



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

Tuesday, September 15, 2026

6:30 PM

Dover-Sherborn Middle School Library

[Livestream via Dover-Sherborn Cable Television](#)

AGENDA

- 1. Call to Order**
- 2. Community Comments**
<https://meet.google.com/gre-owyp-oeu> (will close after Community Comments)
- 3. Superintendent Comments**
 - District and Superintendents Goals **A.R.**
- 4. Discussion Items**
 - School Committee Norms
- 5. Action Items**
 - Appoint METCO Liaison to School Committee **A.R.**
- 6. Consent Items** **A.R.**
 - Approval of Minutes June 9, 2026
- 7. Informational Items**
 - Memo Early Release Days
- 8. Next Meeting January 12, 2027**
- 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.

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
Heather Ronan, Interim Assistant Superintendent

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

To: Dover, Sherborn, and Dover-Sherborn Regional School Committees
From: Elizabeth McCoy, Superintendent
Re: District & Superintendent Goals 2026-2027
Date: September 10, 2026

THEORY OF ACTION

We believe sustainable improvement in student outcomes begins with strong leadership, coherent systems, and a shared commitment to continuous improvement. By strengthening leadership capacity, improving instructional practice, using data to inform decisions, and strengthening safe and supportive systems, we will create the conditions for improved student achievement and a stronger student experience.

The five goals function as one continuous improvement strategy: strengthen leadership and systems → improve instructional practice → increase student engagement → improve student outcomes. Throughout the process, we will implement, collect and analyze evidence, adjust our approach, and monitor impact to ensure that our efforts lead to meaningful improvement for students.

The district's improvement strategy will be measured across four connected levels: implementation, practice, student experience, and student outcomes. We will assess whether actions are implemented, whether adult and organizational practices change, whether students experience greater engagement, and whether these changes contribute to improved achievement, growth, and other outcomes. This approach allows us to monitor progress throughout the improvement cycle and make adjustments based on evidence rather than relying solely on end-of-year results.

DISTRICT GOALS

GOAL #1: INSTRUCTIONAL COHERENCE

By June 2027, the district will strengthen coherence and consistency in instructional practice across schools through coordinated systems of instructional rounds, coaching, and collaborative feedback aligned to the district's 9 Best Practices.

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

Key Actions

- Implement a consistent PK-12 instructional rounds model to promote shared learning across classrooms and schools.
- Strengthen PK-12 instructional coaching systems to support continuous, job-embedded professional growth.
- Establish common expectations and look-fors for classroom observation, post-observation feedback, and reflective conversations.
- Align observation and feedback practices to the 9 Best Practices, with particular attention to student engagement.
- Use evidence from instructional rounds, coaching, and observations to identify professional learning priorities.

Measures & Targets

- **By December 2026:** Implement agreed-upon instructional rounds and coaching structures across all schools.
- **By January 2027:** Establish and communicate common observation and feedback expectations aligned to the 9 Best Practices.
- **By June 2027:** Demonstrate evidence of increased consistency and intentionality in instructional practices aligned to the 9 Best Practices.

Evidence of Progress/Impact

- PK-12 instructional rounds and coaching participation data.
- Classroom observation data aligned to the 9 Best Practices.
- Common observation and feedback protocols.
- Evidence of changes in instructional practice resulting from rounds, coaching, and professional learning.

Desired Outcome

Educators across the district will demonstrate greater consistency and intentionality in implementing the 9 Best Practices, creating learning environments that promote engagement and deep learning.

GOAL #2: DATA-INFORMED DECISION-MAKING

By June 2027, the district will strengthen its capacity to consistently use multiple sources of data to identify trends, monitor progress, inform instructional and systemic decisions, and evaluate impact.

Key Actions

- Establish a consistent PK-12 District Data Team structure, protocols, and inquiry cycle.
- Identify common measures that provide meaningful insight into student achievement, growth, and experience.
- Analyze district, school, and subgroup data to identify trends and areas for improvement.
- Build staff capacity to interpret and use data effectively.

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- Use data to identify targeted instructional and systemic responses and monitor their impact.

