

NOTICE

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE MEETING AGENDA

October 6, 2020

6:30 pm

Join Zoom Meeting

<https://us02web.zoom.us/j/86401238292?pwd=dHdkazppN2U0Qy9YWFMvbzFhQRKZz09>

Meeting ID: 864 0123 8292

Passcode: 821939

1. Call to Order
2. Community Comments
3. Reports:
 - Superintendent Update
 - DSHS and DSMS Headmaster Update
 - Athletic Update
 - Warrant Report
4. Finance and Operations
 - FY21 Monthly Report
5. October Enrollment Report
6. Consent Agenda **A.R.**
 - Approval of Minutes September 8, 2020
7. Communications (For Members Information)
 - DSHS Headmaster Report- Mr. John Smith
 - DSMS Headmaster Report- Mr. Scott Kellett
 - Sherborn School Committee June 24, 2020 minutes
 - Dover School Committee June 24, 2020 minutes
8. Items for November 5, 2019 Meeting
9. Adjournment

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

OCTOBER 1ST 2020 ENROLLMENT				
Grade	Dover	Sherborn	Boston	
6	85	73	3	
7	94	88	5	
8	84	75	4	
9	97	76	3	
10	85	72	4	
11	98	65	1	
12	92	74	3	
Total	635	523	23	1181

DRAFT

Dover-Sherborn Regional School Committee
Meeting of September 8, 2020

Members Present: Anne Hovey
Maggie Charron
Judi Miller
Kate Potter
Michael Jaffe
Lynn Collins

1) Call to Order

Ms. Charron called the virtual meeting to order at 7:30 pm and read the following into the record:

Good evening. Welcome to the September 8, 2020 meeting of the Dover-Sherborn Regional School Committee. This Open Meeting is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020,

Information on how to join remote School Committee meetings and meeting agendas are posted on the Dover Sherborn District Website.

Please note that this meeting is being recorded. Be aware that anything that you broadcast may be captured by the recording.

Community comments are an opportunity for members of the community to be heard. We respectfully request that you please make your comments brief (2-3 minutes) and that you move the discussion forward by adding new information. Please try to avoid repeating points that have already been made.

Community comments are an opportunity for us to listen to members of the community. It is not a forum for answering questions or engaging in a debate. Once the public comment section of the meeting has been concluded, we will move on to other business and unsolicited comments from the community will no longer be permitted. This is standard operating procedure in school committee meetings across our 3 school districts. We appreciate that you have taken the time to participate and encourage you to reach out to your school committee reps at any time.

2) Community Comments - none

3) Athletic Update - Emily Sullivan, Athletic Director, reviewed the changes to the athletic program for the fall season. Golf, Cross Country, Soccer, and Field Hockey will run this fall with modifications. Football has been moved to the floating season between the winter and spring seasons. Ms. Sullivan also reviewed the format for the TVL for the fall season, protocols for practice sessions, games/meets/matches, transportation to athletic events, and individual sport modifications.

There were questions from the school committee members who also thanked Ms. Sullivan and everyone who worked so hard to make a fall sports season possible.

4) Adjournment at 8:34 pm.

Respectfully submitted, Amy Davis

Dover Sherborn High School
9 Junction Street
Dover, MA 02030
Phone: 508-785-1730 Fax: 508-785-8141

John Smith
Headmaster



Ellen Chagnon
Director of Guidance

Ann Dever-Keegan
Assistant Headmaster

Emily Sullivan
Athletic Director

TO: Dr. Andrew Keough, Superintendent
FROM: John G. Smith, Headmaster, DSHS
RE: Administrator's Monthly Report
DATE: October 6, 2020

Headmaster's Reflections:

We are finishing our second full week of hybrid learning at the High School. For the most part, it has been a very smooth start. The teachers have greatly enhanced their remote learning platforms and have also juggled the dual responsibility of both in person and remote learning. Teachers and administrators are also proctoring classes so those teachers who need to teach remotely may do so safely. Students have been highly engaged in the classroom and are excited to be back with their peers. A couple of areas we continue to address the students is during break and during lunches. We have established plenty of outdoor as well as various indoor socially distanced locations however students are still being consistently reminded about socially distancing while eating and socializing during extended breaks. While some have developed a good system, others have not and we have had to remind them both over the PA as well as in person. We hope that over the next couple of weeks, these behaviors will start to become the new norm. They are critical for our continued progress of in person learning.

HS Events:

Freshmen Parent Night (Zoom) Thursday October 8th 6 PM
Monday October 12th- No School Columbus Day
Wednesday October 14th- 8:30 AM SAT's for seniors -Dover Sherborn High School
Saturday October 17th- PSAT's for juniors only 7:45 AM- Dover Sherborn High School

Curriculum:

The English department is committed to being culturally responsive and antiracist educators. We continue to explore professional development opportunities to increase our cultural responsiveness as well as understand more about anti-racism pedagogy. Several department members are studying and discussing [*Letting Go of Literary Whiteness: Antiracist Literature Instruction for White Students*](#) by Carlin Borsheim-Black, [*Sophia Tatiana Sarigianides*](#) as well as [*Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom*](#) by Matthew Kay. Department members have also attended webcasts as part of the [*Teach for Justice Series*](#), including most recently Kelisa Wing's "Content

and Curriculum: What, How, Why of Anti-Racist Teaching.” A department member took courses about Frederick Douglass’ life and writings through the Gilder-Lehrman Institute over the summer, as well as another course on the History of American Protest. The department regularly adds current articles about culturally responsive teaching to the shared department Google Classroom; we hope to continue to build in department time to discuss relevant curriculum content and approaches. We are investigating a [webinar series](#) sponsored by Massachusetts Partnerships for Youth; the first session in early October is: “How To Leverage Conversations with Youth on Race, Equity and Black Lives Matter: Leveraging your Position of Power to have Difficult Conversations with Youth on Today's Racial Climate.” The department also continues to actively engage with Miss Monique to consider how best to foster productive discussions about equity and social justice in our classrooms and in our curriculum with METCO students.

