

Sherborn School Committee

June 13, 2017

Sherborn Town Hall

19 Washington Street, Sherborn, MA 01770

Meeting Agenda

6:30 PM

1. Call to Order
2. Welcome: Ms. Angie Johnson
3. Reorganization: Mr. McAlduff
4. Public Comment
5. Grade Five Health/Sex Education Program Discussion
6. Administration Reports
 - Principal's Report – Dr. Brown
 - Assistant Superintendent Report – Dr. LeDuc
 - Special Education Director Report – Ms. Smith
 - Interim Superintendent Report – Mr. McAlduff
 - Enrollment Update
 - FY18 Staffing Update
7. FY17 Finance Report
 - Monthly Report as of June, 6, 2017
 - Capital Plan Update
8. Approval: 2017- 2018 Family Handbook **A.R.**
9. Approval: 2017-2018 School Improvement Plan **A.R.**
10. Consent Agenda
 - Sherborn School Committee May 7, 2017 Minutes **A.R.**
11. Communications (For Members Information)
 - 2017 – 2018 School Year Calendar (Final)
 - Dover Sherborn Regional School Committee May 2, 2017 Minutes
 - Dover School Committee May 2, 2017
12. 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.

The Public Schools of Dover and Sherborn

*Memo from
Interim Superintendent Bill McAlduff*

TO: Sherborn School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: June 8, 2017

RE: Agenda Item #2

Welcome: Ms. Angie Johnson

The Public Schools of Dover and Sherborn

*Memo from
Interim Superintendent Bill McAlduff*

TO: Sherborn School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: June 8, 2017

RE: Agenda Item #3

Reorganization: Mr. McAlduff

The Public Schools of Dover and Sherborn

*Memo from
Interim Superintendent Bill McAlduff*

TO: Sherborn School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: June 8, 2017

RE: Agenda Item #5

This agenda item will be the Grade Five Health/Sex Education Program Discussion.

Pine Hill School

10 Pine Hill Lane
Sherborn, MA 01770
Phone: 508-655-0630 Fax: 508-655-2763

www.doversherborn.org

Dr. Barbara Brown, Principal
Ms. Jacqueline Daley, Assistant Principal
Ms. Christine Smith, Director of Special Education

TO: William McAlduff, Superintendent
FROM: Jackie Daley, Assistant Principal and Barbara Brown, Principal
RE: Fifth Grade Health Curriculum Modifications and Update
DATE: June 13, 2017

During the past couple of years, the administration at Pine Hill has been in collaboration with the nurse and the physical education teacher, to update the puberty unit within our health curriculum. This group had been discussing the most effective ways to update and teach the content of the unit, while maintaining the integrity of the curriculum. Much thought and consideration was given to the process of gathering information in order to modify the current practice to accurately reflect the standards while upholding one of the core values of the school, “respect and concern for others” and keeping it inclusive. The topic of puberty is one that can be difficult to navigate for students and families, and the desire to be sensitive to that was an important part of the conversation.

As we launched into the current school year, the group’s desire to move ahead with some modification was actualized. In late November we began meeting with a health educator from another district, who had successfully implemented a model that taught both genders of students together in a regular classroom setting, and shifted the focus of the content to the emotional, social and psychological changes during puberty as well the physical changes. This approach was the direction the group wanted to embrace and is one that our colleagues in Dover had already started to explore. However, following our meetings we learned that we did not want to modify and change to the extent this district had because it would be so different from past practice. It was important that the modifications were meaningful for students, and made sense to the nurse and the educator who would deliver the instruction.

We were excited about removing the stigma attached to the design of a 30 minute lesson during the last Friday of school in June. The session had consisted of an introduction to some body changes followed by a quick video viewed by different genders pulled into separate settings with no real time to reflect or debrief the information in a thoughtful and careful manner. Students had been somewhat left to sort out their questions with each other or with their families. We wanted to be able to provide a more natural educational setting (the classroom along with peers), and in addition provide a forum for honest, respectful and informed conversation.

Following some research, the nurse Jill Fedor, the PE teacher Jim Carnes and Jackie Daley, worked together to take the puberty unit content (already being taught) and deepen the conversation about why there are changes to our bodies, emphasizing that these changes are happening to everyone and it is important we know about them to understand each other better. The supporting movie (which was one we owned) was selected because it focused on the reason for changes during puberty and the outcomes socially and emotionally, rather than all of the anatomical changes, which had been more of the focus in the past.

Three lessons were originally written to create the new mini unit, which ultimately ended up being two lessons the first being a 40 minute lesson and the second being 60 minutes. The scheduling of the lessons was then coordinated with the grade five team .

Throughout the process that took place over next few months, we carefully planned how these modifications to curriculum and instruction would be shared with families. Acknowledging that this particular unit offers sensitive dialogue, and families do have the option to “opt-out” of health lessons . Our standard practice had been to share information about the upcoming lessons, and make families aware of the timeframe that lessons would be delivered. Standard past practice had also included information evenings, but attendance had been minimal, so nothing had been provided in recent years. However , we decided to offer an informational evening for parents and guardians interested in the curriculum unit , and at this time we would share the modifications and some of the content, specifically the vocabulary their student (s) may be exposed to and the video they would be watching.

The lesson writing was completed and the lessons were scheduled by the first week in May with the grade 5 team.

Email communications were sent out to grade 5 families on the following dates:

May 4th- Invitation to attend an information evening

May 16th- a reminder email to parents/guardians

May 22nd-Note about the modifications in the curriculum and instruction along with the slideshow presented at the information evening

May 23rd –Update on the first session of the unit and a reminder about the second session the following week.

The information was well attended with 20 people present. Jackie Daley along with Jim Carnes presented and offered opportunities for Q and A with those wishing to know more about the lessons.

The lessons were delivered to students during the course of two weeks in May. The lessons took place in one classroom with two classes of students present, both genders were in attendance for all lessons.

The final part of our planning process was to reconvene the planning group and sharing feedback and thoughts from students and educators, along with any feedback we have from parents.

Additional documents provided include:

*the email communications

*” My thoughts about puberty”written feedback from students



Hill, Pine <pinehill@doversherborn.org>

5th Grade Parent/Guardian Only Health Curriculum Info Night - 5/16/2017

School, PineHill <aspen-sysadmin@myfollett.com>
Reply-To: "School, PineHill" <PineHill@doversherborn.org>
To: PineHill@doversherborn.org

Thu, May 4, 2017 at 2:28 PM

Dear Grade Five Families,

The time of year is approaching when we are preparing for the part of the health curriculum that covers the topic of "puberty".

This year we are adjusting our curriculum slightly to cover a few additional themes, such as friendships and hygiene, along with the anatomical discussions.

I would like to extend an invitation for PARENTS OR GUARDIANS ONLY to join me on Tuesday, May 16th from 6-7pm in the auditorium to preview the content of the lessons and ask any questions regarding this part of the curriculum.

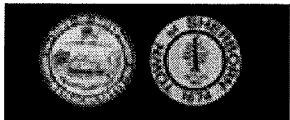
Best,
Jackie

Jackie Daley
Assistant Principal

Pine Hill Elementary School
10 Pine Hill Lane,
Sherborn
Massachusetts 01770

email: daleyj@doversherborn.org
phone: (508) 655-0630 ext. 151

https://twitter.com/daleyj_pinehill
<http://pinehillhappenings.blogspot.com/>



Hill, Pine <pinehill@doversherborn.org>

Reminder for Tonight - Grade 5 Parents Interested in the Modified Puberty Conversation

1 message

School, PineHill <aspen-sysadmin@myfollett.com>
Reply-To: "School, PineHill" <PineHill@doversherborn.org>
To: PineHill@doversherborn.org

Tue, May 16, 2017 at 9:54 AM

Grade 5 Families,

Just a quick reminder that this evening, May 16th from 6-7pm in the auditorium, Mrs. Daley will deliver a brief presentation about the change in the health curriculum for grade 5.

We hope to see you there!