Measures & Targets

- **By October 2026:** Establish a PK-12 data framework identifying the core measures the district will monitor.
- **By November 2026:** Establish baseline data for identified achievement, growth, and student experience indicators.
- **By June 2027:** Complete at least two PK-12 data inquiry cycles focused on identified district priorities.
- **By June 2027:** For each identified priority area, document the progression from data → problem of practice → action → monitoring → adjustment.

Evidence of Progress/Impact

- PK-12 Data Team agendas, protocols, and action plans.
- District, school, subgroup, and student data and analysis.
- Evidence of instructional and systemic decisions resulting from data analysis.
- Progress-monitoring data following interventions or changes.

Desired Outcome

District and school leaders and educators will increasingly use timely, meaningful, and actionable data to identify needs, make informed decisions, monitor impact, and continuously improve outcomes for all students.

DISTRICT GOAL #3: SAFE & SUPPORTIVE SYSTEMS

By June 2027, the district will strengthen the consistency, clarity, and effectiveness of key routines, policies, and systems across schools while ensuring that students, staff, and families experience schools as safe and supportive learning environments.

Key Actions

- Identify 3-5 priority district-wide systems or routines for review and alignment.
- Review identified systems to determine areas of strength, inconsistency, duplication, or need for refinement.
- Strengthen administrative capacity through training and calibration on relevant laws, regulations, and district protocols.
- Establish common expectations and protocols where district-wide consistency is warranted.
- Provide clear, accessible resources to students, staff, and families aligned with school- and district-wide expectations.

Measures & Targets

- **By October 2026:** Identify 3-5 priority systems or routines for district-wide review.
- **By January 2027:** Complete a review of each priority system and establish desired outcomes and implementation expectations.

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- **By February 2027:** Provide relevant administrator training and calibration.
- **By June 2027:** Conduct implementation reviews across schools to assess consistency and effectiveness of identified priority systems.

Evidence of Progress/Impact

- Inventory and review of district and school routines, policies, and protocols.
- Administrative training and calibration evidence.
- Documentation of changes made in response to evidence.
- Evidence of consistent communication of school- and district-wide expectations to students, staff, and families.

Desired Outcome

Students and staff will experience safe, supportive, and predictable learning environments, and families will have clear information about the expectations and systems that support student success.

SUPERINTENDENT GOALS

STUDENT LEARNING GOAL: STUDENT ENGAGEMENT

By June 2027, Dover-Sherborn will demonstrate measurable improvement in affective, behavioral, and cognitive student engagement, as evidenced by common PK-12 classroom observation data and complementary student, school, and district-level indicators.

Key Actions

- Establish a PK-12 baseline of affective, behavioral, and cognitive engagement using common classroom observation look-fors.
- Monitor evidence of student engagement and implementation of the 9 Best Practices through classroom observations and instructional rounds.
- Establish complementary student, school, and district-level engagement indicators.
- Use multiple sources of evidence to identify and implement 2-3 high-leverage instructional or systemic strategies.
- Monitor impact and adjust strategies based on evidence.

Measures & Targets

- **By November 2026:** Establish a PK-12 baseline of student engagement using common classroom observation data.
- **By December 2026:** Establish complementary student, school, and district-level engagement indicators.

- **By January 2027:** Identify and begin implementing 2-3 high-leverage strategies to strengthen student engagement.
- **By June 2027:** Demonstrate measurable improvement from the fall baseline in evidence of student engagement across the district.

Evidence of Progress/Impact

- Fall and spring classroom observation data.
- Student, school, and district-level engagement indicators.
- Evidence that engagement data informed instructional and systemic responses.
- Evidence of improvement in student engagement across the district.

Desired Outcome

Students across Dover-Sherborn will increasingly experience learning environments that promote affective, behavioral, and cognitive engagement, resulting in deeper participation, greater ownership of learning, and stronger student outcomes.

PROFESSIONAL PRACTICE GOAL: PRINCIPAL COACHING & SUPPORT

By June 2027, I will establish and implement a consistent, differentiated principal coaching and support cycle that strengthens each principal's capacity to translate district priorities into school-level goals, actions, evidence of progress, and continuous improvement.