In addition to availing ourselves of professional development opportunities, we have continued to evaluate, reflect on and refine our curricular choices when looking through a lens of cultural competency; we have added several texts that focus on different perspectives particularly from marginalized groups (marginalization due to sexuality, gender identity, race, ethnicity, and/or social-economic status). We are engaged in ongoing conversations in which we share best practices as well as continue to reflect on and refine our course materials. Some recent examples are:

- English I teachers have added *Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, *Long Way Down* by Jason Reynolds, as well as “Marigolds” by Eugenia Collier paired with a related excerpt from *The Bluest Eye* by Toni Morrison. We continue to investigate additional texts to teach or excerpt that focus on coming of age such as *Dear Martin* by Nic Stone.
- English II teachers are considering adding *Antigonick* by Anne Carson after reading Sophocles’ *Antigone* to pair a classic with a modern twist by a female author, as well as *Clap When You Land* by Elizabeth Acevedo (a Latinx author, story features a gay character). They currently enrich their study of the *Kite Runner* by Khaled Hosseini by incorporating voices of people from Afghanistan and also Afghan-Americans to provide additional perspectives; in addition, they are teaching *Everything I Never Told You* by Celeste Ng (female Chinese American author, story focuses on a biracial couple in the Midwest). The English II teachers are also reevaluating their use of *The Help* (white female author telling the stories of African Americans); they currently pair *The Help* with “What is White Privilege, Really?” by Corry Collins and feature work from *The Boston Globe* Spotlight series on race in Boston.
- American Literature teachers have included more Native American voices as well as the novella *Passing* by Nella Larsen; teachers are considering adding the *House on Mango Street* by Sandra Cisneros, *Fences* by August Wilson, “What to the Slave is the Fourth of July?” a speech by Frederick Douglass, as well as Amy Tan’s *The Joy Luck Club*. American Literature teachers will continue to encourage students to bring their own experiences into class to discuss how identity impacts our view of ourselves, the American Dream, etc. as well as explicitly discuss privilege and access (or lack thereof) to the American Dream.
- AP Language and Composition teachers are working on strengthening our units of study that focus on identity and social justice. They will give students the opportunity to study questions such as: how do we identify ourselves? How is our identity impacted by the community? our relationships? our sense of self? What is social justice? How can it be a reality? What does it mean to be socially responsible? How do people act in socially responsible ways (or not)? Currently, they are expanding student’s background knowledge on the impact of implicit bias and the Amadou Diallo shooting as studied in Malcolm Gladwell’s *Blink*; last year they introduced a comparative speech

unit studying speeches from Dr. King and Obama's "Let Freedom Ring" on the 50th anniversary of the March on Washington.

- Poetry Workshop teachers have incorporated more poets of color as well as female poets; teachers are including more images of poets so that students have visuals and begin to challenge the idea of a poet as stereotypically academic, white, etc.; and teachers are adding more songs (rap, pop, musicals [e.g., Hamilton] etc.) to expand students' view of poetry; in addition, teachers are encouraging students to bring their own experiences into class to discuss how identity impacts our view of ourselves, what we write, etc.
- Contemporary Literature teachers include excerpts from *The New York Times*' "1619 Project"; in addition, they also teach *Disgrace* by J.M. Coetzee and *Let the Great World Spin* by Colum McCann to encourage discussions of how identity impacts our view of ourselves and what we write; students also read *The Geography of Bliss* by Eric Weiner which focuses on how different cultures define happiness.
- Film as Literature students currently study *Do the Right Thing* (Spike Lee), *Parasite* (Bong Joon-ho), *King Kong* (1933, Cooper) and various scholarly articles about racial depictions in the film. As part of the brief overview of early film history, students learn about D.W. Griffith's controversial 1915 film *The Birth of a Nation*, which is about the racial tensions (and stereotypes) that existed during the Reconstruction.

AP Literature teachers chose *Sing Unburied, Sing* by Jesmyn Ward for summer reading this year, and they are including materials from the *New York Times*' "1619 Project" in discussions of the social contract and our responsibilities to our fellow citizens; in addition, students will study the novel *Beloved* by Toni Morrison, and teachers are considering including essays from *Well-Read Black Girl* by Glory Edim.

Social Studies Department-Cultural Responsiveness

The Social Studies Department is committed to teaching cultural responsiveness throughout the Social Studies Curriculum. Department members have participated in countless workshops, programs, seminars, course work etc., over the years in order to expand their content area expertise for the courses that they teach. From freshman World History I classes, through our senior government electives, our goal is to make current event connections whenever possible in order to connect the past to the present and in doing so, our ultimate goal is to make the learning experience more relevant and meaningful for our students.