Thank you

Jackie Daley
Assistant Principal

Pine Hill Elementary School
10 Pine Hill Lane,
Sherborn
Massachusetts 01770

email: daleyj@doversherborn.org
phone: (508) 655-0630 ext. 151

https://twitter.com/daleyj_pinehill
<http://pinehillhappenings.blogspot.com/>



Hill, Pine <pinehill@doversherborn.org>

Health Curriculum

3 messages

School, PineHill <aspen-sysadmin@myfollett.com>
Reply-To: "School, PineHill" <PineHill@doversherborn.org>
To: PineHill@doversherborn.org

Mon, May 22, 2017 at 11:09 AM

Dear Parents of Grade 5 Students,

As you are all aware by now, this year we have worked to update our 5th grade health curriculum unit, Puberty. In past years, we have had a one day lesson for students that covered basic anatomy and body changes, that students can expect. We covered a great deal of information in a 25 minute lesson on one day and we found that this approach could be overwhelming, and it was done with students in separate settings. We have determined that a more comprehensive approach to teaching students is necessary in order to best educate them about how the human body grows and changes. In response to this, we have developed a three lesson, approach (which we have consolidated to two, due to time constraints), designed to teach students about their changing bodies with a more modest, meaningful and thoughtful manner. The lessons will be broken down as follows:

Lesson 1: Expectations, Hygiene, Health , Hormones, Moods and Emotions (some of which will be addressed in a short movie)

Lesson 2: Physical Changes During Puberty and What to Expect

We held an informational meeting for parents on May 16th to answer any questions and share the structure of the lessons.

We are excited to start the lessons this week and we will provide a "make up" time for those students who are out of town with Destination Imagination.

Please note that it is a parent/guardian prerogative to request an exemption from these classes if the material taught is contrary to the religious beliefs or teachings of the student or student's parent or guardian. Please let us know via email if you choose for your student to "opt out".



Hill, Pine <pinehill@doversherborn.org>

Health Curriculum Slideshow from the Parent Information Evening

2 messages

School, PineHill <aspen-sysadmin@myfollett.com>
Reply-To: "School, PineHill" <PineHill@doversherborn.org>
To: PineHill@doversherborn.org

Mon, May 22, 2017 at 4:06 PM

Dear Grade 5 Families,

Attached is the slideshow presentation from the information evening on May 16th. Please be aware that some of the slides may seem a little out of context without the movie or conversation that went along with it.

Thank you again,
Jackie

 **5th Grade Puberty Parent Presentation 2017.pdf**
406K

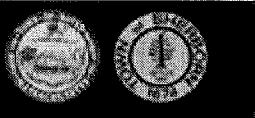
Hill, Pine <pinehill@doversherborn.org>

Tue, May 23, 2017 at 3:29 PM

To: Barbara Brown <brownb@doversherborn.org>, Karen Leduc <leduck@doversherborn.org>

[Quoted text hidden]

 **5th Grade Puberty Parent Presentation 2017.pdf**
406K



Hill, Pine <pinehill@doversherborn.org>

What to expect from the puberty conversation this week...

School, PineHill <aspen-sysadmin@myfollett.com>
Reply-To: "School, PineHill" <PineHill@doversherborn.org>
To: PineHill@doversherborn.org

Tue, May 23, 2017 at 10:56 AM

Good Morning Grade 5 Families,

We had our first set of classes today, with Ms Santiano and Ms Kimballs classes. The structure of having all students from both classes together went well and we look forward to Ms Darrah and Ms Lundquist's classes having their first lesson on Thursday.

As a reminder this week's first lesson is focused on: Health, Hygiene, and Hormones and students are invited to take a sample of deodorant that they may bring home with them.

Next week, the classes will participate in the second presentation, which will continue the conversation and extend it to incorporate changes with the male and female anatomy and will address questions from the "question box". This lesson will also occur with all students from the classes in the same room together.

The take home next week will include a small informational pamphlet to help promote conversations at home.

As always we thank you for your continuous support to educate your children.

Best regards,
Jackie

My Thoughts About Puberty 2016-2017

I am looking forward to getting older because....

- I will get taller
- More freedom/privileges
- I can get a job
- I get a phone
- I can learn how to drive
- I get to go to DSMS
- I will be more intelligent and capable to do more things
- My parents will help me through puberty

I am nervous about....

- Everything!
- Nothing!
- My voice cracking at school
- That I'll yell at my parents more
- My period
- Wet dreams
- Pimples
- Body hair
- Mood swings

I want my parents to understand.....

- "My point of view"
- "That I am nervous".
- "That only dad can talk to me about this, mom knows too much"
- "I am not a baby"
- "That I know these things"
- "That I don't think puberty is awkward"
- "That they don't need to lecture me about puberty anymore"
- "That I can make my own decisions"
- "That this is weird for me"
- "That it's not me, it's the hormones"
- "That I'm going through the same stages they went through".

The Public Schools of Dover and Sherborn

*Memo from
Interim Superintendent Bill McAlduff*

TO: Sherborn School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: June 8, 2017

RE: Agenda Item #6

In the attached documents you will find reports from:

- Principal's Report – Dr. Brown
- Assistant Superintendent Report – Dr. LeDuc
- Special Education Director Report – Ms. Smith
- Interim Superintendent Report – Mr. McAlduff
 - Enrollment Update
 - FY18 Staffing Update



The Public Schools of Dover and Sherborn

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Mr. William H. McAlduff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

Pine Hill School

10 Pine Hill Lane

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Fax: 508-655-2763

Dr. Barbara Brown

Principal

Ms. Jackie Daley

Assistant Principal

TO: William McAlduff, Superintendent
FROM: Barbara Brown, Principal
RE: Principal's Monthly Report
DATE: June 13, 2017

Principal's Reflection:

Incoming kindergarten students attended an orientation on Friday, June 2. Students visited in small groups throughout the day while teachers facilitated welcome activities. To date, there are 47 students registered to attend kindergarten at Pine Hill next year.

The 5th graders will be at Hale Reservation on June 13, 14 and 15. This is the fifth year in which we have built upon the environmental/challenge experience so valued by students and teachers. This year, the Chickering School 5th graders will comingle with the Pine Hill students. We are excited to launch this team building experience in support of students' transition to middle school.

We currently have three professional positions posted and are in the process of vetting candidates for (.5) Spanish (new position), (1.0) special education (resignation – Michelle Lagana), and (1.0) classroom teacher (retirement – Ellen Tully) positions.

Professional Development:

- Noon Dismissal – Professional Development: Science Curriculum work Chickering & Pine Hill 5/17
- Jill Fedor attended ESHS Nurse Leadership Meeting: 5/18
- Laurie Ryan attended “Increase the Effectiveness of Your School Library Workshop”: 5/22
- Nancy Wong attended “Helping Your Struggling Readers Become More Successful Workshop”: 5/24
- Barbara Brown and Jackie Daley attended Leadership Session – Inclusion & Equity: 5/25
- Noon Dismissal: CSA Teacher Appreciation Luncheon 6/7
- Noon Dismissal: Student Transition Planning 6/14

Pine Hill Happenings:

- Roots and Wings Educator Conversation: 5/10
- Faculty Advisory Council Meeting: 5/11
- Grade 4 Math MCAS: 5/11 & 5/12
- Grade 5 to Minuteman National Park: 5/12
- Twin Day at Pine Hill: 5/16
- Parent/Guardian Health Curriculum Information Night with Jackie Daley and Jim Carnes: 5/16
- Grade 5 Science MCAS: 5/17 & 5/18
- Ms Ritchie's 4th Grade "Geology Rocks": 5/18
- Get Up and Move Day: 5/19
- Faculty Meeting: 5/22
- Grade 4 Starlab Presentation: 5/24
- Helicopter Landing at Pine Hill: 5/24
- Pine Hill Reading Day: 5/26
- Ms Scobie's 4th Grade Wax Museum: 5/30
- Ms Hilberts' Kindergarten Open House: 5/30
- Grade 3 Old Sherborn Day: 5/31
- Grade 2 Open House: 5/31
- Ms Connery's Kindergarten Open House: 5/31
- Ms Ryan's 4th Grade Wax Museum: 5/31
- Grade 2 to Plimoth Plantation: 6/1
- Ms Parker's Kindergarten Open House: 6/1
- Ms Weiner's 4th Grade Wax Museum: 6/1
- CSA Meeting: 6/1
- Orientation for 2017 Incoming Kindergartners: 6/2
- Grade 5 MCAS Science Pilot: 6/5 & 6/6
- Kindergarten Broadmoor Walks: 6/6
- CSA Staff Luncheon: 6/7
- Grade 5 Open House and Spring Concert: 6/7
- Grade 3 Bird Banding at Broadmoor: 6/8
- Grade 5 Visit to DSMS: 6/8
- Faculty Advisory Council Meeting: 6/8
- Perkins School for the Blind Visit to Ms Custodio's 2nd Grade Class: 6/8
- Grade 4 to the Harvard Peabody Museum: 6/13
- Grade 5 to Hale Reservation: 6/13-6/15
- Ms Mackay's 3rd Grade "Lewis and Clark": 6/15
- Field Day for K-3: 6/19
- Grade 5 Promotion Ceremony and Reception: 6/20
- Field Day for Grades 4&5: 6/20

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Mr. William H. McAluff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

To: William McAluff, Jr.

