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

Tuesday, June 9, 2026
6:30 PM
Dover-Sherborn Middle School Library

Livestream via Dover-Sherborn Cable Television

AGENDA

1. **Call to Order**
2. **Union #50 Reorganization**
3. **Superintendent Comments**
    - Student Presentation - Engineering Project
    - Student Presentation - Intersections Course
4. **Discussion Items**
5. **Action Items**
    - Contracts
        - Educational Assistants (DSEA, Unit B) **A.R.**
        - Administrative Assistants **A.R.**
        - Food Service Personnel **A.R.**
        - Custodians **A.R.**
    - Transportation - Addition of cameras **A.R.**
    - Food Service - Price increases **A.R.**
    - Student Handbook (2nd read) **A.R.**
    - Code of Conduct (2nd read) **A.R.**
    - Restraint Policy (2nd read) **A.R.**
6. **Consent Items** **A.R.**
    - Appoint Elizabeth McCoy to TEC and ACCEPT Board of Directors
7. **Informational Items**
    - Draft School Committee 2026-2027 Meeting Schedule
    - Class of 2026 Matriculation Report
    - TEC Quarterly Report
    - ACCEPT Quarterly Report

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

8. **Community Comments**

   https://meet.google.com/gre-owyp-oeu

9. Adjourn

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

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

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Dover, Sherborn and Dover-Sherborn Regional School Committee Members
FROM: Elizabeth McCoy, Superintendent and Dawn Fattore, Business Administrator
RE: Memorandum of Agreements for Administrative Assistants, Custodial, Educational Assistants (DSEA Unit B) and Food Service Associations
DATE: June 8, 2026

As we have discussed throughout the year, all of our bargaining associations' contracts are up for negotiations for the next contract period of FY27-FY29. With your approval, Beth and I have been meeting with each Association's bargaining representatives since March. We are pleased to present Memorandums of Agreements for the three-year period of FY27-FY29 for the Administrative Assistants, Custodians, Educational Assistants and Food Service Associations. All are attached for your review. As a reminder, the Memorandum of Agreements only include proposed contract language changes to the existing contract. We will provide additional background information to the Committees at Tuesday's meeting. To assist your review, the FY24-FY26 contracts are located here.

Administrative Assistants
This bargaining unit is comprised of year-round, extended school-year and school-year employees with a total of 12 positions across all three Districts. Agreed upon changes include redefined work schedule classifications, increases to starting rates for Classification II and III based on the current employment market and enhancements to longevity.

Custodial
This bargaining unit is comprised of approximately 20 twelve-month employees across all three Districts serving in the various custodial positions. Agreed upon changes include increases to starting rates in order to remain competitive in the current market, enhancements to longevity and shift differentials, as well as addition of a shoe allowance.

Educational Assistants
This bargaining unit, which is part of the DSEA, is comprised of approximately 70 school-year positions across all three Districts. Agreed upon changes include updates to parental leave consistent with those approved for Unit A, FY27 hourly rate increases to remain competitive with area districts, increases to existing classification stipends, an addition of a new classification for additional student support services (for example medical needs) and an education incentive for those holding a valid Massachusetts teaching licenses.

Food Service
This bargaining unit is comprised of approximately 15 school-year employees across all three Districts serving in the various food service positions. Agreed upon changes included starting range increases to remain competitive with area food service programs as well as the general employment market. Other changes include additional paid-time off (corresponding with years of service), enhancements to longevity and an increase in the clothing allowance. Language was also added to address required training for food service employees.

Overall increases in Association hourly wages for FY27 range from 3.25% to 12%, with the higher percentages attributable to the Food Service Association which had previous starting rates of $18.50.

Memorandum of Tentative Agreement
between the
Dover, Sherborn and Dover-Sherborn Regional
School Committees
and the
Dover-Sherborn Public Schools
Administrative Assistants Association
for a Three-Year Contract, July 1, 2026 to June 30, 2029

The above named parties agree to the following changes to the agreement effective July 1, 2026.

Note: Deletions are noted by ~~strikethroughs~~: changes or additions are noted in red.

HOUSEKEEPING CHANGES

Minor revisions to Performance Evaluation Cover Page- See attached.

Change dates in **Articles XIX Negotiations Procedures and XX Duration** to reflect new contract years.

ARTICLE XI - Definitions and Work Schedule

Administrative assistants shall conform to the work schedule provision defined in Section 11.1 below and will be entitled to the overtime provisions as set forth in Section 11.2 below. For the purposes of this contract,

a.) Classification I is defined as a Year-Round Administrative Assistant ~~(designated as) is defined as one~~ who is employed fifty-two (52) weeks per year, inclusive of holiday and vacation leave;
b.) Classification II is defined as an Extended School-Year Administrative Assistant ~~(designated as – see Attachment 2) is defined as one~~ who is employed on a regular daily basis during the normal school year and works approximately 80 hours during the summer break;
c.) Classification III is defined as a School-Year Administrative Assistant ~~(designated as – see Attachment 2)~~ is defined as one who is employed on a regular daily basis during the normal school year;
d.) Refer to Attachment 2 –classification Schedule for additional information on work schedules.

ARTICLE XII -Absence and Leave Benefits

12.1 Holiday Leave

The following days shall be considered to be paid holidays on the days celebrated as provided by State Law. However, absence and leave benefits under this article shall not be paid to part-time administrative assistants whose normal work- week is less than twenty (20) hours:

Labor Day (I,II,III)
Indigenous People Day (I,II,III)
Veterans' Day (I,II,III)
½ Day before Thanksgiving (I,II,III)
Thanksgiving Day (I,II,III)
Day after Thanksgiving (I,II,III)
Christmas Eve Day (I)
Christmas Day (I,II,III)
New Year's Eve Day (I)
New Year's Day (I,II,III)
M. L. King Day (I,II,III)
~~Washington's Birthday~~ President's Day (I)
Good Friday (I,II,III)
Patriot's Day (I)
Memorial Day (I,II,III)
Juneteenth Day (I,II,III when falls in SY)
Independence Day(I,II)

Classification I (Year-Round ~~Administrative Assistants~~)

Classification II (Extended School-Year ~~Administrative Assistants~~)

Classification III (School-Year)

12.3 Sick Leave

Any ~~year-round~~ administrative assistant who does not use any sick time during a ~~fiscal~~ school year shall receive a bonus of $250, payable in July following the year in which it is earned.

~~Any school-year administrative assistant who does not use any sick time during a fiscal year shall receive a bonus of $150, payable in July following the year in which it is earned.~~

12.6 Personal Leave

Personal leave time totaling three (3) days per fiscal year (July 1-June 30), with pay, will be granted to each employee for the purpose of conducting urgent personal business which cannot be handled outside the regular work day. No reason for these days need be stated. Personal leave will be approved at the discretion of one's immediate supervisor whose discretion shall not be unreasonably exercised. Except in unforeseen emergency, a minimum of five (5) working days notification must be provided prior to an excused leave.

Requests for personal days contiguous to vacation periods or holidays must state the reason(s) necessitating the leave. These requests in writing shall be sent to the Superintendent at least three (3) days in advance of the requested leave. Personal days will not be granted for the primary purpose of extending vacations or holidays. Personal days shall not be taken for recreational and/or leisure activities~~, and shall be non-cumulative~~. In addition, personal days

shall not be taken during the weeks before and after the school year. Unused personal days will be converted into sick days at the end of the year.