More specifically, one of the goals in our US History and our World History I and II courses respectively, is for students to be able to:

- Compare and contrast, and show an empathetic understanding and appreciation of diverse individuals, cultures and races that have helped to shape American life and institutions.
- Compare and contrast, and show an empathetic appreciation of diverse world cultures, as well as individual and societal roles and responsibilities in today's global community.

Our US History Curriculum examines the African American Experience and that of other cultures and races, from the inception of our nation to the present. Our Civil Rights Unit also includes the study of Women's Civil Rights, Gay Civil Rights, Native American Civil Rights, Asian Civil Rights and Latino Civil Rights. We are continuing to develop and expand our learning activities around these movements and most recently we developed a number of cultural responsiveness learning activities around the "Voices Not Heard," for our courses at every grade level.

Our Facing History and Ourselves/Contemporary Issues Course is open to all juniors and seniors and this course curriculum examines both the roots and impact of oppression and intolerance. This course also explores various movements for social and political change and progress over the course of the 20th/21st centuries.

To enrich the curriculum around cultural responsiveness, we continually bring in a wide variety of guest speakers, hold events such as History Night at the Movies, and bring our students on relevant field trips. For example, in 2018, I had the opportunity to bring my US History juniors into Boston, to see a performance of *The White Card*, by African American poet/playwright Claudia Rankin. *The White Card* poses the essential question: Can American society progress if whiteness remains invisible? This play also examined the systemic issues around the term "white privilege." It's also interesting to note that our group was the only "white" school group in the audience. Last spring, I also had the opportunity to bring students to see a production of *Gloria* at the A.R.T. In Cambridge. This play examined the Women's Civil Rights Movement through the lens of Gloria Steinem and her activism during the 1960's and 1970's. I'd also like to note that in 2019, Lis Melad, was recognized as a featured educator at the Facing History Annual Benefit.

This year the Social Studies Department will continue to work on our five year curriculum review process. We will continue to incorporate relevant curriculum content and learning activities around cultural responsiveness and systemic racism. As a department some of the many resources that we use are from the Choices Program-Brown University, Teaching Tolerance, Facing History, and Primary Source. Due to COVID-19, we're brainstorming around the possibilities of conducting virtual guest speaker zoom assemblies and virtual field trip opportunities as well.

Listed below are this summer's reading assignments. Every teacher has been working in their classes to make connections between the books and issues around systemic racism and the Black Lives Matter Movement.

Grade 9- Does My Head Look Big In This? By Randa Abdel-Fattah

- A story about a Muslim teenage girl embracing her faith, even in the face of intolerance, prejudice and stereotyping

Grade 10- Born a Crime: Stories from a South African Childhood by Trevor Noah

- A story of a biracial boy coming of age during the Apartheid and post-Apartheid eras in South Africa.

Grade 11- U.S. History (CP)- Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age by Kevin Boyle

- A story of the African American Experiences from the end of Reconstruction through the 1920's.

U.S. History (H) –Hotel on the Corner of Bitter and Sweet by Jamie Ford

- A story set around Japanese Internment during World War II, addressing the themes of racial intolerance and injustice.

U.S. History (AP)- A Different Mirror: A History of Multicultural America by Ronald Takaki

- This book recounts the history of America in the voice of the non-Anglo peoples of the United States

Grade 12- AP Government- "The New Jim Crow" by Michelle Alexander.

- AP Government students were required to write a 3-page reflection paper that focused on pre- and post-incarceration barriers for African-American men in the criminal justice system. The book was used as a launching point for discussion regarding the cases of George Floyd, Breonna Taylor, Jacob Blake, and other cases involving police shootings. Further discussion was conducted around police reform movements and protests.

Listed below are some of the learning activities that have been going on in our classes over the last few weeks around systemic racism and The Black Lives Matter Movement.

In a 9th Grade class we are discussing a rebellion in Byzantium... we are thinking about protests and revolts. What makes them successful, fail, etc. We are using this as a way to discuss the BLM movement. *Educating Yourself... Black Lives Matter Movement* -Materials Adapted from Brown University's Choices Program.

We've had some initial discussion with students about events since they left school in March (Black Lives Matter (including local demonstration), discussion around controversial monuments and symbols in society.

We've used our summer reading book to discuss feeling as an "outsider" and how part of a World History Course should build a better understanding of others, empathy, etc. We talked about how this is certainly relevant to today's world (and the news).

More recently, (even today and yesterday), we've spent the beginning of class watching clips and discussing the recent Breonna Taylor decision. We've done similar activities in prior classes.

Last week my 10th graders completed a virtual Enlightenment Salon where they represented a specific Enlightenment philosopher and jigsawed Enlightenment ideas. This culminated in a class discussion

where we discussed the contradictions and ironies of philosophies' espousing freedom and equality while denying these rights to women and enslaved people at the same time. On Tuesday, we will be reviewing the "A kind of Revolution" chapter from Howard Zinn's *A People's History of the United States* and again, using the Choices Program to discuss protests, social contracts, and self-governance with the BLM movement.

In my 10th and 11th grade World and U.S. History classes, we watched the Trevor Noah video on systemic racism and the Black Live Matter Movement and we had follow up class discussions. In World History II, connections and comparisons were made between their summer reading, *Born a Crime* and the Black Lives Matter Movement. Survey responses in all of my classes overwhelmingly (90-95 percent) indicated that the students enjoyed the summer reading books; they felt that they raised awareness around cultural identity and they felt that the follow up discussions around the Trevor Noah Video were very meaningful.