From: Karen LeDuc

Re: School Committee meeting

Date: June 2, 2017

Educator Evaluation System

Our educators and evaluators are winding down the school year, with educators on year one of a two year plan reflecting on their professional and student learning goals/action steps to date and sharing these with their evaluator. Educators on year two of a two year plan and new-to-Dover/Sherborn educators are working with their evaluator to share reflections on their professional and student learning goals/action steps, which will be incorporated into the evaluator's summative evaluation, including ratings of educators.

Qualified Peer Observers

As the second year of QPOs paired with educators winds down, much has been accomplished. This school year, educators were paired with QPOs for a semester or full year, depending on the goal(s) of the work and the number of QPOs available at each school.

The QPOs and educators worked on a variety of topics, from assessments to curriculum to classroom structure, many finding that the opportunity to collaborate with a peer as the most beneficial aspect of the time. A survey of current educators who were paired with a QPO was conducted, and over ninety-two percent of the respondents felt that meeting with their assigned QPO was beneficial, an increase of seven percent over last year. Themes from the open response question on the benefits of the QPO relationship included a time for focused conversations, building relationships, working collaboratively on focus areas, shared work on specified goals.. Samples noted below:

- Good exchange of ideas, with enhanced mutual respect
- There was an increase in collegiality and thoughtful questions that triggered improvements in practice
- Seeing what other teacher in the building are doing broadens my understanding of curriculum and gives me another perspective.

Comments about what might be improved included reference to not enough time to meet, difficulty scheduling meeting times, deciding on a goal that both could engage both educators, more meetings (we piloted a half year model this year and many felt that they could have used more time.) Sample responses included:

- Time is always an issue
- It is a bit challenging to get common meeting times together

METCO update

During this school year Monique Marshall-Veale, DS METCO Coordinator, has focused on assuring the support of METCO students at DS, focusing on diversity and inclusion. This multi-faceted approach includes students, families, educators/administrators, and community members. Some activities include Educator and Student Conversation Cafes, DS Family and Friends events, DS Conversation Club, Conference attendance – including Anti-Defamation League Youth Congress, METCO Youth Conference, METCO Educator Conference. In particular the work has focused on Roots and Wings, see below, providing compelling opportunities for each of the constituencies to come together to focus on diversity and inclusion. Faculty, student and community forums have occurred and will continue next year.

Roots and Wings <http://www.rootsandwingstraining.com/>

"There are two lasting bequests we can hope to give our children: One of these is roots, the other, wings."
~ Henry Ward Beecher

Based on the famous quote, Roots & Wings provides training and consultation for youth and the adults who care about them in the areas of leadership, communication and identity development. We believe there are two things that we all need in order to become amazing human beings: Roots (identity and confidence in knowing who we are and where we come from) and Wings (the skills necessary to navigate and create positive change in this global world).

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Mr. William H. McAlduff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

To: William McAlduff, Interim Superintendent
From: Christine J. Smith, Director of Special Education
RE: Recent Special Education Parents Advisory Committee Meeting
Date: May 31, 2017

On Friday, May 26th, 2017, the Dover Sherborn Public School Special Education Parents Advisory Committee held a roundtable discussion with **John Smith**, Headmaster of the Dover Sherborn Regional High School, **Ellen Chagnon**, Director of Guidance 6-12 for the Dover Sherborn Regional Schools, **Brian Meringer**, Assistant Headmaster of the Dover Sherborn Regional Middle School and **Christine Smith**, Director of Special Education for the Dover and Sherborn Public Schools. The meeting was well attended and the conversation was rich.

The SEPAC heard about the upcoming expansion of the continuum of the delivery of special education and support services that will be in place for the fall of 2017. Specifically, for the fall we will have two full time Language Based Learning Disabilities teachers at the region. One teacher will be at the High School and one will be assigned to the Middle School. Both the MS and HS are excited to have a full time staff person to enhance the depth of the program throughout all content areas. A handout of the program and the profile of the students that are best suited for this program was distributed at the meeting and is attached to this letter.

SEPAC also heard about the expansion of the Life Skills program. We are in the process of hiring a new teacher to expand the program to the HS. This program will meet the needs of students who require a modified curriculum and various vocational experiences. The Dover Sherborn communities take great pride in the high quality programs offered at our HS and we are thrilled to expand our school to include more members of our communities.

Additionally, SEPAC was informed that we are underway in our search for a district wide Board Certified Behavior Analyst (BCBA). In our efforts to define this role, stakeholders from the entire system of schools have participated in multiple conversations. The conversations have demonstrated the investment in the success of this role and our commitment to delivering services consistently throughout our schools.

Lastly, SEPAC was informed that DS is eager to hear from the MetroWest Health Foundation regarding the status of our Transition Grant application. If we are awarded this grant this would allow DS to move forward with the creation of a transition classroom to support students returning to school from a prolonged absence due to medical or mental health reasons.

A fall meeting will be held at the elementary level sponsored by the SEPAC.

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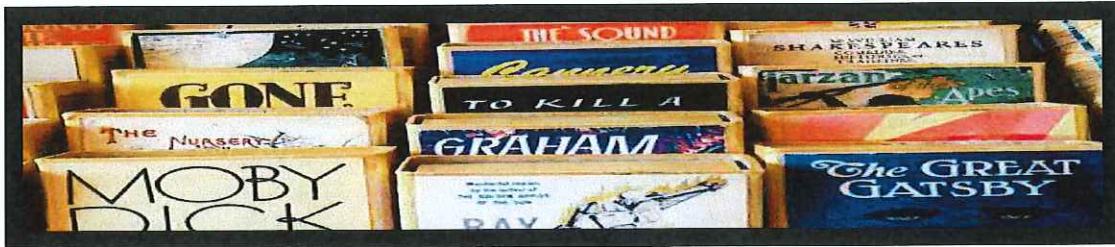
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Mr. William H. McAluff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager



Language-Based Learning Disability Program Overview

Student Profile

Language-based learning disability (LBLD) is the inability of individuals with average to above average cognitive ability to learn at their level of potential and to access curriculum through traditional educational techniques due to neurologically-based challenges with the processing and expression of language. Students with LBLD require explicit skill-based, strategy-based instruction to develop literacy and support executive function. Executive function coordinates the cognitive and psychological processes necessary for effective communication.

Students with language-based learning disabilities may experience minor interferences with literacy and executive function that can be addressed in the classroom to significant difficulties that require intensive, specialized, and multi-sensory instruction as well as on-going guided practice, aimed at remediating their specific areas of weakness. A primary area of focus is instructing students how to organize and manage time, materials, and language within their learning environment, and develop their self awareness as a learner. The intensive remediation is provided by the language-based specialist during the on-going, concentrated language-based instructional block and academic support period.