ARTICLE XIV -Fringe Benefits

14.1 Longevity Benefits

Administrative assistants covered by this Agreement, after completion of ~~five (5) consecutive years of service in FY24~~ ~~(~~three (3) consecutive years of service ~~beginning in FY25)~~ in any District shall be entitled to the following longevity, payable in the year in which the longevity is earned. Benefits will be prorated accordingly for any administrative assistant who is employed as less than a 1.0 FTE.

After # of years of service from date of employment	Classification I	Classification II	Classification III
Three (3) ~~(as of FY25)~~	~~$300~~500	~~$200~~425	$400
Five (5)	~~$600~~800	~~$500~~750	$700
Ten (10)	~~$800~~1,000	~~$650~~900	$850
Fifteen (15)	~~$1,000~~1,500	~~$800~~1,350	$1,300
Twenty (20)	~~$1,200~~2,000	~~$1,000~~1,800	$1,700
~~Twenty-five (25) (as of FY25)~~	~~$1,500~~	~~$1,200~~	

14.3 Insurance

Employees may be eligible for enrollment in such hospitalization and insurance plans as may be available for Town or District employees. Eligibility and contribution for such plans shall be governed by Town or District policy. School-Year ~~(ten month)~~ and Extended School Year employees shall pay their share of insurance costs ~~during~~ for the summer months ~~prior to the month the premium is due~~spread equally over the school-year pay periods. ~~All administrative assistants employed prior to July 1, 1994 shall not be affected by future policy changes by the towns of Dover and Sherborn and the Regional School District during their active employment or after their retirement.~~

Attachment 1
Wage Schedule

~~The salary range for all administrative assistants hired during the term of this contract, namely fiscal years 2024-2026, shall be $$22.00-$24.50.~~

~~**Fiscal Year 2024; School Year 2023-2024**~~
~~Currently employed administrative assistants shall receive an increase of $1.00 from their Fiscal Year 2023 hourly wage. In addition, any administrative assistant employed in FY23 and continuing service in FY24 will receive a one-time payment of $400 for Classification I and $300 for Classification II payable no later than October 31, 2023.~~

~~**Fiscal Year 2025; School Year 2024-2025**~~
~~Currently employed administrative assistants shall receive an increase of 3% from their Fiscal Year 2024 hourly wage.~~

~~**Fiscal Year 2026; School Year 2025-2026**~~
~~Currently employed administrative assistants shall receive an increase of 3% from their Fiscal Year 2025 hourly wage.~~

Classifications – Starting Rates	FY27	FY28	FY29
Classification I **(N/A)**	3.25%	3.00%	3.25%
Classification II **($24.50-$25.50)**	$1/per hr.	3.00%	3.25%
Classification III **($23-$24)**	$1/per hr.	3.00%	3.25%

Attachment 2
Classification Schedule

Classification I: Year-Round Administrative Assistants
These are permanent employees employed on a twelve (12) month basis and working a maximum of forty (40) hours per week.

Classification II: Extended School-Year Administrative Assistant
These are permanent employees who work a minimum of 20 hours a week and whose work year includes the days students attend school (180+) ~~and also includes~~, five (5) working days prior to the day ~~teachers~~ educators report to school ~~and~~, up to five (5) working days after students' last day of school and approximately 80 hours during the summer break as assigned by their immediate supervisor. Additional days may be approved by the ~~Superintendent~~ Business Administrator and Immediate Supervisor as needed.

Classification III: School-Year Administrative Assistant
These are permanent employees who work a minimum of 20 hours a week and whose work year includes the days students attend school (180+) and also includes five (5) working days prior to the day teachers report to school and up to five (5) working days after students' last day of school, as assigned by their immediate supervisor, but not beyond June 30th. Additional days may be approved by the ~~Superintendent~~ the Business Administrator and Immediate Supervisor as needed.

Housekeeping Changes

~~SECRETARIAL~~/ADMINISTRATIVE ~~SUPPORT PERSONNEL~~ASSISTANT PERFORMANCE ~~APPRAISAL~~ EVALUATION PROCESS/GUIDELINES

All administrative assistants are to be ~~appraised~~evaluated ~~yearly~~annually. The ~~appraisal~~evaluation will take place ~~during the~~ before June 30th~~, annually~~. One's immediate supervisor will initiate and conduct the ~~appraisal~~evaluation with input from necessary personnel.

Purpose:

The ~~appraisal~~evaluation should consist of:

- An objective review and evaluation of the employee's performance in relation to the specific **job description** and any improvement goals previously established.
- A two-way discussion during which the employee and immediate supervisor discuss the employee's strengths and review those areas where further development/improvement is needed.

Directions:

- It is important to schedule a meeting with the employee and let the employee know in advance ~~when and for what~~ the purpose of the meeting ~~will take place~~.
- It is also important to give the employee a blank copy of the ~~appraisal~~evaluation tool ~~ahead~~ in advance of ~~time~~ the meeting and ~~ask~~ request ~~that he/she rate his/herself~~ they complete and/or start thinking about their performance strengths and opportunities for improvement.
- The "comments" and "action plan" lines are to be used to cite examples of actual behaviors which support your ratings, particularly in the exceeds and needs improvement (N/I) categories. **For any rating that is below "Acceptable" there must be an action plan outlined for improvement.**
- Jointly establish developmental/improvement objectives, action plans, along with target dates to be addressed during the year. For any needs improvement rating there must be an action plan outlined for improvement. The expectation(s), a reasonable timetable for meeting the expectation(s), along with a means, should be clearly identified in this action plan.
- Provide the employee with the opportunity to make written comments about the ~~appraisal~~evaluation after you have completed all of the comments and ratings.
- Submit signed copy of ~~appraisal~~evaluation to ~~the Human Resources~~ Central Office for review and filing.

Signatures

DOVER SCHOOL COMMITTEE

_____ _____

Jessie Hole, Chair Date

SHERBORN SCHOOL COMMITTEE

_____ _____

Bill Alfano, Chair Date

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

_____ _____

Jeff Cassidy, Chair Date

DOVER-SHERBORN ADMINISTRATIVE ASSISTANT ASSOCIATION

_____ _____

Elizabeth Benatti - Region Date

_____ _____

Heather Olenik- Region Date

Memorandum of Tentative Agreement
between the
Dover, Sherborn and Dover-Sherborn Regional
School Committees
and the
Dover-Sherborn Public Schools
Custodial Association
for a Three-Year Contract, July 1, 2026 to June 30, 2029

The above named parties agree to the following changes to the agreement effective July 1, 2026.

Note: Deletions are noted by ~~strikethroughs~~: changes or additions are noted in red.

Housekeeping Items (plus item on Attachment 1)

1. Replace all ***his/her*** with ***their*** as applicable throughout contract
2. For constituency, replace ***custodian*** with ***employee*** as applicable throughout contract
3. **Article I, Recognition**, remove "van drivers" from listing of positions in first paragraph
4. **Article III, Employees Rights and Obligations** 3.4, Neither the School Committees nor the A~~a~~ssociation……
5. **Article VI, Association Representation and Access to Premises**, The Association will designate in writing to the School Committees or the School Committees' designee the name of its Association Representatives.
6. **Article VII Filling of Vacancies**, The ~~President of the Custodians~~ Association Representatives shall also receive such a notice
7. **Article XII Work Schedule**, 11.4 On the Job Injury, replace ~~a person~~ with an employee
8. **Article XII Absence and Leave Benefits**, 12.1 Holiday Leave, replace ~~Washington's~~ with President's

ARTICLE XI
Work Schedule

11.3 Shift Differential
Whenever an employee under this Agreement is regularly assigned to and works on a shift which operates between the hours of 1:00 p.m. and 7:00 a.m. they shall be paid $1.50 per hour, in addition to their regular salary, as set forth in ~~Appendix A~~Attachment 1 as follows: Second Shift Differential = $1.50/hour.