Guidance:

Counselor Appointments:

Due to the smaller nature of our guidance office, we can only have 2 extra people in the lobby area waiting at one time. In order to abide by social distancing regulations, we have set up an online appointment booking system for students to schedule time to meet with their counselors either in person or remotely. This scheduling system is for students only. We are asking any parent/guardian wanting an appointment to email their student's counselor and they will set up a phone call or Zoom meeting directly with the parent/guardian.

SAT School Day testing:

We will be offering School Day SAT testing at DSHS on Wednesday, October 14th for our **seniors only**. Students will register through the Guidance Office and not through the College Board website.

PSAT testing for juniors:

We will be offering PSAT testing at DSHS on Saturday, October 17th for our **juniors only**. Students will register through the Guidance Office.

AP Exam Registration:

Online AP exam registration is LIVE at: www.TotalRegistration.net/AP/220695 as of September 29, 2020 at 8:00 AM. It will close on November 06, 2020 at 8:00AM.

Students are also registering for exams in their AP classes through the College Board site so that they can have access to AP Classroom resources.

Grade Level Seminars:

Grade level seminar series will take place remotely every Wednesday morning during Flex Block. Seminars will run through a full term/quarter from 8:35am-9:10am and 9:20am-9:55am (see schedule below). On the student's schedule they will see their period start time in the bottom right corner of the block. Counselors will send out a zoom link to these meetings as they are required and attendance will be taken. If a student is taking Band or Chorus during their seminar time, we will schedule another time option to review the information.

Seminar Schedule-

Quarter/Term 1 - Senior Seminar
Quarter/Term 2 - Freshman Seminar
Quarter/Term 3 - Sophomore Seminar
Quarter/Term 4 - Junior Seminar

Grade Level Parent/Guardian Evenings:

Senior Parent/Guardian Evening – September 21st, 2020 – 6pm - COMPLETED
Freshman Parent/Guardian Evening - October 8th, 2020 - 6pm
Junior Parent/Guardian Evening - December 9th, 2020 - 6pm
Sophomore Parent/Guardian Evening - February 4th, 2021 - 6pm

Freshmen Meet and Greets:

Freshmen students will be scheduled for a small group “Meet and Greet” zoom meeting with their counselor and members of the administrative team during the month of October. This is a time for us to introduce ourselves and check-in on how their transition to high school is going as well as answer any questions.

Virtual College Visits for Seniors & Juniors:

Seniors and juniors are welcome to sign up for Virtual College Visits this school year. All visits have been set up with each attending college through Rep Visits. Once students sign up for a visit in Naviance, the college representative will then email them a Zoom link directly to attend the visit.

Since the college visits are virtual this year we have been able to offer them during times that classes are not meeting which hopefully allows greater access for our students.

Directions for signing up for a college visit:

Log in to your Naviance account

On the Home Page, click on “Colleges I’m Thinking About” under My Favorites

On the left side of the page under “My Colleges”, click on College Visits

Click on Register to sign up for a visit

Check your email for a Zoom link from the college representative not from guidance

Fine and Performing Arts Update:

Under the direction of DSMS math teacher, Mrs. Carmel Bergeron, the DSHS Drama Program is planning to present a positive family-friendly theatrical experience via video production this December. Based on Frank Capra's famous motion picture, It's a Wonderful Life, a Radio Play, is an adaption of the beloved American holiday classic brought to life as a live 1940's radio broadcast. The production involves an ensemble of actors, Foley sound effects artists, holiday music and advertisement jingles, period costuming, as well as creative video production and editing. Auditions are currently underway via Flipgrid videos and performances are scheduled to be released for viewing during the weekend of December 18-20.

The creation of the Flex Block and the restructuring of the MS and HS ensembles created a Field of Dreams situation ("If you build it, he will come.") for the 2020-2021 school year. Despite the challenges of the COVID-19 pandemic and the current inability to play and learn as an ensemble, the Regional Band has 68 members, including 18 8th graders and 50 HS students. This is an incredible increase from recent years where the HS Band had fewer than 20 students due to scheduling conflicts. Chorus has also seen an increase to 55 students with 13 8th graders and a record-breaking 42 High school students. We are beyond thrilled with our increased enrollment, and look forward to the opportunity to play and sing together for years to come.

In the meantime, our ensembles are meeting virtually every Wednesday during the scheduled Flex Block. A typical virtual rehearsal has 4 parts:

1. Warm up (breathing exercises, long tones, movement, scales and scale patterns) with everyone muted. The music is shared on the screen ([see Band sample here](#)), and we lead with a recording or a keyboard and metronome.
2. A mini lesson and/or short sectional with like instruments/voices using the Breakout Room feature on Zoom. Sectionals are an opportunity to build community and for upperclassmen to mentor underclassmen.
3. Independent practice time where students work on a new skill, passage of music, or collaborative project. Students use [Noteflight Learn](#) and Flipgrid to practice, record and [share recordings](#) for assignments. Teachers are available on Zoom during this time to assist students as needed.
4. Debrief and feedback from students to plan for upcoming rehearsals and next steps.

We are working hard to provide a rich musical experience in a virtual setting and are so fortunate to have eager and motivated students despite the obvious hardships of not being able to physically play together. Still, we are all longing for the opportunity to play and sing together and welcome any feedback, thoughts, or suggestions to help us move safely towards this goal.