Key Actions

- Develop differentiated coaching plans based on each principal's strengths, leadership needs, school context, and progress.
- Strengthen evidence-based coaching conversations that balance support, reflection, challenge, and accountability.
- Create structured opportunities for principals to learn from and calibrate with one another.
- Seek ongoing feedback from principals and use that feedback to refine coaching and support.

Measures & Targets

- **By October 2026:** Establish a consistent biweekly principal check-in structure focused on reflection, problem-solving, priorities, and evidence of progress.
- **By November 2026:** Establish an individualized coaching and support plan with each principal.
- **Throughout 2026-27:** Provide differentiated coaching, feedback, and follow-up aligned to each principal's leadership priorities.
- **By June 2027:** Gather principal feedback regarding their clarity, confidence, and perceived capacity to lead school- and district-wide priorities.

Evidence of Progress/Impact

- Biweekly check-in agendas and reflections.
- Principal coaching and support plans.
- Evidence of progress toward school-level goals and district priorities.
- Principal feedback regarding coaching and support.

Desired Outcome

Principals will demonstrate greater clarity, confidence, and capacity to lead improvement based on school- and district-wide priorities, resulting in stronger implementation, instructional practice, and student outcomes.



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

Updated January 13, 2026

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

- The School Committees will represent the needs and interests of all students in the Districts and will establish a vision, create policies, allocate budgets, and assure accountability to sustain continuous improvement in student achievement and well-being. We will dedicate ourselves to seeking and supporting thoughtful solutions that put students first, and that foster our districts' dedication to inclusive excellence.
- We will operate transparently and respectfully, and we will make every effort to ensure that Committee meetings are effective and efficient. We will come to each meeting prepared to engage in thoughtful discussion, having read and digested materials prior to the meeting, and ready to render action where required.
- We agree that discussion will be limited to the agenda, and time will be dedicated during each meeting to designate future agenda topics.
- We will base our decisions upon facts and data, avoid bias (as defined in Policy Manual § ACAB), vote our convictions, and uphold and support the decisions of the majority of the Committee once a decision is made.
- We acknowledge that it is the responsibility of the Superintendent to manage the day-to-day operations of the districts and to oversee the hiring, evaluation, and handling of personnel matters; it is our responsibility to evaluate the Superintendent's effectiveness in these areas and in carrying out the vision identified by the School Committees.
- We will channel requests for information, reports, and data through the Superintendent and Chair, rather than directly to staff. Where appropriate or necessary, further action or response will be coordinated between the Superintendent and Chair in a reasonably timely manner. In turn, it is our expectation that the Superintendent will ensure each member has equal access to information in a timely manner.
- When we receive information in our role as parents, we are expected to address it through the same channels available to all families (e.g., teacher, principal, or district administration). Such information does not obligate us to act as Committee members. If the matter involves a broader



concern affecting multiple students or district operations, we may raise it with the Superintendent or Chair, but must not act unilaterally.

- We acknowledge that School Committee meetings are held in public. We will welcome community members to attend our meetings and to participate during public comment.
- We recognize the importance of proactive communication with the Superintendent and commit to ensuring there are 'no surprises.' If questions or concerns arise, we will contact the Superintendent and Chair in advance of the meeting.
- We will encourage debate and different points of view, speak with care and respect, and treat administration, staff, community members, and each other with dignity. We will maintain collegiality and respect even and especially in times of disagreement.
- We will lead by example and work to build trust among and between Committee members, administration, staff, and the community.
- We will maintain the confidentiality of privileged or sensitive information and respect the Open Meeting Law.
- We acknowledge that our authority exists only when a quorum of the Committee meets, and while we may share our personal perspectives, we must clearly indicate when we are speaking as individuals and not on behalf of the Committee unless explicitly authorized.
- We recognize the importance of professional growth and development and agree to participate in experiences to further our knowledge and understanding and to advance the work of our schools.
- We commit to annual review of these protocols and norms, to honoring them, and to taking responsibility for reminding each other if we get off track.