ARTICLE XII
Absence and Leave Benefits

12.6 Bereavement Leave
~~In the event of a death in the immediate family of an employee covered by this Agreement, they shall be granted time off without loss of pay on the day the death occurs and five (5) additional days shall be granted which shall begin the day after death and shall be consecutive calendar days, including Saturday, Sunday and holidays.~~

Leave with pay for time lost, up to five (5) days will be granted in the event of the death of a member of the employee's immediate family, to include parent, sibling, spouse, child, as well as anyone of whom the employee is legal guardian, or any person residing in said employee's household. Up to three (3) days shall also be granted in the event of death of an employee's father-in-law, mother-in-law, son-in-law, daughter-in-law, grandparent, grandchild, aunt or uncle. Additional and/or other bereavement leave may be granted at the discretion of the Superintendent.

12.7 Personal Leave
~~Leave for religious observance shall be considered personal leave~~.

12.8 Religious Leave
A custodian will be granted leave up to two (2) days in any one school year for time necessary and actually lost for required observance of a recognized major religious holiday of the religious faith to which such custodian belongs, when such holiday falls on a day on which custodians are required to report. Notification by a custodian of their intention to take such leave shall be made to the Director of Facilities no less than two weeks in advance of such holiday.

Renumber 12.8 through 12.10 to reflect the addition of the new 12.8 noted above.

ARTICLE XIII
Longevity

Full-time employees covered by this Agreement, after completion of ~~three (3)~~ two (2) consecutive years of service in any district shall be entitled to the following longevity. Payments will be made twice a year, on the second payroll in December and the second payroll in June; each payment will consist of one-half (1/2) of the applicable longevity amount. Employees must be employed by the ~~Schools~~District at the time of payment in order to collect a longevity payment. To qualify for the additional payments under this Article, the employee must have completed the required years of service before payment date.

~~Three (3)~~ Two (2) years of service from date of employment	~~$275~~400
Five (5) years for service from date of employment	~~$550~~800
Ten (10) years of service from date of employment	~~$850~~1,000
Fifteen (15) years of service from date of employment	~~$1,150~~1,500
Twenty (20) years or more of service from date of employment	~~$1,500~~2,000
~~Twenty-five (25) years of service from date of employment~~	~~$1,850~~

ARTICLE XVII
Miscellaneous Provisions

17.3 Shoe Allowance

A $250 annual shoe allowance, payable in December, is provided to custodians covered under this Agreement for the purchase of work-appropriate shoes.

Renumber 17.3 through 17.5 to reflect the addition of the new 17.3 noted above.

Attachment 1
Wage Schedule

Positions – Starting Rates	FY27	FY28	FY29
BUILDING:			
Day Shift Supervisor			
$2~~5~~6.00-26~~7~~.50	FY26+3.25%	FY27+3.50%	FY28+3.50%
Evening Shift Supervisor			
$24.00	FY26+3.25%	FY27+3.50%	FY28+3.50%
Custodian			
$2~~1~~2.50-2~~2~~4.0~~5~~0	FY26+$1.50	FY27+3%	FY28+3.25%
Shift Differential	$1.50/hr	$1.50/hr	$1.50/hr
GROUNDS:			
Supervisor			
$26.00-$27.50	FY26 +3.25%	FY27+3.50%	FY28+3.50%
Assistant			
$2~~1~~3.0~~5~~0-2~~2~~4.0~~5~~0	FY26 +$1.50	FY27+3%	FY28+3.25%

Housekeeping item, approved by School Committees on September 9, 2025
Elementary only stipends (Dover and Sherborn):

School day Coverage for Day Shift Supervisor: $25 per day

Evening Shift Supervision Stipend for School Year: $1,000 for one appointed Custodian in each elementary school (prorated as applicable): payable in equal installments the last payrolls of January and June.

Signatures

DOVER SCHOOL COMMITTEE

_____ _____

Jessie Hole, Chair Date

SHERBORN SCHOOL COMMITTEE

_____ _____

Bill Alfano, Chair Date

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

_____ _____

Jeff Cassidy, Chair Date

DOVER-SHERBORN CUSTODIAL ASSOCIATION

_____ _____

Chris Hendricks - Region Date

_____ _____

Jack Waters- Region Date

Memorandum of Tentative Agreement
between the
Dover, Sherborn and Dover-Sherborn Regional
School Committees
and the
Dover-Sherborn Public Schools
Education Support Professional Unit
for a Three-Year Contract, July 1, 2026 to June 30, 2029

The above-named parties agree to the following changes to the agreement effective July 1, 2026.

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ARTICLE 5
Hours of Work and Overtime

5.1 Hours of Work

Work schedules will be determined by one's Building Principal/Special Education Coordinator and approved by the Superintendent. Time will be provided in work schedules, as needed, for Educational Assistant II's to meet with their Liaisons and Related Service Providers to ensure all student needs are meet.

ARTICLE 8
Leaves of Absence

~~**1.1 Parental and Child Rearing Leave**~~

A. ~~Birth mothers, partners of birth mothers and adoptive or foster parents, shall be granted parental leave for the purpose of giving birth, adoption and/or foster care placement of a child under the age of 18 in accordance with applicable Federal and State Statutes including but not limited to the Massachusetts Parental Leave Act and the Family Medical Leave Act (FMLA). The Committee will maintain and make available to educators an informational reference that outlines applicable federal and state statutes.~~

   1. ~~Such leaves shall be taken concurrently, subject to the following: the eight (8) weeks of leave pursuant to the Massachusetts Parental Leave Act starts from the day of the birth but is only counted during scheduled working time. The twelve (12) weeks of FMLA leave commences at birth but is only counted during scheduled working time. A request for such leave shall be made at least two (2) months before the anticipated birth, adoption or foster placement except in situations where that is not possible.~~
   2. ~~Educational assistants may use accrued sick time and personal time for up to eight (8) weeks of parental leave. The days taken shall be deducted from an educational assistant's available sick leave days and/or personal days. The balance of days taken shall be unpaid.~~
   3. ~~Birth mothers may further use sick time to the extent that they remain disabled, as documented by a medical professional.~~

B. ~~Parental leave is also available to partners of birth mothers, adoptive or foster parents and birth mothers who have not exhausted twelve (12) weeks parental leave taken pursuant to A. above. Such leave provided in A. above excludes all non-school days. This leave may be taken for a total of twelve weeks (12) combined with any leave taken under A. above. Said leave is available during the first year of a newborn's life and during the first year after~~

~~adoption or foster care placement. Said leave may be taken in up to two (2) separate blocks of time.~~

~~a. Educational assistants may use accrued sick time for up to a total of eight (8) weeks combined with any paid leave taken pursuant to A. above. The days taken shall be deducted from an educational assistant's available sick leave days and/or personal days. Any remaining time taken shall be unpaid.~~

~~b. A request for such leave shall be made at least two (2) months before the anticipated starting date, except in situations where that is not possible.~~

A. Birth mothers, partners of birth mothers and adoptive or foster parents, shall be granted Parental Leave for the purpose of giving birth, adoption and/or foster care placement of a child under the age of 18 in accordance with applicable Federal and State Statutes including but not limited to the Massachusetts Parental Leave Act and the Family Medical Leave Act (FMLA). The Committee will maintain and make available to educators an informational reference that outlines applicable federal and state statutes.

1. Such leaves shall be taken concurrently, subject to the following: the eight (8) weeks of leave pursuant to the Massachusetts Parental Leave Act starts from the day of the birth but is only counted during scheduled working time. The twelve (12) weeks of FMLA leave commences at birth but is only counted during scheduled working time. A request for such leave shall be made at least two (2) months before the anticipated birth, adoption or foster placement except in situations where that is not practical.