Athletics:

Fall sports are all officially all underway after this past weekend. There are 282 student athletes signed up for a sport this fall across six different sport offerings and 11 different levels. Golf started on Monday, September 21st and boys and girls cross country, boys and girls soccer, and field hockey started on Saturday, September 26th. It has been great to see our student athletes, coaches, and staff adapt to the

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mask wearing, modifications, hand sanitizing, and social distancing so well. Everyone is so grateful to be out on the fields playing the sports they love! Golf starts off their first round of matches this week as they take on Norwood at the JV and Varsity levels on Thursday, October 2nd. The Dedham matches are currently being rescheduled for the end of the golf season.

The other sports continue with their practice schedule for the next two weeks as the Dedham games/meet have been postponed as well. That games/meet will be rescheduled the last weekend of the season on November 14th and 15th. Dedham is not beginning practices until October 3rd due to recently coming out of the red zone, and therefore our games/matches/meets have been postponed. The first round of games/meets for cross country, soccer, and field hockey now are on October 17th and 18th vs. Norwood. The DS Boosters and athletic department have been working hard at securing a live streaming service for our parents and families to watch games live. The boosters will be funding this project through alumni '20, Andrew Guilette, and his photography and video company. We can't thank the school committee enough for the approval of our Fall athletics plan. It has been special to see these teams in action this past week!

DSMS Monthly Report RSC 2020-2021

[Link to 2020-2021 School Improvement Plan](#)

DSMS RSC Monthly Report

Date: October 2020

Submitted by: Scott Kellett

Based on the recommendation of the Health and Hygiene Committee, the middle school is currently having our Band and Chorus programs meet virtually. Both the 6th/7th grade and 8th/HS groups meet weekly on Wednesday mornings. In addition, our schedule was constructed in such a way that Mr. Herrmann and Mrs. Barry are able to meet in person with small groups/ensembles of students during our H Block on Tuesday and Friday. In addition, Mr. Duprey is moving forward with running his Sharpe 9 and Jazz Eclipse after school programs, virtually as well.

Claire McKay is working with Geoff Herrmann to create a virtual drama performance that is both engaging during the production and presentation of the show, Zoomsical. It is a series of songs in more of a musical revue style, that they are stringing together with dialogue that they develop.

SIP Goals Updates:

Goal 1: *Innovative Teaching and Learning*

Evidence of accomplishment:

Our middle school teachers have rolled out an impressive opening to school. Having made great use of the ten professional development days to construct consistent and comprehensive Google Classroom sites, teachers have set to work on an innovative teaching strategy known as Learning Plans, which provide students with important information, such as weekly objectives and standards, Zoom links, and a weekly and daily overview of tasks to complete.

As reflective practitioners, our teachers have been early adopters of this new approach to blended learning, and after three weeks of school, are now beginning to share their learning plans with their fellow teachers to iron out and determine the most effective components. In next week's faculty meeting, we will celebrate some exemplary Learning Plans and then invite all teachers to revise and improve their individual learning plans. This was a wonderful result of our Teaching and Learning Subcommittee and the empowerment of our teachers to design, test, and revise our schoolwide templates and best practices.

Teachers have been embracing practices learned from AJ Juliani's and Katie Novak's teaching. Additionally, as they've grown more comfortable with their new devices and learning to live stream classes, instruction is continuing to evolve and adapt. After a few

weeks and class meetings to build rapport and routines, classes are beginning their dive into curriculum and formatively assessing their students' needs and abilities. We are proud of the social emotional attention displayed by our educators and also their meaningful lesson planning design.

Goal 2: *Health and Wellbeing of Students and Staff*

Evidence of accomplishment:

We are happy to report that our WIN Blocks are up and running. All staff members have been assigned a group of 5 to 9 students and meet with them twice a week. Students have been able to work through logistics, school opening feelings, and connecting with supportive adults in these windows of time together.

We have had a fantastic opening. Students and staff are respecting and following guidelines!

Please continually refer to the [DS Family Guide- DSMS](#). We see this guide as a foundation for all school community members to rely on for how school will function and flow this year.

We are in the process of installing two water bottle refill stations in the middle school. They will be located in the hallway across from the elevator on each floor. The station on the first floor will also allow HS students to have access when they are in the building for science.

Goal 3: Content Review and Research of Social Studies

Evidence of accomplishment:

Our Social Studies teachers are collaborating to develop a Cyber Civics opportunity for our students. The initial focus will be on the 8th grade, as the state has made this a mandate for these students.

Group Updates:

English: We spent our first ten days of professional development adapting the curriculum for the hybrid and remote learning models. We are now integrating technology tools such as Jamboard and Padlet in order to incorporate more collaborative work, both in the classroom and online. Teachers are also using breakout rooms to conference with students about their reading and writing and experimenting with platforms like PearDeck and Edpuzzle to engage them in asynchronous and synchronous classes. Additionally, the department has created portable classroom libraries and sent home book bags of classroom titles for students, so that they will have uninterrupted access to reading materials.

The sixth graders have been working on how to write a letter for their *Getting to Know You* team-wide slide show they're creating. They are also working on their summer reading assignments and will shortly begin the short story literature unit.