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes June 9, 2026

Present:

Dover School Committee

Jessie Hole

Kate Cook

Goli Sepehr

Laurence Migauskys

Sherborn School Committee

Bill Alfano

Megha Kadiyala

Katie Manzolini

Mason Kaye

Dover-Sherborn Regional School
Committee

Jeff Cassidy

Angie Johnson

Mary Lowder

Lindsay Nie

Toa Ashk

Kevin Crotty

1. Call to order – The meeting was called to order at 6:50 PM in the DSMS Library.

2. Union #50 Reorganization

Kate Cook made a motion to nominate Jessie Hole as Chair of the Union #50 Committee. Megha Kadiyala seconded.

Vote in favor: Megha Kadiyala, Bill Alfano, Jessie Hole, and Kate Cook.

Jessie Hole made a motion to nominate Bill Alfano as Vice-Chair of the Union #50 Committee. Megha Kadiyala seconded.

Vote in favor: Megha Kadiyala, Bill Alfano, Jessie Hole, and Kate Cook.

3. Superintendents Comments

- Student Presentation: Engineering Project
- Student Presentation: Intersections Course

4. Discussion Items

5. Action Items

- Contracts
 - Educational Assistants (DSEA, Unit B)
 - Administrative Assistants
 - Food Service Personnel
 - Custodians

There were motions to approve the contracts as presented.

RSC: motion by Mary Lowder, second by Lindsay Nie

Vote in favor: Jeff Cassidy, Kevin Crotty, Angie Johnson, Toa Ashk, Mary Lowder, and Lindsay Nie

DRAFT

SSC: motion by Megha Kadiyala, second by Kate Manzolini

Vote in favor: Bill Alfano, Kate Manzolini, Mason Kaye, and Megha Kadiyala

DSC: motion by Kate Cook, second by Goli Sepehr

Vote in favor: Jessie Hole, Goli Sepehr, Laurence Migausky, and Kate Cook

- Transportation - Addition of cameras to all buses beginning in FY27 at a cost of \$30,457.81 spread over the remaining 3 years of the contract. The cost of each bus is shared 60% by the Region and 40% by the appropriate elementary school (10 buses in Dover, 9 in Sherborn).

There were motions to approve the addition of cameras to buses.

RSC: motion by Angie Johnson, second by Lindsay Nie

Vote in favor: Jeff Cassidy, Kevin Crotty, Angie Johnson, Toa Ashk, Mary Lowder, and Lindsay Nie

SSC: motion by Kate Manzolini, second by Mason Kaye

Vote in favor: Bill Alfano, Kate Manzolini, Mason Kaye, and Megha Kadiyala

DSC: motion by Kate Cook, second by Goli Sepehr

Vote in favor: Jessie Hole, Goli Sepehr, and Kate Cook. Laurence Migausky abstained.

- Food Service: Prince Increases - recommendation of \$0.25 increase to both breakfast and lunch meals. These prices only apply to the cost of a second breakfast or lunch as the Districts are reimbursed by Massachusetts and/or the USDA for the first meal for each student.

There were motions to approve increase of \$0.25 for school breakfast and lunch effective for the FY27 School Year.

RSC: motion by Mary Lowder, second by Lindsay Nie

Vote in favor: Jeff Cassidy, Kevin Crotty, Angie Johnson, Toa Ashk, Mary Lowder, and Lindsay Nie

SSC: motion by Megha Kadiyala, second by Kate Manzolini

Vote in favor: Bill Alfano, Kate Manzolini, Mason Kaye, and Megha Kadiyala

DSC: motion by Kate Cook, second by Laurence Migausky

Vote in favor: Jessie Hole, Goli Sepehr, Laurence Migausky, and Kate Cook

- Student Handbook (2nd read) - there were three minor changes/edits suggested.

There were motions to approve the Student Handbook with the suggested changes.

RSC: motion by Mary Lowder, second by Lindsay Nie

Vote in favor: Jeff Cassidy, Kevin Crotty, Angie Johnson, Toa Ashk, Mary Lowder, and Lindsay Nie

SSC: motion by Megha Kadiyala, second by Kate Manzolini

Vote in favor: Bill Alfano, Kate Manzolini, Mason Kaye, and Megha Kadiyala

DSC: motion by Kate Cook, second by Goli Sepehr

Vote in favor: Jessie Hole, Goli Sepehr, Laurence Migausky, and Kate Cook

- Code of Conduct (2nd read) - there was one minor typo change suggested.