The Program

The Region's objective is to provide students with language-based learning disabilities a language-based instructional program. The program integrates language-based strategies and interventions into the student's general education classrooms through a collaborative approach with the language-based specialist, a designated language-based teaching assistant, general education faculty and the speech and language pathologist. The program includes a language-based instructional block within the academic day. This class, Language-Based Instruction

(LBI), explicitly teaches the skills, strategies, and methods needed for students with this profile to succeed in the following areas:

- Reading Foundation Skills: Instruction in phonemic awareness, decoding, fluency, and spelling.
- Reading Comprehension Skills: Instruction in recognizing and retaining specific details, summarizing, inferential reasoning, analysis of text, making connections to prior knowledge, making predictions, and finding the main idea.
- Written and Oral Expression Skills: Instruction in the use of vocabulary, paraphrasing, thematic development, organization of thought, single and multi paragraph development, grammar, semantics and syntax.

Additionally, the program includes an academic support block that explicitly teaches the skills, strategies, and methods needed for students with this profile to succeed in the following areas:

- Executive Function: Organization, time management, note-taking, research and report writing, self-advocacy, self-regulation and self efficiency.
- Assistive Technology: Instruction in digital binder organization, creating templates, speech-to-text technology, access to audio/digitally formatted text.

Eligibility

The IEP Team determines eligibility based on individual student's needs and progress through their IEP service delivery. As needs require, the language-based instruction designs and incorporates small group instruction with progress monitoring in the following areas:

- Decoding/Encoding (i.e. Wilson/O.G. instruction)
- Reading Fluency/Comprehension (i.e. Read Naturally/Read Live, Keys to Literacy)
- Sentence structure (i.e. Project Read - Framing Your Thoughts)
- Writing Process: organization and expression (i.e. EmPower)
- Executive Function (i.e. prioritization, long term planning, initiation/completion rates)
- Assistive Technology (i.e Google Classroom & Read and Write, Learning Ally, Speech-to-Text)

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Mr. William H. McAlduff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Dawn Fattore, Interim Business Manager

Ms. Christine Smith, Director of Special Education

TO: **Sherborn School Committee**

FROM: **William H. McAlduff, Jr.**
Interim Superintendent of Schools

DATE: **June 8, 2017**

RE: **Interim Superintendent's Report**

1. Enrollment Report

Please find attached an updated enrollment report. You will see that K-5 enrollment has remained the same since May 1st. and overall enrollment since October 1st has grown by 8 students. If we compare this to last year, when enrollment grew during the school year by 12 students or 3.1%, this year's trend has been more favorable.

2. School Staffing Report

Please find attached a spreadsheet that identifies personnel updates occurring since the start of the 2016-2017 school year as well as a listing of resignations and retirements effective at the conclusion of the 2016-2017 school year.

Pine Hill Elementary School
Ten Year Enrollment History and Five Year Projections
October 1, 2016 with June 1, 2017 Update
Grades K-5

Year	K	1	2	3	4	5	Total
2007-08	68	71	78	87	97	69	470
2008-09	59	77	71	80	87	96	470
2009-10	52	62	73	72	81	92	432
2010-11	57	61	67	76	73	82	416
2011-12	48	60	59	67	79	68	381
2012-13	49	51	66	64	74	79	383
2013-14	49	55	58	67	62	77	368
2014-15	50	60	61	64	69	66	370
2015-16	49	57	66	69	68	72	381
2016-17	61	55	63	73	80	72	404

Sections	3	3	3	4	4	4	21
Avg. C/S	20.3	18.3	21.0	18.3	20.0	18.0	19.2
Breakout	20,20,21	18,18,19	19,22,22	18,18,18,19	19,20,20,21	17,18,18,19	

Jan. 1, 2017	62	56	63	74	80	74	409
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Feb. 1, 2017	62	56	63	74	79	74	408
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March 1, 2017	62	56	64	74	79	74	409
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May 1, 2017	63	56	65	75	79	74	412
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June 1, 2017	63	56	65	75	79	74	412
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Projections: 1 Year Rate		112%	111%	111%	116%	106%	
	52	68	61	70	85	85	420
2017-18	52	68	61	70	85	85	420
2018-19	54	58	76	67	81	90	426
2019-20	56	61	65	84	78	86	428
2020-21	55	63	67	71	97	83	436
2021-22	55	62	69	74	83	103	446

Projections: 3 Year Rate		116%	110%	111%	108%	106%	
	52	71	61	70	79	84	417
2017-18	52	71	61	70	79	84	417
2018-19	54	60	78	68	76	84	420
2019-20	56	63	67	87	73	80	426
2020-21	54	65	69	74	95	77	434
2021-22	55	63	71	77	81	100	446

2016 - 2017
PINE HILL ENROLLMENT

		Total	Boys	Girls	
PreK-Jean		14	5	9	
PreK- Milliner		15	9	6	29
K	Connery	21	10	11	
K	Hilberts	21	11	10	
K	Parker	21	11	10	63
1	Gird	18	9	9	
1	Edelglass	19	11	8	
1	Sullivan	19	10	9	56
2	Custodio	21	12	9	
2	Mealey	22	13	9	
2	Sidman	22	13	9	65
3	Lucey	18	8	10	
3	Mackay	19	9	10	
3	Tully	19	8	11	
3	Young	19	9	10	75
4	Ritchie	20	12	8	
4	Ryan	20	11	9	
4	Scobie	20	12	8	
4	Weiner	19	11	8	79
5	Darrah	18	9	9	
5	Kimball	19	11	8	
5	Lundquist	18	10	8	
5	Santiano	19	10	9	74

K-5 Total 412

Including PreK 441

Families K-5 – 280

June 2017

2016-2017 Personnel Changes				New Hire	
		new student	EA III	Jill O'Reilly	
		new student	EA III	Shannon Willigan	
END OF THE 2016-2017 SCHOOL YEAR RETIREMENTS/RESIGNATIONS					
Tully	Ellen	Retiring 2017	Teacher		
Lagana	Michelle	Resigned 2017	Special Ed Teacher		
Nesvet	Nancy	Retiring 2017	ED Asst III		
Palumbo	Kim	Resigned 2017	ED Asst III		
Carnes	Judy	Retiring 2017	Cook Manager Pine Hill		
NEW POSITIONS					
Jean	Shauna		Pre K Teacher	increased .4	
			FLES Teacher	increased .3	
Blair	Lisa		School Psychologist	increased .2	

The Public Schools of Dover and Sherborn

*Memo from
Interim Superintendent Bill McAlduff*

TO: Sherborn School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: June 8, 2017

RE: Agenda Item #7

In the attached documents you will find reports from:

FY17 Finance Report

- Monthly Report as of June, 6, 2017
- Capital Plan Update

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030

Phone: 508-785-0036 Fax: 508-785-2239

www.doversherborn.org

Mr. William H. McAlduff, Jr., Interim Superintendent
Dr. Karen L. LeDuc, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Interim Business Manager

TO: William McAlduff, Interim Superintendent
FROM: Dawn Fattore, Interim Business Manager
RE: Status of Appropriations – June 6, 2017
DATE: June 9, 2017

Status of Appropriations - June 6, 2017

Salaries

There have been no new staffing changes since the May report. Assuming the remaining budgets for substitutes and custodial services will be utilized and we offset the negative variance in professional development (which includes educator workshop days) with the undistributed course reimbursement (in the expenditure section of the statement), there remains a positive salary surplus of approximately \$26,000.

Expenditures

With only three weeks remaining in the fiscal year, we do not anticipate any new encumbrances or significant expenditures. With that assumption, we project approximately \$70,000 of unused budgeted funds. This is primarily related to savings in utilities (heat) of \$25,000, SPED and Psychological services of \$25,000 and custodial services/extraordinary maintenance of \$20,000.

Out-of-District

All known and projected costs as of June 6th are reflected in the status of appropriations. To allow the committee to more clearly visualize the financial results of the FY17 operating budget, we allocated/moved general fund encumbrances to the CB fund to fully utilize the remaining unbudgeted FY17 CB of \$35,353 (the difference between the 60% budgeted reimbursement rate and the 70% actual rate), the FY16 carry forward CB of \$15,999 and the FY17 extraordinary relief payment received in May of \$52,897. You will note the italicized CB line now shows a total of \$350,169 (\$245,923 budgeted CB plus all the other available funds as noted). This leaves a negative variance in the general fund of \$119,043 for OOD expenditures.