In seventh grade, students started the year off with Getting to Know You activities, review of email etiquette, shared summer reading titles, and basic paragraph structure review. Students have been learning about elements of plot structure, specifically focusing on development of conflict in plot and characterization. They are working on the application of these skills through the use of animated shorts and independent reading before starting short stories.

Eighth grade ELA students began the year with a Getting to Know You activity involving the Padlet platform. Since then, students have moved on to sharing what they read over the summer, reviewing some language used to talk about literature, and learning about how words are put together from Latin roots and affixes. Most recently, students began to study how short stories are constructed, in preparation for writing their own.

Media Studies students (seventh grade) are learning about propaganda and the five types of media.

Speech and Drama students (eighth grade) have created Getting to Know You FlipGrids and are learning about the importance of presenting yourself virtually in pandemic times.

Additionally, Mrs. McKee's former 8th graders, Alex Chen and Freddie Taylor, will both have one of their 8th grade pieces published in Hutch Magazine. They will be honored at a virtual publication celebration for HUTCH Magazine, issue 22, this Thursday evening, October 1st, hosted by local author, Peter Reynolds.

Mathematics: The math department spent the first ten days of professional development designing a math classroom and curriculum that would support a hybrid and remote learning plan. The following math curriculum structures and tools were reviewed/ repurposed on how best to use these in both of these learning environments:

- DSMS Top 20 apps: We identified apps from the DSMS top 20 through group discussion to fit different purposes within the curriculum such as : digital collaboration-(ex. jamboard, padlet), assessment-(ex: google form, google slide), show individual student work and voice in the math classroom (ex: Flip grid, Explain Everything)
- Power Standards: Grade level partners reviewed and tweaked our curriculums to follow the DESE Math Power Standards for each of their grade leveled courses.
- Google classroom setups: The need for consistent structure for the google classroom platform was discussed and implemented in each math google classroom. A Common Math Syllabus was redesigned for each grade level of math.
- Inventory technology needs: all math classrooms were inventoried for smartboard , internet, connections to insure we had wifi connectivity for

streaming remote learners into the math classroom. Practice with streaming with remote learners to our classroom was rehearsed to insure that our remote learning experience was adequate.

- IXL - The math department designed a plan to use the IXL app as a diagnostic tool to assess students' retention of math skills and as a tool for personal learning in our math classrooms.
- Assessment- Continued discussion of what type of authentic math assessment best suits both our hybrid and remote learners is ongoing and will continue as we have more experience with both these teaching environments.

Social Studies:

We spent our 10 days of PD time thinking of how best to combine content and skill development for students in re-designed lesson "units" that blend remote and in-person learning. We have focused on what tools are most appropriate to use with students to help bring about deeper understanding and enable students to both collaborate and work independently. Some of these are padlet (collaborating and showing work, google forms and surveys (demonstrating knowledge), and trying new ways for teachers to give feedback on student work (flipgrid, Mote, voice comments) and more. We use platforms like NEWSELA to enable students to "choose" their own reading level and tools like Google Read and Write to help students read, write and edit more effectively. We are continuing to work to develop more hands-on learning opportunities as a department to better engage students and develop real-world skills.

Sixth grade - Students are learning about both digital and classroom citizenship by exploring media literacy and classroom norms. We are using technology, including Jamboard, Peardeck, and NewsELA in the classroom as we begin collaborating and exploring the world of the social sciences. Our Professional Development time focused on the integration of our new technology and 1:1 devices into our classroom practice. We also focused on ways to develop collaboration in this time of social distancing.

Seventh grade - Students are learning about the fundamental geography tools that will equip us for the rest of our journey throughout the year. Some of the important things we are learning about are: the five themes of geography, latitude and longitude, the seasons, developing vs. developed countries, the ways in which countries depend on one another, and how the physical geography of a place affects the people who live there. Having 1-1 devices for students is making using some of our tools (like the NYSTROM World mapping program) as well as Junior Scholastic articles and activities much easier this year!

Eighth grade - Eighth grade students have been focusing on Citizenship and the role they play as citizens. We are using this as a lens for our study of US history and government and focusing on the actions and inactions of citizens. Students are developing classroom expectations for in-class and remote learning. We are learning about the foundations of our government (through protest and revolution) and then will focus on the creation of the Constitution.

Science: Teachers in the science department have spent time getting to know two new faces, Mrs. Sarah Altman and Mrs. Wendy Rush. They are a great addition to our department and they spent time acclimating to the supportive DS community. Grade level teachers spent a lot of time together going over curriculum, new fun apps, and new ways to deliver content to students. They are really invested in creating fun and innovative learning environments for this hybrid learning schedule.

Wellness:

- Our **physical education** classes have started a Net Sports unit. By the end of grade eight, the learner will:
 - apply tactics and strategies to modified game play
 - demonstrate fundamental movement skills in a variety of contexts
 - design and implement a health-enhancing fitness program
 - participate in self-selected physical activity
 - cooperate with and encourage classmates
 - accept individual differences and demonstrate inclusive behaviors
 - engage in physical activity for enjoyment and self-expression
- Students are playing tennis and pickleball. We will add soccer, tennis, badminton and speedminton to the list of net sports each week.
- Remotely, we have students completing Edpuzzles, surveys, exit tickets and class discussion around net sports. A part of our remote class is to get off the laptops and focus on physical activity. For 30 minutes, students will be asked to get outside and exercise or stay inside and use a treadmill or stationary bike. Why are we trusting students to exercise on their own and report back to us? Research shows that students who participate in exercise before class outperform students who did not participate in exercise before class. It further shows that engaging in as little as 30 minutes of cardiovascular activity such as brisk walking, jogging, swimming, biking, cross country skiing, skating, or dancing has improved academic achievement.
- **Grade Eight Health** - National Health Standard 5 - Decision Making Skill. Students are applying the skill for effective decision making to a common scenario that a student might encounter with remote learning. Next topic: Resilience, giving advice to fellow students on how to respond to personal obstacles in a way that demonstrates one of the elements of showing resilience.
- **Grade 7 Health** - Students are creating "Wear a Mask" posters with positive messaging to advocate for community health. Next topic: Health Triangle, define physical, mental and social health