2. Parental Leave is available during the first year of a newborn's life and during the first year after adoption or foster care placement. Said leave may be taken in up to two (2) separate blocks of time.

3. Paid Parental Leave. All educational assistants, which includes birthing and non-birthing parents, who have been employed in the District for at least the previous six (6) consecutive months prior to the beginning of the leave shall be eligible for up to fifteen (15) paid Parental Leave days, not to be deducted from the educational assistants' sick leave. Birth mothers shall be eligible for an additional five (5) paid Parental Leave days, not to be deducted from the educator's sick leave, for a total of twenty (20) paid Parental Leave days.

4. All educational assistants may use accrued sick leave and personal days for the remaining duration of their eight (8) weeks of Parental Leave. The days taken shall be deducted from an educational assistant's available sick leave and/or personal days. Any remaining time taken shall be unpaid.

ARTICLE 20
Negotiations Procedure

The provisions of this agreement will remain in effect through June 30, 202~~6~~9, and shall thereafter be automatically renewed from year to year unless by June 29, 202~~6~~9, either party notifies the other in writing of its desire to either modify or terminate this agreement.

ARTICLE 22
Duration

This Agreement shall commence July 1, 2024~~6~~ and extend through June 30, 202~~6~~9.

Appendix A
Classification Schedule

Educational Assistant I (General Education)
Support general education staff throughout the day.

Educational Assistant I's assigned to Interventionist positions will also receive a stipend of $2,400 in each of the contract years to compensate for additional duties as assigned by their Building Principal. The stipend will be paid in three equal installments in December, March and June.

Educational Assistant II (Special Education)
Support both special and general education staff delivering services to students on Individualized Education Plans.

Educational Assistant II's assigned to provide ongoing medical, personal care, or intensive physical support services to students will also receive a stipend of $1,500 in each of the contract years. Appropriate training related to the specific needs of the student will be provided. The stipend will be paid in three equal installments in December, March and June.

Educational Assistant II's requested to obtain Registered Behavioral Technician Certification for their student assignment will also receive a stipend of $2,700 in each of the contract years. The stipend will be paid in three equal installments in December, March and June.

Appendix B
Salary Schedule-hourly rate

	FY27	FY28	FY29
EA I	$24.70	$25.50	$26.30
EA II	$29.00	$29.65	$30.55

DESE Licensure Incentive: Full-time educational assistants who are hired by no later than October 1st of the school year and maintain a valid Massachusetts teaching license for the duration of the school year will receive a $1,000 stipend at the completion of that school year.

Signatures

DOVER SCHOOL COMMITTEE

_____ _____

Jessie Hole, Chairperson Date

SHERBORN SCHOOL COMMITTEE

_____ _____

Bill Alfano, Chairperson Date

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

_____ _____

Jeff Cassidy, Chairperson Date

DOVER-SHERBORN EDUCATION ASSOCIATION

_____ _____

Leonie Glen, DSEA Co-President Date

_____ _____

Judy Gooen, DSEA Co-President Date

Memorandum of Tentative Agreement
between the
Dover, Sherborn and Dover-Sherborn Regional
School Committees
and the
Dover-Sherborn Public Schools Food Service Association
for a Three-Year Contract, July 1, 2026 to June 30, 2029

Note: Deletions are noted by ~~strikethroughs~~: changes or additions are noted in red.

1. **Housekeeping**

a. Replace all his/her references with "their" or "themselves"
b. Strike "~~of School~~" on all Superintendent references
c. Replace Business ~~Manager~~ with Business Administrator
d. Strike '~~Cook/~~" from all Cook/Manager references in **Article 14.2 Sick Leave** and **Article 20.3 Just Cause**
e. Correct language in **14.4 Bereavement Leave** – from "three 5(five) days" to "five (5) days".
f. Remove non-applicable language from **16.2 Insurance** "~~All food service employees employed prior to July 1, 1994 shall not be affected by future policy changes by the towns of Dover and Sherborn and the Regional School District during their active employment or after their retirement.~~"
g. Correct language in **16.5 Retirement Incentive** "Employees with ten (10) years~~'~~ or more of service
h. Update **Article XXII Duration** for new contract years.

2. **Article IV Employees' Rights and Obligations**
*Remove **4.4** as it is not a current hiring practice and the necessary note for a more than 5-day absence is covered in **Article 14.2 under Sick Leave***

~~4.4 A physical examination and a doctor's certificate that an employee is capable of performing his/her duties may be required by the employer prior to the hiring of an employee, or prior to the returning of an employee to work status after an illness of five (5) consecutive days or more at the discretion of the Director. The cost of each physical examination and certificate shall be paid by the employee.~~

*Replace **4.4** with the following language that is a current practice but not in the contract:*

All food service employees are required to attend applicable scheduled trainings in order to meet USDA requirements. In addition, the Director of Food Service may require that food service employees attend a sanitation course and pass an exam with a minimum score of 75 to obtain certification. Participation in these trainings, and any associated testing, is required for continued employment. Employees will be paid their regular hourly rate to attend such courses.

3. **Article XIII Work Schedule**

*Modify language in **13.2 Overtime** for clarity*

An employee will be paid time and one-half the regular wage rate for all hours worked on weekdays for time worked ~~after one's normal workday~~ over forty (40) hours in a week, all hours worked on Saturdays, and double time for all hours worked on Sundays and recognized holidays.

4. **Article XIV Absence and Leave Benefits**

*Modify language in **14.6 Additional Paid Time Off** to increase access to benefit and expand benefit*

Food Service employees will receive up to five (5) paid days after completing three (~~5~~3) years of service; calculated based on their regular scheduled hours per day payable during the February school break period. Food Service members will receive up to ten (10) paid days after completing five (5) ~~7~~ years of service; calculated based on their regular scheduled hours per day payable during the February and April school break periods. Food Service members who have completed seven (7) years of service will receive Christmas Eve and New Year's Eve as additional paid holidays.

5. **Article XVI Fringe Benefits**

16.1 Longevity Benefits

Full-time food service employees covered by this Agreement, after completion of ~~three (3)~~ two (2) consecutive years of full-time service in any district shall be entitled to the following longevity schedule:

~~Three (3)~~ Two (2) years of service from date of employment	~~$400~~500
Five (5) years of service from date of employment	~~$800~~850
Ten (10) years of service from date of employment	~~$1,050~~1,100
Fifteen (15) years of service from date of employment	~~$1,150~~1,300
Twenty (20) years of service from date of employment	~~$1,300~~1,700
~~Twenty-five (25) years of service from date of employment~~	~~$1,450~~

6. **Article XVI Fringe Benefits**

*Modify language in **16.6 Clothing Allowance** to increase benefit*

Full-time employees covered under this Agreement receive a clothing allowance of ~~$250~~400 annually payable in December to purchase pants and shoes which meet the dress code. In addition, the District will provide full-time employees with five (5) shirts and two (2) visors/hats to be worn on all work

days. Part-time employees will be provided with two (2) shirts and one (1) visor/hat to be ~~work~~ worn on all workdays.

7. **Article XVIII Wage Classifications and Wage Schedules**
   *Modify language in **18.3 Wage Adjustment upon Temporary Filling of Vacancy** to increase benefit*

   For each day an employee is transferred, they will receive an additional transfer differential of $~~1~~20/day.