Summary

The remaining OOD shortfall will be covered by the projected surplus from in-district operations of \$96,000 (\$26k from salaries and \$70k from operating expenditures) and \$23,000 from the supplemental appropriation (\$70k) approved by the Town in April. It appears at this juncture that the Committee will not utilize the full supplemental appropriation primarily due to the receipt of the extraordinary relief CB payment. Given this, we will not utilize funds from the Non-resident tuition revolving fund this year but rather maintain those funds to provide the Committee some future flexibility as we continue to experience increases in OOD expenditures.

We will be happy to answer any questions on the information provided.

Sherborn Public Schools
Status of Appropriations as of June 6, 2017

SALARIES	<u>FY17</u>	<u>EXPENDED</u>	<u>TOTAL</u>	<u>OPERATING</u>	<u>% of</u>		
	<u>BUDGET</u>	<u>THUR 6/6</u>	<u>ENCUMBRANCES</u>	<u>PROJECTED</u>	<u>VARIANCE/</u>	<u>BUD.REMAINING</u>	<u>BUDGET</u>
SUPERINTENDENT	\$120,492	\$100,531	\$12,566	\$113,097	\$7,395	6.14%	
BUSINESS AND FINANCE	129,175	110,427	11,250	121,676	7,499	5.81%	
DISTRICT INFO MANAGEMENT	71,219	63,305	7,913	71,218	1	0.00%	
SPED ADMINISTRATION	200,568	162,115	24,518	186,634	13,934	6.95%	
SCHOOL LEADERSHIP-BUILDING	285,418	280,199	21,450	301,649	(16,231)	- 5.69%	
ACADEMIC LEADERS/QPO	25,538	21,810	1,816	23,626	1,912	7.49%	
TEACHERS, CLASSROOM	2,300,227	1,860,014	444,212	2,304,226	(4,000)	- 0.17%	
TEACHERS, SPED	755,225	623,220	132,155	755,375	(150)	- 0.02%	
SUBSTITUTES	30,000	26,625	206	26,830	3,170	10.57%	
EDUCATIONAL ASSISTANTS	360,945	322,977	16,417	339,394	21,551	5.97%	
LIBRARIANS & MEDIA CENTER	104,941	84,760	20,181	104,941	0	0.00%	
BUILDING BASED PD	25,800	34,408	0	34,408	(8,608)	-33.36%	
CLASSROOM INSTRUCT TECHNOLOGY	69,848	56,416	13,432	69,848	0	0.00%	
GUIDANCE COUNSELORS	104,941	84,760	20,181	104,941	0	0.00%	
PSYCHOLOGICAL SERVICES	53,624	43,910	10,312	54,223	(598)	- 1.12%	
MEDICAL/HEALTH SERVICES	80,363	67,509	15,477	82,986	(2,623)	- 3.26%	
CUSTODIAL SERVICES	217,037	205,811	8,068	213,879	3,158	1.46%	
TOTAL SALARIES	\$4,935,360	\$4,148,796	\$760,155	\$4,908,951	\$26,408	0.54%	
EXPENDITURES							
SCHOOL COMMITTEE	\$7,850	\$6,468	\$73	\$6,541	\$1,309	16.67%	
SUPERINTENDENT	11,523	15,508	0	15,508	(3,985)	-34.58%	
LEGAL SERVICES	8,000	14,114	2,077	16,191	(8,191)	-102.39%	
DISTRICT INFO MANAGEMENT	89,300	86,537	0	86,537	2,763	3.09%	
SCHOOL LEADERSHIP-BUILDING	19,270	17,370	0	17,370	1,900	9.86%	
CLASSROOM CONT SERVICES	4,500	4,550	673	5,223	(723)	-16.06%	
SPED SERVICES/SUPPLIES	89,500	53,440	12,667	66,107	23,393	26.14%	
LIBRARIANS & MEDIA CENTER	3,850	3,981	0	3,981	(131)	- 3.40%	
COURSE REIMBURSEMENT	14,400	6,738	0	6,738	7,662	53.21%	
TEXTBOOKS & RELATED SOFTWARE	31,500	31,598	0	31,598	(98)	- 0.31%	
LIBRARY INSTRUCTIONAL MATERIALS	4,500	4,363	0	4,363	137	3.04%	
INSTRUCTIONAL EQUIPMENT	13,625	12,062	533	12,595	1,030	7.56%	
GENERAL SUPPLIES	30,100	29,880	0	29,880	220	0.73%	
CLASSROOM INSTRUCT TECHNOLOGY	8,500	7,490	0	7,490	1,010	11.88%	
GUIDANCE	300	290	0	290	10	3.33%	
PSYCHOLOGICAL SERVICES	2,000	0	0	0	2,000	100.00%	
MEDICAL/HEALTH SERVICES	3,215	2,025	0	2,025	1,190	37.02%	
TRANSPORTATION SERVICES	180,577	158,545	20,066	178,611	1,966	1.09%	
CUSTODIAL SERVICES	110,800	60,871	7,448	68,319	42,481	38.34%	
UTILITIES	140,400	96,440	15,972	112,412	27,988	19.93%	
EXTRAORDINARY MAINTENANCE	35,000	35,596	22,277	57,873	(22,873)	-65.35%	
TOTAL EXPENDITURES	\$808,710	\$647,866	\$81,787	\$729,653	\$79,057	9.78%	
TOTAL INDISTRICT OPERATING	\$5,744,070	\$4,796,663	\$841,942	\$5,638,605	\$105,465	1.84%	
OOD TUITION & TRANSPORTATION							
TUITION TO NON-PUBLIC SCHOOL	\$558,440	\$603,900	\$15,149	\$619,049	(\$60,609)	-10.85%	
TUITION TO COLLABORATIVES/MA PUBLIC	68,167	126,469	0	126,469	(58,302)	-85.53%	
Total Tuition	626,607	730,369	15,149	745,518	(118,911)	-18.98%	
TRANSPORTATION SERVICES	118,598	97,156	21,574	118,730	(132)	- 0.11%	
TOTAL OOD	\$745,205	\$827,525	\$36,723	\$864,248	(\$119,043)	-15.97%	
* Total Charged to Circuit Breaker		306,556	43,612	350,169			
TOTAL OPERATING	\$6,489,275	\$5,624,188	\$878,665	\$6,502,853	(\$13,578)	- 0.21%	

* not reflected in totals

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030

Phone: 508-785-0036 Fax: 508-785-2239

www.doversherborn.org

Mr. William H. McAlduff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

TO: William McAlduff, Interim Superintendent

FROM: Dawn Fattore, Interim Business Manager

RE: Update on Capital/Maintenance Projects

DATE: June 9, 2017

FY17 Activity

As previously reported, all FY17 capital projects have been completed. In addition, based on available funds in our current year building supplies and equipment budgets, we have completed/scheduled two identified maintenance projects. The first was the purchase and installation of three window air-conditioning units for the kindergarten classrooms at a total cost of \$1,400. We have also purchased and are scheduling the installation of a wireless clock system for all classrooms and common areas for a total cost of \$8,000.

FY18 Project Status

Windows: We are in the process of finalizing the plan for the window installations. It is anticipated that a majority of the work will be completed over the summer and any additional work completed during FY18 school vacations/breaks. The quotes received to date are within the budgeted range.

Exterior Painting: The exterior painting is scheduled for July. The lowest quote (\$28,425) was from Cobb Bros. Painting. This is slightly below the budgeted amount of \$29,440.

Auditorium: The ceiling fans and AV installation are currently being coordinated and scheduled for the summer.

Long-Term Capital Assessment Update

We have scheduled Onsite Insight for the week of July 17th. They will perform walk-throughs, review projects completed within the last 5 years and accordingly update and roll-forward the plan for the next 20 years. We held an internal kick-off meeting this week with the school committee capital members to discuss the process and proposed changes to the report that we will pass along to the consultant. The plan is to have the Onsite Insight representatives present the updated report to the School Committee at the September meeting in advance of the capital budget season.

We will be happy to answer any questions on the information provided.