Fine and Performing Arts: The Fine and Performing Arts department spent the first ten days ensuring that our unique spaces were set up and prepared for teaching in compliance with health protocols. We were extremely thankful for the necessary time to prepare for students' arrival.

Particularly at the middle school, the FPA department has taken an SEL approach to learning and turned to focusing more closely on the individual responses and expression through the arts rather than the heavily collaborative and hands-on nature of our traditional curricula.

- **The Visual Arts** have created individual stations and supply kits for all students, teaching them to connect themselves with art concepts and find meaningful expressions/outlets for their emotions and ideas.
- **General Music** has turned to connections and mindfulness in music, teaching techniques of meditation and deep listening through music with the hopes that students will apply these techniques to other areas of their lives in a hectic time.
- **Band and Chorus** is working remotely to provide creative playing opportunities at home through [Noteflight Learn](#) and FlipGrid that are individually executed but reviewed and experienced in a way that still feels like a connected community. For more detailed info, please see our combined [HS/MS Band & Chorus update](#).

Remote Learning:

Olive Woodward set up a **Google Classroom** for the **Remote Learners**. She has set up a weekly **Remote Learners Zoom meeting** for students to drop in and chat about issues or ask questions. She has implemented **Topic of the Week** for the weekly **Wednesday Drop In**. This week's topic was **Accessing ebooks: MS Library and On the Web**, This meeting is currently on Wednesdays, 12:30-1:00. Students have dropped in weekly, although these numbers remain small.

She has offered one-on-one Zoom meetings at any time a student needs personalized attention. She also has made herself available at any time she has Help session or Office hours. She has attended team meetings for all six teams to discover which Remote Learners are in particular need of outreach. Olive has also followed up with those by reaching out to a number of parents by phone to chat about their child's organizational issues or remote experience issues. She has also reached out to a number of students by email because these students were having problems finding their WIN, were confused about Google Classroom, or have been absent from class. She is exploring the need for more extracurricular connections for these students, but they have given the feedback that they don't need another Zoom meeting on their schedules at this point.

Grades & Teams:

Sixth Grade: We were able to have several meetings as a grade level during our Professional Development days. During this time, we developed an interdisciplinary "Get to Know You" book for students that allows the students to share information about themselves to their entire team and reduce redundancy in our beginning of the year assignments. During our meetings, we had an opportunity to practice and experience concurrent teaching. This practice of including participants in the classroom

and via Zoom, gave us an opportunity to troubleshoot and refine our procedures. We also had training from Mr. Ritacco who instructed us on concurrent teaching. We had opportunities to work with our job-alike partners to develop curriculum and adapt this curriculum for our new classroom paradigm. Teachers explored new applications and technologies that will be utilized throughout the course of the year in various lessons. These days were much needed and well used by our sixth grade teachers.

Seventh Grade: Over the ten Professional Development workdays, the seventh grade worked to ensure a smooth transition to the hybrid learning environment for students. Teachers refined student safety and school wide protocols by mirroring the experiences our cohort of students would have in order to better understand how the school day would look like in this new model. During this time, we also worked to devise a plan to help students engage with the District's [Top 20 apps](#) through Getting to Know You activities. Applications, such as Jamboard, Padlet, Flipgrid, and various Google Suite apps, were selected based on how frequently they would be used with the curriculum throughout the year. Teams used this valuable time to discuss guidance and special education caseloads, create Google Classrooms, collaborate with subject level colleagues, and troubleshoot technology, which is ongoing. As a result, once school started, Karen Raymond and Veronica Moy [reached out to the parent community](#) to ask for support in helping students fine-tune their learning environments at home.

APPROVED SEPTEMBER 22, 2020

Sherborn School Committee

Meeting of June 24, 2020

Members Present: Angie Johnson
Amanda Brown
Megan Page
Nancy Cordell
Mike Fitzgerald

Also Present: Dr. Andrew Keough, Superintendent
Beth McCoy, Assistant Superintendent
Dawn Fattore, Business Administrator

1) **Call to Order**

Dr. Keough called the virtual meeting to order at 5:32 pm and read the following into the record: Good evening. This Open Meeting of the Sherborn School Committee is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus." In order to mitigate the transmission of COVID-19, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible physical location. Further, all members of public bodies are allowed and encouraged to participate remotely.

For this meeting, the Sherborn School Committee is convening via Zoom App, as posted. Information on how to join our School Committee mtgs and mtg agendas were posted on the Dover Sherborn District Website and on the town calendars.

Please note that this meeting is being recorded, and that some attendees are participating by video conference. Accordingly, please be aware that others may be able to see you, so please take care not to "screen share" your computer. Anything you broadcast may be captured by the recording.

