STEM and Humanities). These roles are intended to strengthen vertical alignment, support curriculum coherence, coach instructional leaders and educators, and ensure sustained instructional improvement aligned to District goals. Superintendent McCoy informed the Committee that due to the fiscal constraints facing both Dover and Sherborn, the Administration will postpone the addition of the Curriculum Coordinators to FY28.

The Administration took questions and comments from members of the Committee. There was consensus to have the Administration consider adding one of the Curriculum Coordinator positions for FY27. The budget impact would be $28,000 for PH and Chickering, $56,000 for the Region.

2) Community Comments - the members took comments about the proposed changes.

2) Adjournment at 7:05 pm.

Respectfully submitted, Amy Davis

Approved 3/5/2026

Dover School Committee

Meeting of February 10, 2026

Members Present:	Goli Sepehr
	Kate Cook
	Jessica Hole
	Kevin Bielke
Also Present:	Beth McCoy, Superintendent
	Denny Conklin, Assistant Superintendent
	Dawn Fattore, Business Manager

1) **Call to Order**

Goli Sepehr called the meeting to order 6:33 pm.

2) **Community Comments -** several students gave a presentation advocating retaining the FLES program.

3) **Superintendent Comments -** Superintendent McCoy held her comments until Discussion Items.

4) **Financial Reports**

- Warrant Report
- FY26 Monthly Report
  - Salaries - SPED Administration reflects a savings of approximately $15,000 based on the reallocation of responsibilities for the Pre-K Director position. The oversight of the pre-k program is now incorporated into the responsibilities of the Pine Hill SPED Coordinator and not s separate position; School Leadership-Building reflects $16,000 in savings due to the retirement of an Administrative Assistant and the subsequent conversion of the position from 12-month to 10-month; and Educators, Classroom reflects savings from leaves of absences offsetting the previously reported negative variance.
  - Expenses - there are no material variances to report
  - Out-of-District - the total negative variance in tuition costs is approximately $745,000: $415,000 from new placements and $475,000 from known placements not included in the budget based on one-year impacts, offset by $145,000 of savings from placement changes.

5) **Discussion Items**

- Continued Discussion of Proposed Elementary Schedule Shift - Superintendent McCoy addressed feedback/questions she has received since the original presentation of the schedule shift on February 3rd. There was discussion with the Committee about how the decision was reached and other options that were explored as well as adding language options for to after-school offerings. There will be a meeting on February 24th with the Sherborn School Committee to continue the discussion and vote on Spanish Program moving to Exploratory Model.
- Proposed FY27 Budget V2.0

- The proposed changes to the budget reflect a reduction of $220,000 from V1.0 and an overall decrease of 18.10% vs 16.18% (the overall decrease is a result of the change in OOD accounting). The FY27 In-District Budget increase is now 2.63% vs 5.1% in V1.0.
- Salary savings are a result of the reconfiguration of the Pre-K Director position ($20,000), addition of District-wide Curriculum Coordinator (28,000), confirmed retirements ($65,000), reduction of 2.2 FTE Specialist - FLES (1.8) & PE (.4) ($178,000), addition of .2 FTE BCBA ($20,000), increase PD Contracted Services for Curriculum needs ($15,000), and additional use of Pre-K Revolving Fund for Pre-K Staff ($20,000).
- There are no changes to the OOD portion of the budget at this time.

6) Action Items

7) Consent Items

- Approval of Minutes: November 18, 2025
- Town Report
- Pre-School Tuition FY27 Rates - 4% increase

Kate Cook made a motion to approve the Consent Agenda. Kevin Bielke seconded.
26-01 VOTE: 4 - 0

8) **Informational Items**

- Regional School Committee minutes of November 4 & December 2, 2025
- Sherborn School Committee Minutes - October 14 & December 9, 2025

9) Items for March 5, 2026 - FY27 Budget Hearing

10) Adjournment at 8:07 pm.