8. **Attachment 2 Job Classification**
   Revise as follows to match current operations and provide clarity on access to employee benefits

   B. Permanent Employees are employees who are consistently scheduled to work ~~(typically but not always twenty or more hours per week)~~ for the school year~~, not substitutes or temporary workers,~~ and have had three months or more of continuous service. Only permanent employees working greater than twenty hours per week are eligible for benefits.

   ~~C. Temporary Employees are employees who are working on a temporary job or as a substitute and will ordinarily be laid off when the need for their work no longer exists and are not entitled to benefits.~~

   ~~D~~C.At the discretion of the ~~School Food Service~~ Director of Food Service, the Business Administrator and the Superintendent ~~and the administration~~, a food service employee who exhibits excellence in performance, beyond the job requirements, may be granted a permanent increase in hourly wage in addition to the yearly wage rate increase.

9. **Attachment 3 Wage Schedule**
   See below for proposed replacement for FY27-FY29 contract

Attachment 3
Wage Schedule

Positions- Starting Rates	**FY27**	**FY28**	**FY29**
Manager (Region)	$26-$27	$27-$28	$27-$28
Manager-Cook (Elem.)	$24-$25	$25-$26	$25-$26
Cook (Region)	$21.50	$22.50	$22.50
Asst. Manager-Cook (Elem.)	$21.50	$22.50	$22.50
~~Asst. Cook (Region)~~	~~$18.40-$19.40~~		
Café Worker (full and part-time)	$20.25	$20.25	$20.25
~~Substitute~~	~~$16.25~~		

Fiscal Year 2027; School Year 2026-27
Current food service employees shall receive an increase of 3% on their FY26 hourly wage plus a market adjustment based on position ranging from $1.75 to $2.

Fiscal Year 2028; School Year 2027-28
Current food service employees shall receive an increase of 3% on their FY27 hourly wage plus $1 market adjustment except for Café Workers hired during FY27.

Fiscal Year 2029; School Year 2028-29
Current food service employees shall receive an increase of 3.25% on their FY28 hourly wage.

Signatures

DOVER SCHOOL COMMITTEE

_____ _____

Jessie Hole, Chair Date

SHERBORN SCHOOL COMMITTEE

_____ _____

Bill Alfano, Chair Date

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

_____ _____

Jeff Cassidy, Chair Date

DOVER-SHERBORN FOOD SERVICE ASSOCIATION

_____ _____

Kim Fangel - Region Date

_____ _____

Judy Jacobsen- Dover Date

_____ _____

Lisa Johnston- Region Date

_____ _____

Dave Wilson - Sherborn Date

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

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Dover, Sherborn and Regional School Committees

FROM: Beth McCoy, Superintendent
Dawn Fattore, Business Administrator

RE: Bus Contract Addendum for Addition of Security Cameras

DATE: June 8, 2026

As previously discussed, we conducted an ongoing pilot this year with security cameras installed in four of our buses (two in Dover and two in Sherborn). Administrators in all four schools have seen the benefits of being able to request interior bus footage when needed. Administration has recommended, and the School Committees have agreed in recent discussions, to move forward with the installation of two cameras in each of our 19 buses. In advance of the formal decision, the School Committees have already incorporated this new use of security cameras into the Districts' Policies.

The cost of the cameras and their installation is approximately $30,000. Connolly allows districts to spread the cost over the life of their transportation contract. If approved by the School Committees, we will spread the costs over the next four years, beginning in FY27. As a point of reference, we operate 19 buses: 10 in Dover and 9 in Sherborn. The cost of each bus is shared 60% by the Region and 40% by the appropriate elementary school. The cost of the security cameras will follow this same allocation.

Attached is the letter agreement we received from Connolly. We request each Committee approve this additional cost, to be added to our existing contracts, to allow for the addition of security cameras to all buses.

If approved, Central Office will share the news with the school community in back-to-school communications, including a link to the FAQs created at the start of the pilot program.

We will be happy to answer any questions at Tuesday's meeting.

Michael J. Connolly & Sons, Inc.
P.O. Box 84
Walpole, MA 02081

Walpole Office
607 Main Street
Walpole, MA 02081
(508) 668-1530

Natick Office
67 Rockland Street
Natick, MA 01760
(508) 653-8262

June 1, 2026

Ms. Dawn Fattore
Business Administration
Dover-Sherborn Regional School District
157 Farm Street
Dover, MA 02030

Dear Ms. Fattore:

Thank you for letting me know that the camera trial was successful. As discussed, we will install two interior cameras in the Dover and Sherborn route buses over the summer, but we will not install them in the two spare buses. The cost of the cameras and installation are detailed below. Typically, we would add a separate line item on your monthly invoice with the per bus, per day charge. You mentioned that you might want to pay for an entire year each year, so that price is also included. Please let me know if you need any further information.

Total 4 year cost of cameras =	$30,457.81
Cost per Bus =	$1,603.04
Cost per Bus per Day =	$2.21
Annual Cost ($30,457.81 ÷ 4) =	$7,614.45

Sincerely,

Stephen Sullivan, CEO
Michael J. Connolly & Sons, Inc.

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

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Dover, Sherborn and Dover Sherborn Regional School Committees

FROM: Dawn Fattore
Business Administrator

DATE: June 8, 2026

RE: Requested Price Increase for School Breakfast and Lunch

Attached is a memo prepared by our Food & Nutrition Director, Janelle Madden. It provides an update on Food Service operations and recommends price increases for next school year.

The requested increase for all three Districts is $0.25 for both breakfast and lunch.

We ask that each School Committee make the following motion:

Motion to increase the price for breakfast and lunch by $0.25 effective for the FY27 School Year.

We will be happy to answer any questions the Committees may have.

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

To: Elizabeth McCoy, Superintendent
Dawn Fattore, Business Administrator

From: Janelle Madden, Food & Nutrition Director

Date: June 5, 2026

Subject: Request for Lunch Price increase

The Food and Nutrition Service has historically requested a price increase for school lunches every three to four years to keep pace with food and labor costs. The last price increase was in SY22-23. We are bringing forth a request for an increase in both elementary and region breakfast and lunch prices for SY26-27. We are also using this opportunity to share some updates on the Food Service program.

The Dover-Sherborn Food and Nutrition Service have continued to enhance the culinary skills of our kitchen staff. School lunch is now something regularly seen in the news and we anticipate additional changes in the school meal patterns. Culinary professional development has allowed us to further develop these skills and the results should pay off over the next several years. There is a big push coming for more scratch and "quick scratch" made meals, using fresh foods and minimally processed foods. Latin American, Asian Fusion, Indian and Mediterranean meals can be regularly found in our cafeterias.

We will continue to provide students with a wide variety of recognizable fruits and vegetables, along with some that students may not have seen before. In the upcoming year the USDA has allowed Massachusetts School Nutrition Programs to use some of our entitlement funds to purchase Massachusetts grown and produced products in addition to U.S. grown fresh fruits and vegetables they have always provided. Students have responded with a huge appetite for fresh fruits and vegetables. Continued exposure to these items will help support students with healthy, nutritious eating habits for life.

During the pandemic, the USDA covered the cost of one breakfast and one lunch meal per day, per student. This ended at the start of SY22-23 and now Massachusetts has been picking up the cost for

school meals by using the state's millionaires tax fund. The result of school meals being free to all students has increased participation at all of our schools.

TEC and OSD Bids for the upcoming school year came back with price increases across the board for food & supplies. With foods, supplies and transportation costs all on the rise, we are hoping for an increase in the USDA determined reimbursement rate for all of our reimbursable meals. In addition, we need to cover the continuing increase in costs for labor. The upcoming Food Service Association contract does include significant increases to keep pace with minimum wage and remain competitive with area food service departments.