Community comments are an opportunity for members of the community to be heard. We respectfully request that you please make your comments brief (2-3 minutes) and that you move the discussion forward by adding new information. Please try to avoid repeating points that have already been made.

Community comments are an opportunity for us to listen to members of the community. It is not a forum for answering questions or engaging in a debate. Once the public comment section of the meeting has been concluded, we will move on to other business and unsolicited comments from the community will no longer be permitted. This is standard operating procedure in school committee meetings across our 3 school districts.

We invite everyone to stay and listen to the rest of the meeting, but understand that is not possible for everyone. Please feel free to leave the Zoom call as best suits your needs. We appreciate that you have taken the time to participate and encourage you to reach out to your school committee reps at any time.

Before we turn to the first item on the agenda, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes:

As chair, I will introduce each item on the agenda. After the person presenting said item is finished, the Chair will proceed to take questions from the school committee members.

Please indicate you would like to speak by virtually raising your hand. Please wait until your name is called.

Finally:

APPROVED SEPTEMBER 22, 2020

Please remember to mute your phone or computer when you are not speaking.

Please remember to speak clearly and in a way that helps generate accurate minutes.

Please wait for the Chair to recognize you and please remember to state your name before speaking.

All votes will be conducted by roll call vote. When voting begins, please unmute yourself as a group so we can move quickly. When the chair calls on you, please state your name and your vote. At the conclusion of voting please go back on mute.

2) Reorganization

Dr. Keough asked for nominations for Chair: Nancy Cordell nominated Angie Johnson as Chair of the Sherborn School Committee. Amanda Brown seconded.

20-11 VOTE: 5 - 0 via roll call Nancy Cordell, yes; Mike Fitzgerald, yes; Amanda Brown, yes; Angie Johnson, yes.

Mike Fitzgerald nominated Megan Page as Secretary for the Sherborn School Committee. Nancy Cordell seconded.

20-12 VOTE: 5 - 0 via roll call Nancy Cordell, yes; Mike Fitzgerald, yes; Amanda Brown, yes; Angie Johnson, yes.

3) Public Comment - none

4) Consent Agenda

- Approval of Minutes: June 11, 2020

Amanda Brown made a motion to approve the Consent Agenda. Nancy Cordell seconded.

20-13 VOTE: 5 - 0 via roll call Nancy Cordell, yes; Mike Fitzgerald, yes; Amanda Brown, yes; Angie Johnson, yes.

5) Communications

- Subcommittee Assignments
- Dover Sherborn Regional School Committee minutes of May 5, 2020
- Dover School Committee minutes of May 18, 2020

6) Adjournment at 5:54 pm.

Respectfully submitted,
Amy Davis

APPROVED SEPTEMBER 29, 2020

Dover School Committee Meeting of June 24, 2020

Members Present: Brooke Matarese
Mark Healey
Leslie Leon
Colleen Burt
Sara Gutierrez Dunn

Also Present: Andrew Keough, Superintendent
Beth McCoy, Assistant Superintendent
Dawn Fattore, Business Manager

1) Call to Order

Dr. Keough called the virtual meeting to order at 5:00 pm and read the following into the record:

Good evening. This Open Meeting of the Dover School Committee is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

In order to mitigate the transmission of COVID-19, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible physical location. Further, all members of public bodies are allowed and encouraged to participate remotely.

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Before we turn to the first item on the agenda, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes:

As chair, I will introduce each item on the agenda. After the person presenting said item is finished, the Chair will proceed to take questions from the school committee members.

Please indicate you would like to speak by virtually raising your hand. Please wait until your name is called.

APPROVED SEPTEMBER 29, 2020

Finally:

Please remember to mute your phone or computer when you are not speaking.

Please remember to speak clearly and in a way that helps generate accurate minutes.

Please wait for the Chair to recognize you and please remember to state your name before speaking.

All votes will be conducted by roll call vote. When voting begins, please unmute yourself as a group so we can move quickly. When the chair calls on you, please state your name and your vote. At the conclusion of voting please go back on mute.

2) Reorganization

Dr. Keough asked for nominations for Chair: Leslie Leon nominated Brooke Matarese as Chair of the Dover School Committee. Colleen Burt seconded.

20-11 VOTE: 5 - 0 via roll call: Brooke Matarese, yes; Leslie Leon, yes; Mark Healey, yes; Colleen Burt, yes; Sara Gutierrez-Dunn, yes.

Mark Healey nominated Leslie Leon as Secretary for the Dover School Committee. Colleen Burt seconded.

20-12 VOTE: 5 - 0 via roll call: Brooke Matarese, yes; Leslie Leon, yes; Mark Healey, yes; Colleen Burt, yes; Sara Gutierrez-Dunn, yes.

3) Community Comments

4) Consent Agenda

- Approval of Minutes of June 9, 2020

Mark Healey made a motion to approve the Consent Agenda. Leslie Leon, seconded.

20-13 VOTE: 5 - 0 via roll call: Brooke Matarese, yes; Leslie Leon, yes; Mark Healey, yes; Colleen Burt, yes; Sara Gutierrez-Dunn, yes.

5) Communications

- Subcommittee Assignments
- Regional School Committee minutes of May 5, 2020
- Sherborn School Committee minutes of May 12, 2020

6) Adjournment at 5: 24 pm.

Respectfully submitted,
Amy Davis