Respectfully submitted,
Amy Davis

Approved 3/10/26

Sherborn School Committee
Meeting of February 3, 2026

Members Present:	Becca Hammond
	Megha Kadiyala
	Bill Alfano
	Nathaniel Jackson
	Kate Manzolini
Also Present:	Beth McCoy, Superintendent
	Denny Conklin, Assistant Superintendent
	Dawn Fattore, Business Manager

1) **Call to Order**

Becca Hammond called the meeting to order at 5:31 pm in the DSMS Library.

2) Superintendent Comments

- Proposed Shifts to Elementary Instructional Schedule - Superintendent McCoy reported the key findings and planned changes based on the study which addressed how the school day can better support academic achievement and social-emotional development while meeting MA DESE instructional requirements. The updated schedule would standardize elementary specials (6 specials, 1x/week), strengthen social-emotional learning, enhance alignment with math and ELA programs, refine WIN blocks, and create a more cohesive and predictable daily structure. The changes reduce transitions, strengthen core instruction, and improve coverage of required instructional frameworks. The elementary Spanish program will transition from a proficiency-based model (FLES) to an exploratory model (FLEX).
- Instructional Leadership Study - this study assessed whether current leadership structures provide sufficient instructional support, meaningful supervision and evaluation, and job-embedded professional learning by drawing on feedback from K-12 educators, research on effective instructional leadership, and practices in comparable districts. The proposal based on the key findings of the study refocuses elementary coaches on classroom practice, provides additional time and compensation for middle and high school instructional leaders, and adds two K-12 Curriculum Coordinator positions (STEM and Humanities). These roles are intended to strengthen vertical alignment, support curriculum coherence, coach instructional leaders and educators, and ensure sustained instructional improvement aligned to District goals. Superintendent McCoy informed the Committee that due to the fiscal constraints facing both Dover and Sherborn, the Administration will postpone the addition of the Curriculum Coordinators to FY28.

The Administration took questions and comments from members of the Committee. There was consensus to have the Administration consider adding one of the Curriculum Coordinator positions for FY27. The budget impact would be $28,000 for PH and Chickering, $56,000 for the Region.

3) Community Comments - the members took comments about the proposed changes.

4) **Discussion Items**

- FY27 Operating Budget version 2.0

- The proposed changes to the budget reflect a reduction of $218,000 from V1.0 and an overall decrease of 7% vs 4.4% (the overall decrease is a result of the change in OOD accounting). The FY27 In-District Budget increase is now 1.43% vs 4.43% in V1.0.
- Salary savings are a result of the reconfiguration of the Pre-K Director position ($38,000), confirmed retirements ($125,000), reduction of 1.0 FTE Specialist - FLES ($66,000), addition of .4 FTE Health & Wellness Education ($26,400), reduction of .2 FTE BCBA ($18,000), increase PD Contracted Services for Curriculum needs ($20,000), and additional use of Pre-K Revolving Fund for Pre-K Staff ($18,000).
- There are no changes to the OOD portion of the budget at this time.

5) Financial Reports

- Warrant Report
- FY26 Monthly Report
  - Salaries: savings of approximately $40,000 in SPED Administration based on reallocation of responsibilities for the Pre-K Director position. The oversight of the pre-k program is now incorporated into the responsibilities of the PH SPED Coordinator vs a separate position. These savings are reflected in the FY27 Budget. This savings is offset by additional salary costs for educational assistance support based on current student needs.
  - Expenditures: there are no material variances to report.
  - Out-of-District: additional adjustments will be made before year-end to balance the overall Sherborn School Budget.

6) **Action Items**

7) Consent Items

- Approval of Minutes: December 9, 2025
- Approval of FY27 Pre-School Tuition rates - 4% increase of FY26

Megha Kadiyala made a motion to approve the Consent Agenda. Bill Alfano seconded.
26-01 VOTE: 5 - 0 via roll call

8) **Informational Items**

- Dover Sherborn Regional Committee minutes of December 2, 2025
- Dover School Committee Minutes of November 18, 2025

9) Items for February 24, 2026 - bus update, schedule change feedback, FY27 Budget 3.0

10) Adjournment at 7:25 pm.

Respectfully submitted,
Amy Davis