The Public Schools of Dover and Sherborn

*Memo from
Interim Superintendent Bill McAlduff*

TO: Sherborn School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: June 8, 2017

RE: Agenda Item #8

Attached you will find the 2017-2018 Family Handbook for your approval.

Please note: **Revised as of June 9, 2017 (Red = revisions; Yellow = Needs update for 2017-18 content)**

PINE HILL SCHOOL

10 Pine Hill Lane Sherborn, MA 01770 508.655.0630

www.doversherborn.org

FAMILY HANDBOOK



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REQUEST FOR TRANSLATION

Parents/guardians/guardians of a student in the Dover, Sherborn, or Dover Sherborn Schools may receive a copy of this handbook translated into their native language by contacting the office of the superintendent at 508-785-0036 X 7503, 157 Farm Street, Dover, MA 02030

Si un padre/acudiente de un(a) estudiante de las escuelas de Dover, Sherborn, y Dover Sherborn quisiera recibir una copia de este documento traducido a su idioma nativo, puede contactar la oficina del superintendente de escuelas, 508 785 0036 x 7503, 157 Farm Street, Dover, MA 02030

Qualquer pais ou responsaveis de un estudante das cidades de Dover ou Sherborn que estudam nas escolas Dover Sherborn podem solicitar uma copia desse documento na sua lengua nativa entrando em contato com direcao no endereco abaixo, 508 785 0036 X 7503, 157 Farm Street, Dover, MA 02030

THE PUBLIC SCHOOLS OF DOVER AND SHERBORN MISSION STATEMENT

*To inspire, challenge, and support students
as they discover and pursue their full potential*

WELCOME TO PINE HILL SCHOOL

Dear Parents/Guardians:

Pine Hill School is a dynamic learning community, an environment where both educator and student growth is supported.

Essential to our school's success are our Core Values:

- *Respect and Concern for Others*
- *Personal Responsibility*
- *Excellence in Learning*

These values inform the decisions we make as well as daily life in our school. Your support of these values is essential to the success of your children. This handbook is designed to provide you and your children with an understanding of the school's responsibilities, as well as those of our students and their parents/guardians.

Please be sure to read the handbook carefully, particularly the section regarding the "Code of Conduct", with your children. Through our collaboration, support and guidance, our children will experience success here at Pine Hill. We look forward to a dynamic year of learning and growth.

Please know that we revise the handbook annually based upon your comments, and we welcome suggestions for any improvements. In addition, feel free to contact me with any questions or concerns you may have about school programs or procedures.

Respectfully,

Barbara Brown, Ed.D.
Principal

NOTICE: The electronic version of the *Student Handbook* posted to our school's website is the most current version - updates and amendments are occasionally made during the school year

DOVER SHERBORN SCHOOL YEAR CALENDAR

Please click on the link below to see the 2016-2017 Dover-Sherborn Public Schools Academic Calendar.

http://www.doversherborn.org/uploaded/District_Administration/APPROVED_2017-2018_DRAFT_school_calendar_NO_PD_DAYS_LISTED_2_27_17.pdf

There are twelve early release Wednesdays at the elementary level during the 2017-2018 school year to allow for parent/guardian conferences, professional development, and curriculum planning.

PINE HILL HOURS:

The official school day is 8:35AM -3PM

School is dismissed at 12PM on early release days

8:20AM: Students enter building

8:35AM: Instructional day begins

12:00PM: Early dismissal Wednesdays

2:50PM: First Bell - students dismissed to the Extended Day Program and to the car pick up line (in the gym)

3:00PM: Final Bell – students dismissed to busses

3:05PM: Busses Roll and Car Pick Up Line begins loading

PINE HILL FACULTY & STAFF ROSTER

Main Office: Barbara Brown, Principal Jackie Daley, Assistant Principal Administrative Assistants: Karen Gallant and Jenee Aguilar

CLASSROOM TEACHERS/ED ASSISTANTS	SPECIAL EDUCATION
Kindergarten: Meredith Connery Ashley Oleyer Bridie Hilberts Meg Hyde Stephanie Parker Joan Martin	Amy Curry, Team Chair (M-Th) Cindy Bergevine, Administrative Assistant (.6)
First Grade: TBD Stephanie Edelglass Emily Gird Jan Sullivan	Lisa Blair, School Psychologist (Tu,W,Th) Cathy Scollins, Speech & Language Pathologist Susan Williams, Speech & Language Pathologist (22 hr) Melissa Feldman, Occupational Therapist Natalia Shea, Occupational Therapist (shared) Lisa Dougherty, Physical Therapist (part-time)
Second Grade: Laurie Leavitt Marlene Custodio Rebecca Mealey Cindy Sidman	Michelle Lagana, Special Education Teacher Robin Mansfield, Special Education Teacher Anna Martignetti, Special Education Teacher Chris Randa, Special Education Teacher
Third Grade: Maryann Bouchard Mary Lucey Heather Mackay Ellen Tully Courtney Young	Linda Avedikian, Educational Assistant Kevin Barry, Educational Assistant Helen Choe, Educational Assistant Emily Finnell, Educational Assistant Cynthia Kirchhoff, Educational Assistant Terry Malvesti, Educational Assistant Nancy Nesvet, Educational Assistant Kim Palumbo, Educational Assistant
Fourth Grade: Kristen Diebus Pam Ritchie Jen Ryan Megan Scobie Lindsay Weiner	Preschool: Shauna Jean, Teacher/Behavior Consultant Maria Milliner, Teacher Helen Choe, Assistant Lee Jeffries, Assistant Judith Pritchard, Assistant Christina Reilly, Assistant
Fifth Grade: Nicole Darrah Meredith Kimball Jettora Lundquist Rachel Santiano	ART Sarah Richards MUSIC Kelly Hodge LIBRARY Laurie Ryan PE/HEALTH Jim Carnes TECHNOLOGY Teresa Bien-Aime BAND Dan Davis
CUSTODIANS Peter Gimblett – Head Custodian Osmar Marques, Dave Paddock, Ed Ryan	SPANISH TEACHERS Tonya Bridge (Grades 1-3) Stefanie Salado (Grade K) ELL TUTOR Charissa Ahlstrom INTERVENTIONIST Nancy Wong METCO COORDINATOR Monique Marshall-Veale ELL COORDINATOR Chris Luczkow PINE HILL KITCHEN Judy Carnes Alison Fiorenzi
SCHOOL COUNSELOR Maury Frieman SCHOOL NURSE Jill Fedor	EXTENDED DAY DIRECTOR Kate Taylor

ACCESS TO THE SCHOOL BUILDING

For security purposes, all exterior doors are locked during the school day. Visitors may gain access by using the surveillance camera/buzzer system at either the main entrance or the glass lobby entrance (closest to the parking lot). Office personnel will remotely open the door once identification has been confirmed. When leaving the school, visitors need to be sure the doors lock behind them.

The building is staffed by school custodians from 6AM-10:30PM Monday through Friday to accommodate extracurricular programs and Community Education/Recreation Programs.

Classrooms and office areas are locked afterschool. Students do not have access to classroom areas for forgotten items once the teacher has left for the day.

ADMISSION TO SCHOOL

The kindergarten entry cutoff is age five (5) on/or before September 1, in the year of entry. Parents/guardians of a child entering his/her first school experience must present a birth certificate, proof of Sherborn residency and medical records (immunizations and recent physical exam) in order to register for school.

Dover-Sherborn Public Schools Non-Residents Policy

- Attendance in Advance of Residing - Non-residents will be allowed to attend upon receipt, by the Superintendent of Schools, of a signed purchase and sale agreement (passing of papers to be scheduled no later than sixty days from the date of the purchase and sale agreement).
- New Construction - Non-residents may attend upon receipt, by the Superintendent of Schools, of a certified building permit with occupancy to occur no later than the end of the current school year.
- Students Moving out of the District - Students moving out of the district may attend school in the district until the conclusion of the current marking period. If a student moves out of the district after February 1 in the elementary schools or after the start of the third quarter in the regional schools, he/she may complete the school year. Students who complete their junior year as residents may continue to attend the High School as non-resident seniors.
- The Superintendent of Schools and the School Committee may approve individual exceptions and arrangements when an emergency situation exists.