DRAFT

There were motions to approve the Code of Conduct with one change as suggested.

RSC: motion by Angie Johnson, second by Lindsay Nie

Vote in favor: Jeff Cassidy, Kevin Crotty, Angie Johnson, Toa Ashk, Mary Lowder, and Lindsay Nie

SSC: motion by Megha Kadiyala, second by Kate Manzolini

Vote in favor: Bill Alfano, Kate Manzolini, Mason Kaye, and Megha Kadiyala

DSC: motion by Kate Cook, second by Laurence Migausky

Vote in favor: Jessie Hole, Goli Sepehr, Laurence Migausky, and Kate Cook

- Restraint Policy (2nd read) - there were wording changes suggested.

There were motions to approve the Restraint Policy with the suggested changes.

RSC: motion by Angie Johnson, second by Lindsay Nie

Vote in favor: Jeff Cassidy, Kevin Crotty, Angie Johnson, Toa Ashk, Mary Lowder, and Lindsay Nie

SSC: motion by Megha Kadiyala, second by Kate Manzolini

Vote in favor: Bill Alfano, Kate Manzolini, Mason Kaye, and Megha Kadiyala

DSC: motion by Kate Cook, second by Goli Sepehr

Vote in favor: Jessie Hole, Goli Sepehr, Laurence Migausky, and Kate Cook

6. Consent Items

- Appoint Elizabeth McCoy to TEC and ACCEPT Board of Directors

There were motions to approve the Consent Agenda.

RSC: motion by Toa Ashk, second by Lindsay Nie

Vote in favor: Jeff Cassidy, Kevin Crotty, Angie Johnson, Toa Ashk, Mary Lowder, and Lindsay Nie

SSC: motion by Megha Kadiyala, second by Kate Manzolini

Vote in favor: Bill Alfano, Kate Manzolini, Mason Kaye, and Megha Kadiyala

DSC: motion by Kate Cook, second by Goli Sepehr

Vote in favor: Jessie Hole, Goli Sepehr, Laurence Migausky, and Kate Cook

7. Informational Items

- Draft School Committee 2026-27 Meeting Schedule
- Class of 2026 Matriculation Report
- TEC Quarterly Report
- ACCEPT Quarterly Report

8. Community Comments - none

9. Adjourn at 8:11 pm

Respectfully submitted, Amy Davis

The Public Schools of Dover and Sherborn

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Elizabeth M. McCoy, Superintendent
Heather Ronan, Interim Assistant Superintendent

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

To: Dover, Sherborn, and Dover-Sherborn Regional School Committees
From: Elizabeth McCoy, Superintendent
Re: Rationale for Early Release Wednesdays
Date: September 10, 2026

BACKGROUND

This memo is in response to feedback from parents and caregivers regarding the challenges that Wednesday early release days can create for families, particularly with respect to childcare and coordinating schedules for working parents and caregivers. We recognize that finding reliable, affordable childcare for a midweek early dismissal can be challenging, and we appreciate families sharing this concern with the district.

The School Committee has the authority to establish the district's 181-day school calendar. Within that calendar, however, the administration schedules early release professional learning days based on the professional development needs of district and school administrators, educators, and instructional teams, as well as the district's broader instructional priorities. The placement of early release days is therefore an administrative decision designed to maximize the effectiveness of the professional learning time provided within the calendar approved by the School Committee.

The district has also significantly reduced the number of early release days compared with previous years, and the use of a consistent midweek early release is a common scheduling practice among comparable school districts. While we recognize that Wednesday early release creates a childcare challenge for some families, changing the day would shift rather than eliminate scheduling challenges and would have implications for instructional time, professional learning, staff participation, student attendance, and established family and community routines.

After considering these factors together, Wednesday provides the strongest overall balance for Dover-Sherborn.

RATIONALE

Student Well-Being and a Midweek Reset

Challenge Success identifies the school schedule and use of time as important levers for student well-being, belonging, and engagement. Its S.P.A.C.E. framework encourages schools to design schedules that provide appropriate opportunities for sleep, reflection, connection, and transition. A Wednesday early release provides a predictable midweek reset without creating a three-day weekend. ([Challenge Success](#))

Equitable Access to Instructional Time

There are already several Monday holidays, including Labor Day, Martin Luther King Jr. Day, Presidents Day, and

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

Memorial Day, that eliminate or reduce Monday instructional time. Moving early release to Monday would compound this effect, disproportionately reducing students' access to instruction, coursework, and learning experiences associated with Mondays. Maintaining Wednesday distributes the impact of early release more evenly across the instructional week.