Recommendation:

The current Elementary Breakfast price is $2.50 and the Lunch price is $3.50 and the Middle/High School Breakfast price is $2.75 and the Lunch price is $4.00.
Effective for the FY26-FY27 school year I am recommending a $.25 price increase for both Breakfast and Lunch for each district. This would increase the Elementary Breakfast price to $2.75 and the Lunch price to $3.75. The Middle and High School Breakfast to $3.00 and the Lunch price to $4.25.
These prices only apply to the cost of a second lunch or breakfast as long as we are being reimbursed by Massachusetts and/or the USDA the at the current rate or an increased rate.
The Milk prices do not need to be adjusted this year.
All other a la carte food and beverage prices are priced with a 30% food cost at the recommendation of Edvocate.

Thank you for your consideration.

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 5/21/26

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1) Introduction

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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)

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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.

- If the district, the parent, and the relevant members of the child's IEP Team determine that the behavior was a direct result of the district's failure to implement the IEP, the district must take immediate steps to remedy those deficiencies.

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.

Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

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, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

a. The parent had expressed concern in writing; or
b. The parent had requested an evaluation; or
c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

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. The Dover-Sherborn Public Schools has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.04, which shall be annually reviewed, provided to school staff, and made available to parents.

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.

- *Commissioner* shall mean the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c.15, §1F, or his or her designee.
- *Consent* shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.
- *Department* shall mean the Department of Elementary and Secondary Education.
- *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 in not medication restraint.

- *Parent* shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.
- *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.
- *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.
- *Principal* shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.
- *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.
- *Public education programs* shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. The term "programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services provided within Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.
- *School Working Day* shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.
- 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.

There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;

The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,

The program has documented 603 CMR 46.03(1)(b) all alternatives in advance of the use of prone restraint and maintains the documentation.

~~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; General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:
    1. Remain calm -To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.

    2. Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.

    3. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

    4. Remove Student If Possible - The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.

    5. Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations; 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 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. Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint include but are not limited to, the following:
    1. Active listening

2. Use of a low non-threatening voice

3. Limiting the number of adults providing direction to the student

4. Offering the student a choice

5. Not blocking the student's access to an escape route

6. Suggesting possible resolutions to the student

7. Avoiding dramatic gestures (waiving arms, pointing, blocking motions, etc.)

8. Verbal Prompt - A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.

9. Full or Partial Physical Cue - A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirects a student without force. These are used at increasing levels as needed to return a student safely back to task. See Physical Redirection and Physical Escort below.

10. Physical Escort - A physical escort is 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.

11. Physical Redirection -A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.

12. Time-Out - A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming. During time-out a staff member must continuously observe a student. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming. Time-out shall cease as soon as the student is calmed.

- 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; The Principal should provide all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school annually. Additionally, the Principal is expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the school counselor to identify and work on behavioral supports to prevent restraint from occurring. If a student is restrained, the Principal is expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the school counselor also should follow up with the student and their family regarding behavioral supports.

- 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:

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

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.

Informal Resolution of Concern about Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above in Section IV (F)(2). The principal shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process detailed below in Section VI (B).

Formal Resolution of Concern about Use of Physical Restraint

A student or his/her parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed above in Section IV (F)(2). The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

LEGAL REF:	M.G.L. c. 71, sec. 37G 603 CMR 46.00
FIRST READING:	May 5th, 2026
SECOND READING:	June 9th, 2026
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

School Specific 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.

The Public Schools of Dover and Sherborn
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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent
Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

To: Joint School Committee
From: Elizabeth McCoy, Superintendent

RE: Appointment to ACCEPT and TEC Board of Directors
Date: June 9, 2026

In accordance with Chapter 43 of the Acts of 2012 I request that the Joint School Committee vote to appoint Elizabeth McCoy to the ACCEPT and TEC Collaborative Board of Directors for the 2026-2027 fiscal year.

2026-2027 SCHOOL COMMITTEE MEETING SCHEDULE

REGIONAL SCHOOL COMMITTEE MEETINGS	SHERBORN SCHOOL COMMITTEE MEETINGS	DOVER SCHOOL COMMITTEE MEETINGS	JOINT SCHOOL COMMITTEE & UNION #50 MEETINGS
			August 31, 2026 (Remote Mgt 6:30)
Tuesday, September 15, 2026 **5:30 pm start**	Tuesday, September 22, 2026 **5:30 pm start**	Tuesday, September 22, 2026	Tuesday, September 15, 2026
Tuesday, October 13, 2026	Tuesday, October 20, 2026	Tuesday, October 20, 2026 **5:30 pm start**	
Tuesday, November 10, 2026	Tuesday November 17, 2026 *	Monday, November 23, 2026*	
Tuesday, December 8, 2026*			
			Tuesday, January 12, 2027
Tuesday, February 9, 2027	Tuesday, February 9, 2027 **5:30 p.m. start**	Tuesday February 23, 2027	
Wednesday, February 10, 2027* **			
Tuesday, March 2, 2027**	**Tuesday, March 9, 2027****	**Thursday, March 4, 2027****	Tuesday March 30, 2027
			Tuesday April 27, 2027 **5:30 p.m. start**
Tuesday, May 11, 2027	Tuesday, May 11, 2027 **530 p.m. start**	Monday, May 17, 2027	
Tuesday, June 15, 2027 **5:30 p.m. start**	Tuesday, June 8, 2027	Tuesday, June 8, 2027--**5:30 p.m. start**	Tuesday, June 15, 2027
*Regional School Committee meetings begin at 6:30 p.m. in the Library at DS Middle School, **unless otherwise noted.***	*Sherborn School Committee meetings begin at 6:30 p.m. in the Library at DS Middle School, **unless otherwise noted.***	*Dover School Committee meetings begin at 6:30 p.m. in the Library at DS Middle School, **unless otherwise noted.***	*Joint School Committee meetings begin at 6:30 p.m. in the Library at the DS Middle School, **unless otherwise noted.***
* Meeting to include first pass of the FY28 Budget	* Meeting to include first pass of the FY28 Budget	* Meeting to include first pass of the FY28 Budget	
** Meeting to include final action on FY28 Budget	** Meeting to include final action on FY28 Budget	**Meeting to include final action on FY28 Budget	
*** Budget Meeting with Dover Warrant and Sherborn Advisory Committees - tentative			

American University		1				
Amherst College		1				
ArtCenter College of Design (CA)		1				
Babson College		3				
Belmont University		1				
Bentley University		3				
Boston College		4				
Boston University		2				
Bridgewater State University		1				
Brown University		2				
Bucknell University		1				
Butler University		1				
Carnegie Mellon University		1				
Case Western Reserve University		1				
Chapman University		2				
Clark University		1				
Colby College		2				
College of Charleston		2				
College of the Holy Cross		4				
Cornell University		3				
Dalhousie University		1				
Dartmouth College		1				
Davidson College		1				
Elon University		4				

Embree Riddle Aeronautical University		1			
Emory University		1			
Endicott College		1			
Fairfield University		3			
Flagler College		1			
Fordham University		1			
George Washington University		1			
Gettysburg College		1			
Hamilton College		1			
Harvard University		1			
Indiana University (Bloomington)		4			
Johns Hopkins University		1			
Lasell University		1			
Lehigh University		2			
Massachusetts Bay Community College		4			
Massachusetts College of Art		1			
Massachusetts Institute of Technology		1			
McGill University		1			
Middlebury College		1			
Montana State University		2			
New York University		2			
North Carolina A&T State University		1			
Northeastern University		8			
Providence College		3			