ALL SCHOOL MEETING

Parents/Guardians and members of the community are invited to attend the weekly All School Meeting are held on Friday mornings from 8:45-9:25AM. Visitors are asked to sit in the back of the auditorium on the chairs provided. If you wish to videotape or photograph your child's performance, we ask that you remain in the back of the auditorium to do so. For whole class "shares" there will be an opportunity after the meeting for parents/guardians to come to the front and take pictures. Please do not post pictures of Pine Hill students on social network sites.

ASSEMBLIES

The C.S.A. Enrichment Committee arranges several assembly programs throughout the year. There will also be special school wide assemblies. Parents/guardians will be notified when these events are open to the community via the weekly Principal's Blast or CSA Blast.

ATTENDANCE

Student Absences

Please notify the school when your child is going to be absent or arriving late to school. There are two ways to notify us.

1. Leave a message for the school nurse. Please call 508-651-4960 and leave a message in voice mail box 150 that includes your child's name, grade, and reason for absence. You must call before 9:00AM on the day of the absence. This procedure should be followed every day of the child's absence unless you know on the first day how long an absence can be expected.
2. Indicate that your child is absent on School Dismissal Manager (each family has a SDM login to keep us abreast of dismissal plans... you can also report absences)

If the child is out for two or more days due to illness, parents/guardians may request the teacher to assign homework. The assignments may be picked up at the front desk after school on the day it was requested.

After attendance is taken each day, the school nurse will call the homes of students whose parents/guardians have not called in. If there is no answer at home, they will call the parents'/guardians' work number or a contact number on the student verification form.

In order to protect the health and safety of our children with the least inconvenience to all concerned, it is essential that parents/guardians call the school as indicated above. It will not be necessary for parents/guardians to send notes for absences if the above procedure is followed.

Protocol for Students Requiring Temporary Home or Hospital Education

For a regular education student, the school nurse will contact the family to request that the student's physician complete the Department of Education's "Physician's Statement for Temporary Home or Hospital Education" form and return the form to him/her. Upon receipt of the medical order, the school nurse will advise the guidance counselor and/or principal about the educational implications of the student's medical needs. Tutoring may not begin without the appropriate documentation and administrative consent.

If the student receives special education services at school, the Administrator of Special Education is to be notified and involved with any decisions pertaining to the student's educational arrangements.

Additional Attendance Information

Daily attendance is essential to school success. As prescribed by law, students should not miss school except for reasons of illness. Parents/guardians are responsible for this legal obligation. Vacations during school time should be avoided. Regardless of the rationalization for such absences, the experiences missed cannot be made up fully and the parents/guardians do not have the legal right to substitute family vacations for school attendance. Please do not ask teachers to assign "homework" to children who are missing school due to a family vacation.

Chapter 76 of the Massachusetts General Laws defines the requirements for school attendance. A minimum of one hundred and eighty days of student school attendance is called for each year. We make some exceptions for health, religious or emergency reasons. Parents/guardians and school administrators have an obligation to be sure that students are in attendance each day.

BIRTHDAY CELEBRATIONS IN SCHOOL

Each teacher will share with parents/guardians at Fall Back-to-School Nights and in their first newsletter the manner in which student birthdays may be observed within the classroom. We do not allow any food or snacks as part of classroom celebrations.

BIRTHDAY PARTY INVITATIONS

While it is understood that it is not always possible to invite all students in a class to a home party, great sensitivity is necessary to avoid hurting the feelings of children who are not invited. Please do not have party invitations distributed in school.

BUILDING USE

Community organizations may apply for the use of school facilities by submitting a Building Request Form for the Principal's approval at least two weeks in advance of the requested date(s). Forms may be obtained from the office. Any groups or organizations that rent school facilities must carry their own liability insurance.

BULLYING PREVENTION: STATEMENT OF PURPOSE ([link to updated BPIP](#))

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

Please see Appendix A for the "Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan".

BUS CONDUCT

The Connolly Bus Company is the transportation provider for the entire Dover-Sherborn school population. Routes are reviewed each year and changed as necessary.

Students who ride the school bus must abide by the following rules and regulations:

- Students shall remain well back from the roadway while awaiting the arrival of the bus and refrain from throwing things or playing at the bus stop
- Students should not arrive at the bus stop more than five (5) minutes early
- Students shall enter the bus in an orderly fashion, go directly to a seat, and remain seated until the destination has been reached
- Students shall not litter or deface the bus in any manner

- Students shall not cause any distracting action(s) on the school bus
- Students shall keep their hands, arms, and heads inside the bus
- All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles
- The emergency door must be used for emergency only and students shall not touch safety equipment on the bus
- Bus evacuation and emergency drills will be periodically held during the course of the year
- It is essential that each student cooperate with the bus driver
- Students shall be picked up and unloaded only at regularly scheduled stops
- Students will disembark from the bus by the front door, passing in front of the bus if it is necessary to cross the road
- No person shall smoke or consume alcoholic beverages on a school bus while such bus is used to transport students

Students and their parents/guardians are reminded that the privilege to be granted transportation to and from school, if abused, can be revoked. Each bus driver has discipline forms to be used when necessary. Parents/guardians should call the office immediately to report any bus problems.

BICYCLES

Bicycles are not permitted at school for safety and storage reasons.

CLASS PLACEMENT PROCESS

Each spring teachers are asked to create balanced groupings of students to be placed in classes for the next year. Teachers endeavor to create classes, which contain an equal number of boys and girls, a range of academic achievement levels, a range of intellectual interests, and a range of social maturity. We remind you that in order to be fair to every family, once class lists are developed, teachers are randomly assigned to each group of students for the next year. No special considerations are made regarding teacher preference. *All class placements are final.*

COMMUNICATION BETWEEN HOME AND SCHOOL

Effectively communicating with parents/guardians is a major goal for our school. Our website is updated regularly and contains important information about dates, meetings, upcoming events, and special parent/guardian notices. Please check the website regularly (www.doversherborn.org).

In addition to the regular teacher conference schedule, many opportunities exist for communication. Teachers issue regular newsletters throughout the year. The Principal and CSA send out weekly e-blast communications. In addition, parents/guardians can contact faculty members at any time by sending a note with the student, by calling the direct voice mail line (508-651-4960) and leaving a message for the teacher, or by email. While teachers will respond as soon as possible, parents/guardians are reminded that teaching duties and other responsibilities make instantaneous communication impossible.

Please do not contact faculty members at their home except in emergencies or if a faculty member has explicitly stated a preference to be called at home.

All questions regarding your child's program should be directed first to the teacher involved. Should questions or concerns remain after contacting the teacher, parents/guardians should feel free to notify the Principal.

Please take care to keep your child/children's Student Verification Forms (located in ASPEN) up-to-date so we have your current contact information. Teacher, Principal and CSA email distribution is generated from our student information system, which relies on your current email addresses (two per family can be accommodated).

CURRICULUM DEVELOPMENT

Curriculum development is a major component of Pine Hill School's constant pursuit of educational excellence. In order to ensure that our curriculum is current, well sequenced, rich, and diverse, each teacher is a member of a curriculum team. These teams meet on several of our professional development Wednesday afternoons throughout the school year. In addition, grade level teams work regularly with administration to develop specific lesson plans and assessments designed to include concepts, information, and higher order thinking skills. Through newsletters and discussions, teachers and administrators will keep parents/guardians up to date about the accomplishments of the curriculum teams and the curriculum development workshops. Specific curriculum goals for the school year are contained in the School Improvement Plan and are in alignment with the Superintendent's goals for the Dover Sherborn Districts, both of which can be found on the website (www.doversherborn.org).

The Dover Sherborn Schools will conduct curriculum content reviews and research in each of the curriculum areas to assure that teaching and learning K-12 is aligned to Massachusetts Curriculum Standards. Our curriculum review cycle is as follows:

2016-2017	Science, Technology & Engineering
2017-2018	Literacy
2018-2019	Mathematics
2019-2020	Social Studies
2020-2021	Physical Education and Health; Arts
2021-2022	Foreign Language

Refer to the school website for an overview of the curriculum used K-5.