Maximizing Our Investment in Professional Learning

Dover-Sherborn makes a significant investment of time and resources in professional learning. We therefore have an obligation to ensure that the time educators spend in professional development produces the greatest possible return for teaching and learning.

Research on effective professional development identifies several characteristics that increase its potential impact, including active learning, collaboration, coaching, feedback and reflection, and sustained opportunities to implement new practices. The Learning Policy Institute's review of 35 rigorous studies found that effective professional learning is not simply a matter of providing professional development time; it requires sufficient opportunities for educators to learn, practice, implement, and reflect on new strategies. The Institute specifically identifies redesigning schedules to create opportunities for professional learning and collaboration as an important policy consideration. ([Learning Policy Institute](#))

Wednesday creates a particularly strong cycle:

Wednesday: Professional learning

Thursday/Friday: Application, collaboration, implementation, and reflection

This sequencing allows educators to bring new learning into their classrooms while the learning is still fresh and provides opportunities to begin applying, discussing, and refining practices within the same week.

Educator Participation and Engagement

Wednesday also avoids placing district-wide professional learning at the end of the workweek, when fatigue and competing personal or community commitments may make sustained participation more challenging. The goal is not simply to provide professional development hours; it is to ensure that educators are present, engaged, collaborative, and able to translate professional learning into practice.

Attendance and Continuity

Early release on Monday or Friday has the potential to create a de facto three-day weekend and may increase the likelihood of student or staff absences associated with travel and other long-weekend activities. Wednesday provides the benefit of an early release while preserving the continuity of the five-day instructional week.

Family and Community Predictability

Childcare providers, athletic programs, enrichment organizations, and families have established routines around the district's Wednesday schedule. Maintaining a consistent early release day minimizes disruption and provides predictability for families and community partners.

CONCLUSION

Maintaining Wednesday early release is not simply a matter of tradition or convenience. It reflects a deliberate effort to align the school calendar with the district's priorities for student well-being, instructional equity, educator learning, and improved teaching and learning.

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There is no research establishing that Wednesday is universally the optimal early release day. Rather, the research supports the principles underlying our decision: school schedules should support student well-being and engagement, and professional learning should be collaborative, sustained, connected to practice, and followed by opportunities for implementation and reflection. ([Challenge Success](#))

Given the district's substantial investment of educator time, financial resources, leadership capacity, and organizational attention in professional learning, we should be intentional about when that learning occurs. Wednesday provides the strongest opportunity to maximize that investment while maintaining equitable access to instructional time and supporting the well-being of students, educators, and families.

For these reasons, the district will continue to use Wednesday as its designated early release day.

Selected Research and Resources

- **Challenge Success.** *How Schedules Impact Student Well-Being* (2025). Emphasizes school schedules as an important lever for student well-being, belonging, and engagement. ([Challenge Success](#))
- **Challenge Success.** *S.P.A.C.E. Framework for School Change*. Identifies supportive schedules and use of time, including opportunities for sleep, reflection, and connection, as a key condition for student well-being and engagement. ([Challenge Success](#))
- **Darling-Hammond, Hyler & Gardner, Learning Policy Institute.** *Effective Teacher Professional Development* (2017). Review of 35 rigorous studies identifying collaboration, active learning, coaching, feedback, reflection, and sustained learning as features of effective professional development. ([Learning Policy Institute](#))
- **Learning Policy Institute.** *Teachers' Time: Collaborating for Learning, Teaching, and Leading*. Examines how organizing teacher time can support collaboration, ongoing professional learning, and improved opportunities for student learning. ([Learning Policy Institute](#))
- **Learning Policy Institute.** *Instructional Leadership Corps*. Highlights the importance of sustained opportunities for teachers to try new practices, receive feedback, and collaboratively refine implementation. ([Learning Policy Institute](#))