Purdue University		2			
Rhode Island School of Design		1			
San Diego State University		1			
Santa Clara University		2			
Santa Monica College		1			
Savannah College of Art & Design		1			
Scripps College		1			
St. John's College (Annapolis)		1			
Syracuse University		3			
The Ohio State University		2			
The Pennsylvania State University		1			
Tufts University		3			
Tulane University		2			
University of Arizona		1			
University of California (Los Angeles)		1			
University College Dublin		1			
University of Colorado (Boulder)		3			
University of Connecticut		1			
University of Florida		1			
University of Maryland		1			
University of Massachusetts (Amherst)		13			
University of Massachusetts (Dartmouth)		2			
University of Massachusetts (Lowell)		1			
University of Miami		2			

Univsersity of Michigan	1				
University of New Hampshire	3				
University of Pittsburg	1				
University of Rhode Island	2				
University of Rochester	2				
University of Southern California	1				
University of St Andrews	3				
University of Tampa	1				
University of Tennessee	2				
University of Toronto	1				
University of Utah	3				
University of Vermont	2				
University of Virginia	1				
University of Wisconsin	1				
Vanderbilt University	1				
Villanova University	1				
Virginia Tech	1				
Wake Forest University	2				
Wentworth Institute of Technology	4				
William & Mary	1				
Worcester Polytechnic Institute	1				
Gap Year	2				
Plans Unknown	1				
Post Secondary	5				

Work				1			

Emily J. Parks
Executive Director

Dan Shovak
Director of Finance & Operations

the education COOPERATIVE

Zachary Abrams
Director of Student Services

Daniel Mayer
Director of Professional
Learning & Leadership

To: TEC Member Districts

From: Emily Parks, Executive Director

Date: June 1, 2026

Re: Q4 Quarterly Update

FY27 Budget

At the TEC Board of Directors meeting on May 8, 2026, the Board approved the FY27 budget as proposed.

Q3 Financial Report

In May, Treasurer Brad Jackson presented the Q3 financial report and stated that TEC is anticipating a successful close to the FY2026 fiscal year. TEC's stable financial position, reporting a net income of $3,664,984 through the third quarter of FY2026 is driven primarily by tuition rate adjustments, increased student enrollments, growth in the student data privacy program, and the recognition in October of a settlement payment from TECCA. While this settlement significantly bolsters the current year's finances and makes the planned use of $322,093 from the fund balance for the FY2026 budget unnecessary, it is a non-recurring revenue source; no further payments will be received in FY2026, and the final payment at the start of FY2027 will mark the end of this income.

Consequently, the organization is preparing for future financial shifts. While current total salary expenses remain below budget, the "big picture" necessitates a proactive approach to address upcoming challenges, including rising health insurance premiums (which saw a 19.92% rate increase this year and an anticipated 11.32% increase next year), salary scale adjustments, and the impending loss of the TECCA sponsorship as a revenue source.

FY26 Budget Amendment

The Board approved the FY26 budget amendment. The amended FY26 budget accounts for higher than expected costs, primarily due to enrollment growth necessitating increased spending on staffing, equipment and instructional materials and unforeseen operational costs, such as snow and ice removal, that exceed the original budget. The amended budget also incorporates a significant boost in revenue from student data privacy and receipt of the TECCA settlement. Due to this increased revenue, the amended budget no longer utilizes the fund balance (reserves) that was originally allocated to balance the budget.

TEC Celebrates Teaching

In March, TEC's inaugural *TEC Celebrates Teaching* event brought together educators from across our member districts to celebrate the dedication, creativity, and impact of teachers in our schools. The event was designed to recognize the important work educators do every day while also creating opportunities for colleagues from different districts to connect, share experiences, and build a stronger professional community. By bringing educators together in a spirit of appreciation and collaboration, TEC's member districts reinforced their commitment to supporting teachers, strengthening partnerships among districts, and fostering learning communities that benefit all students.

ACCEPT Education Collaborative

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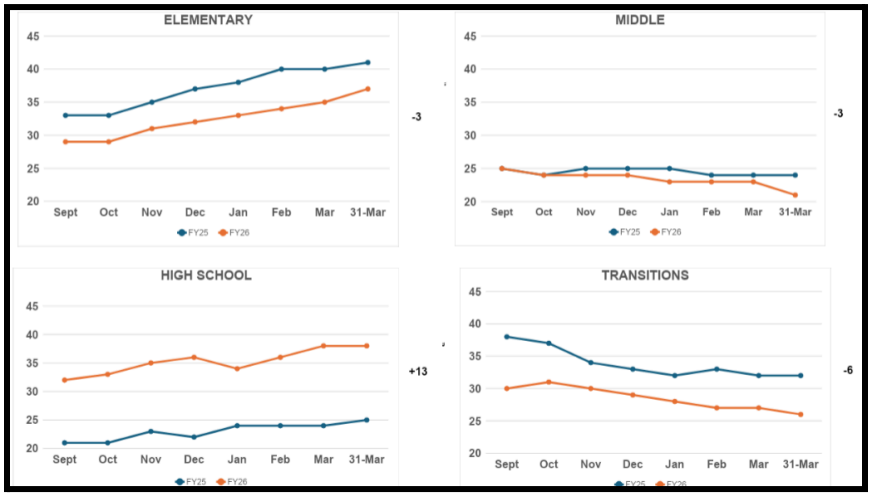
April 30th, 2026

To: ACCEPT Board of Directors
From: Kathleen M. Bernklow, Ph.D., Interim Executive Director

RE: Third Quarter Update from ACCEPT

In keeping with our collaborative agreement, I am providing a 3rd quarter program and financial update for our organization.

Enrollment for the 3rd quarter 2025-2026 school year across ACCEPT's three special education campuses (ACCEPT Natick School, ACCEPT at Medway High School, and ACCEPT at Medway Middle School) have shown increases and decreases compared to 2nd quarter FY25. Elementary enrollment continues to lag FY 25. We recently opened another elementary classroom which is mitigating the lag in enrollment due to staffing difficulties we experienced in Q2. Additionally, the preponderance of 3rd grade referrals has filled all slots in the 3rd grade classroom and a waitlist has been established. A continued area of concern is the Transitions program. As previously discussed, the increased number of districts establishing their own 18-22 year old programming has resulted in a year's long decline in enrollment, with aging out students not being replaced at the same rate by new, incoming students. We anticipate that 4 students will continue on in our Transitions program from our HS program so that beginning of the year numbers will be slightly higher for transitions and slightly lower for HS. Middle School enrollment in FY 26 (which includes gr. 6-7) is slightly below that of FY 25 (which included grades 6-8). FY 26 High School enrollment has increased by 13 students, 3 of whom were previously counted as MS students in FY25. This leaves a net increase of 10 *new* students at the HS versus FY 25 . Enrollment as of 3/31/26 is 122 students, which is equal to FY 25, and 6.8% over our budgeted student count of 117.



Our transportation department continues to be plagued by turnover. We lost 13 drivers and 8 monitors this quarter and a dispatcher, director, and fleet manager. Interpersonal difficulties at the administrative level and driver anxiety are largely responsible for the impact. A formal investigation into department culture and communication prompted the resignation of the director, and the fleet manager resigned to take an opportunity in Wellesley soon afterwards. An interim stabilization plan was enacted and has allowed us to stabilize the department, reduce the number of outside subcontractors

to streamline Q4 billing, and freed up several drivers to cover open afternoon routes. Additionally, we have onboarded 6 drivers and 3 monitors this quarter, with another 6 drivers due to be onboarded in April of 2026. Operations are being coordinated by Eileen Christopher who has been reclassified as a Long Term Substitute Transportation Manager through June 30, 2026.

As you may recall, Q2 student ridership was frozen pending the successful adjustment, staffing, and stabilization of routes. March 31, 2026 ridership was 98 riders, with an overall loss of 9.3 % (10 riders) from the beginning to the end of the quarter.

Home-Based Services for the 2025-2026 school year are currently providing direct and/or consultative services to a total of 25 students across 10 different school districts. This represents a 47% increase over the end of the 2024-2025 school year, when we were providing services to 17 students. We are currently unable to take anymore Home-based students due staffing constraints, and a waitlist has been established..

ACCEPT has partnered with outside Directors/Asst. Superintendents to implement the Leading Forward Academy for Student Services. This Academy combines leadership development, mentorship, and coaching with practical and authentic tasks such as writing a comprehensive entry plan and presenting the plan and its results; collaboration and project management/planning; the intersection of Bullying, Harassment and Title IX and how to support building leadership during investigations; understanding multilingual students and the impact of multi- language learning on assessment; managing out of district caseloads; budgeting; data analysis; and program evaluation. Additionally, the mandated full day workshops will be revised into half day workshops with more of the content being available through online platforms. We currently have 17 people signed up for the Academy.

The Treasurer's FY26 Q3 report indicates that the Collaborative continues to maintain excellent cash reserves, both in cash on-hand, CD's, and investment accounts. The two investment accounts continue to grow as expected. The Operating Cash, at just over $2 million as of March 31, 2026 and the balance of the 3 CD's which total just over $1 million puts our operating cash total at $3.5 million. Bank reconciliation reports are up to date and are being signed and dated monthly by the Treasurer. Additionally, payments to MTRS and the state retirement system are up to date and Federal and State taxes are being paid timely with each payroll process. Please see APPENDIX A for more detailed financial revenue and expenses information for FY 2026 Q3.

APPENDIX A
FY 2026 Q3 FINANCIAL REVENUE AND EXPENSES

Summary:

Year over year there is positive revenue growth of $171,655 (1.6%) but expenses have increased at a higher rate $242,783 (2.17%)

Home Based and ELI have seen the most dramatic increase in revenue of $87,606 (41%) and $95,335 (41%) respectively. But expenses have also seen a marked uptick, 27% and 30% respectively.

Transportation is the biggest concern with a drop in revenue of almost $480,584 (-17%) and a negligible drop in expenses of 27,365 (1%)

Personnel Expenses:

Collaborative-wide wages are up 3.5% ($248,500)in FY26 compared to FY25. Health benefits rose 3.6% ($20,995). Due to the lack of driver's, there has been an increased level of overtime.

FY26 v FY25 Revenue Comparison

Department	Revenue Q3 FY26	Revenue Q3 FY25	Change	%
Program Tuition	$ 6,202,071	$ 5,855,618	$ 346,453	6%
Transportation	$ 2,362,857	$ 2,843,441	$ (480,584)	-17%
ESY	$ 1,218,858	$ 1,090,007	$ 128,851	12%
Home Based Services	$ 330,292	$ 234,957	$ 95,335	41%
ELI	$ 302,331	$ 214,725	$ 87,606	41%
PD / School Consult	$ 165,008	$ 203,017	$ (38,009)	-19%
VHS	$ 117,255	$ 109,420	$ 7,835	7%
Medicaid	$ 92,067	$ 77,463	$ 14,604	19%
Administration	$ 86,441	$ 76,877	$ 9,564	12%
Total	**$ 10,877,180**	**$ 10,705,525**	**$ 171,655**	**1.6%**

FY26 v FY25 Expense Comparison

Department	Expense Q3 FY26	Expense Q3 FY25	Change	%
Program Tuition	$ 6,200,150	$ 6,015,412	$ 184,738	3%
Transportation	$ 3,440,554	$ 3,467,923	$ (27,369)	-1%
ESY	$ 725,900	$ 792,776	$ (66,876)	-8%
Home Based Services	$ 319,332	$ 250,697	$ 68,635	27%
ELI	$ 235,168	$ 181,319	$ 53,849	30%
PD / School Consult	$ 216,665	$ 223,108	$ (6,443)	-3%
VHS	$ 110,741	$ 92,746	$ 17,995	19%
Medicaid	$ 109,815	$ 101,125	$ 8,690	9%
Administration	$ 86,441	$ 76,877	$ 9,564	12%
Total	**$ 11,444,766**	**$ 11,201,983**	**$ 242,783**	**2.17%**

Going Concern Warning:

Transportation

The Transportation Department is facing significant operational and financial challenges. Historically, the fourth quarter is when Transportation along with most departments see revenue exceed expenses. Normally, Transportation has steady or increased ridership and capital and supply purchases have been completed. However, FY26 is showing the opposite trend at the end of Q3, with expenses continuing to outpace revenue and no indication that there will be a late surge in revenue.

See *month to month* performance chart below:

- Ridership has declined 17% but expenses have not dropped proportionally.
- Loss of 17 drivers has increased the need for overtime with the most recent pay period showing $10,175 in overtime, double FY25 levels for the same period.
- A $100,000 retention bonus and pay rate increase were implemented to stabilize staffing; however, these measures will keep expenses flat or rising even with the reduced staffing level.
- There will be a partial offset through turnover savings; with the Director of Transportation and Fleet Manager leaving the organization will result in $40,000 in savings if those positions remain unfilled.
- Outsourcing of routes coupled with management leaving has led to billing delays and cost uncertainty. There are many variables to account for, and more time will be needed before a true cost impact for the remaining 3 months can be assessed.

Based on current conditions and variables, the Transportation Department is projected to incur a loss of approximately $800,000 in FY26.

FY26 Transportation Revenue and Expense by Month

Month	Revenue FY26	Expense FY26
Jul	$ 303,504.00	$ 306,184.00
Aug	$ 146,605.65	$ 340,363.66
Sep	$ 386,527.93	$ 323,684.43
Oct	$ 423,238.86	$ 443,577.00
Nov	$ 332,910.91	$ 424,464.00
Dec	$ 309,301.86	$ 456,462.10
Jan	$ 325,583.60	$ 427,051.39
Feb	$ 228,563.69	$ 360,238.59
Mar	$ 290,000.00	$ 358,529.28
Total	**$ 2,746,236.50**	**$ 3,440,554.45**

Estimated due to billing still being calculated by the Transportation Dept.

Other Program Highlights

ELI:

- Compared to FY25 enrollment increased by 6 students
- Revenue increased 41% ($87,606).
- With increased enrollment, expenses are up 30% at end of Q3.
- FY25 ended with a $20,000 loss; FY26 is projected to break even if no major changes occur.
- Fitchburg State invoice is the final large expense remaining.

Home Based:

- Enrollment increased by 7 students over FY25.
- Revenue increased 41% ($95,335) at the end of Q3.
- High-cost staffing (therapists, supervisors, evaluators) and travel reimbursement substantially reduce profit margins.
- Projection for end of year is a marginal profit

PD/School Consult:

- Spring enrollment did not materialize to initial projections. Course enrollment is lower than FY25;
- School consultation hours have also decreased.
- Competition with online, asynchronous, and lower cost PD has had a strong negative impact on the Department.
- Expected FY26 loss is approximately $50,000.
- A small portion of the shortfall is tied to the loss of the DESE SPED Leadership Grant.

Program Enrollment Trend:



This will be my final quarterly report. I'd like to thank you for the support you've shown me over the past 2.5 years. It has meant a great deal.

Where necessary I will bring updated numbers to the May Board of Directors meeting. If you need clarification or additional financial information in the meantime, I'd be happy to help.

Thank You,

George McCormack
Director of Finance and Operations