DISCIPLINE/CODE OF CONDUCT

The school-wide and classroom rules of Pine Hill School are intended to promote respect and safety. Teachers develop their classroom rules and review the school rules listed under the "School Rules" section during the first few days of school.

In addition, parents/guardians are asked to review the "PHS Code of Conduct & Responsibility Agreement" with their children. This has been designed to clarify our expectations and prevent problems from occurring. Please review this with your child early in the year.

Please note that the "Code of Conduct & Responsibility" is an outline of our expectations. However, school personnel treat each student experiencing difficulty with the stated expectations on an individual basis. In some situations, discipline issues may be referred to the principal's office.

Referrals to the Principal's office

- Any fighting, physical contact, unwanted touching, or bullying automatically warrants the principal's, or assistant principal's intervention for any child involved

- Teachers may choose to send students to the principal's office for other issues when normal classroom discipline procedures, such as reminders, have not been effective and when the safety or learning of other students is in jeopardy
- Educational Assistants supervising lunch or recess may choose to send students to the office when normal reminders about rules have not been effective
- Depending on schedules and other variables, a child sent to the office may or may not actually visit with the principal/assistant principal. If the administrator is not available at the time the child is sent but a discussion is warranted, an appointment will be scheduled as soon as possible. In some cases, a child may visit with the school counselor in addition to speaking with the principal/assistant principal or in lieu of a visit with the principal/assistant principal

Reflection Sheets

- To help a student to reflect on his/her behavior, its effect on others, and to recognize future alternative choices, a student who is sent to the office will usually be asked to complete a "Reflection Sheet." On this sheet the child describes the problem, writes about why his/her behavior was a problem, checks off the core value(s) not shown, and writes about how a similar situation might be handled in the future. If appropriate, the student then writes a note of apology. (Very young students sometimes dictate the Reflection Sheet or note to office personnel.) [Please see Appendix B for an example of this form](#)
- If an apology to an adult or another child is necessary, the child may also write a separate apology note
- Parents/guardians are generally not notified of a minor issue - Parents/guardians *will* be notified of serious or repeated problems so that a joint solution can be implemented to remediate the situation
- In many cases, notification to the home may take place by asking for a parent/guardian signature on the Reflection Sheet, which serves to inform the parent/guardian of an issue and provides an opportunity for additional follow-up at home
- In the event of a physical altercation or another serious issue, a phone call to the home from the principal/assistant principal and/or a request for an appointment will occur
- In rare cases, repeated serious violations of the rules, which have not been improved by the above procedures, especially when fighting, physical contact, unwanted touching, or bullying are involved, could result in suspension. This could be an in school or out of school suspension depending on the issue, severity, and frequency of occurrence.

The following "Code of Conduct" is designed to clarify the behavioral expectations for Pine Hill students. As part of our ongoing goal to provide a safe and supportive learning environment, as well as prevent any bullying, we ask that you review this with your child. Your signature on the annually updated "Student Verification Form" (in ASPEN) indicates that you have discussed the "Code of Conduct" with your child(ren).

CODE OF CONDUCT AND RESPONSIBILITY AGREEMENT

The purpose of the *Code of Conduct and Responsibility Agreement* is to clarify our expectations so that Pine Hill School continues to be a safe and welcoming place to learn. We ask that you review the following examples of behaviors that reflect our Core Values in action with your children.

EXCELLENCE IN LEARNING

Some ways I can improve my own learning and the learning of others:

- ~Show my best effort in all school activities
- ~Listen attentively while others speak
- ~Maintain an appropriate learning environment
- ~Do my part when working with others
- ~Be willing to take risks: we learn from our mistakes
- ~Tell others when they have interrupted my learning
- ~Encourage and have patience with anyone who needs assistance
- ~Persevere, especially when the work is challenging
- ~Take pride in my work and accomplishments
- ~Participate actively in discussions
- ~Ask questions if I don't understand
- ~Explore new ideas and activities

RESPECT AND CONCERN FOR OTHERS

Some ways that I can show respect and concern for others are:

- ~Work cooperatively
- ~Take care of school property
- ~Respect others' belongings
- ~Stay in my own body space
- ~Value the different opinions/abilities of others
- ~Share with others
- ~Use kind words and terms such as: "please", "thank you," and "excuse me"
- ~When speaking, use a respectful tone and volume; be aware of the effect of this on others
- ~Follow all bus rules: the Core Values and expectations also apply on the bus
- ~Include others in work and play
- ~Clean up after myself
- ~Wait my turn to speak
- ~Walk throughout the school quietly
- ~Accept friendship choices of others
- ~Accept and celebrate our differences

PERSONAL RESPONSIBILITY

Some ways I can be responsible are:

- ~Follow directions from faculty and staff
- ~Accept responsibility for my behavior
- ~Arrive at school on time, rested, and prepared
- ~No gum is allowed on school property or the bus
- ~Complete & return homework when due
- ~Leave all toys and electronic devices at home
- ~Show self-control: make good choices/decisions

- ~Return library/school materials in good condition
- ~Raise my hand to ask or answer a question
- ~Use technology appropriately
- ~Report dangerous or destructive behavior (Double D rule)
- ~Be honest: tell the truth

**Pine Hill School
CODE OF CONDUCT AGREEMENT**

The Pine Hill School *Code of Conduct and Responsibility Agreement* reflects the Core Values of our school. In order to uphold these values and reinforce our school wide goal of creating a safe and respectful learning environment, the following consequences may be utilized. (Please note that this is not a comprehensive list, nor is it necessarily in order of implementation. School personnel treat each student experiencing difficulty with these expectations or the school rules on an individual case. Consequences for more serious behavioral/disciplinary issues will be determined on an individual basis.)

If I do not follow these rules and expectations, there will be consequences for my actions. These consequences may include, but are not limited to:

- ~Discussion with teacher/supervisor with suggestions to correct my behavior
- ~Visit to the office and completion of a “Student Reflection Sheet”
- ~A written note of apology
- ~Loss of recess
- ~Telephone call to parent-guardian
- ~Meeting with the Principal or Assistant Principal
- ~Assigned seating on the bus or in the dining room
- ~Meeting between student, teacher, and parent(s)
- ~Meeting between parent(s), teacher, and Principal or Assistant Principal
- ~Written agreement by student(s) as facilitated by an administrator
- ~Attending in-school suspension

Please note: The use of verbal and/or written threats and/or gestures and bullying are against the principles of the school and will result in serious consequences. The Principal or Assistant Principal is responsible for determining the appropriate consequence of such instances.

Any student who is removed from school for a disciplinary offense under G.L. c. 37 H or 37H1/2 for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

Discipline of Students with Disabilities

In general, if a student with a disability, whether under a 504 plan or an IEP, violates the Code of Conduct, the school may suspend or remove that student from his or her current educational placement for no more than ten (10) consecutive school days in any school year. Any time the school wishes to remove a student with a disability from his or her current educational placement for more than ten (10) consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of ten (10) days in any school year when a pattern of removal is occurring, this is a “change of placement”. A change of placement invokes certain procedural protections under federal special education law.

Please see Appendix C for the comprehensive policy.

DROP OFF AND PICK-UP PROCEDURES

Cars present significant safety problems, particularly at the beginning and end of the school day. Please drive slowly on campus and always stop for the flashing lights of the busses. Parents/guardians are strongly encouraged to send their children on the bus whenever possible.

Drop Off

If it is necessary for you to drop your child off in the morning, please do so **no earlier than 8:15AM** at the Pine Hill Lane front lobby. **Supervision is not available before that time.** (If you need to drop off your child earlier, please contact the Extended Day program.) Please turn around out front in the fire lane across from the Pine Hill Lane entrance. Do not turn around in the middle of Pine Hill Lane. **Please note that the front entrance will be locked as of 8:45AM. Parents/guardians should escort their child to enter the building after 8:45AM, and sign them in. Students who arrive after 8:35AM are considered tardy to school.**

Please use our parking lot for parking. DO NOT park in the bus loop and always observe the posted no parking areas around the school campus. The Sherborn police will ticket illegally parked cars.

Pick Up

If you must pick up your child, please do so at **3:00PM** (or 12:00PM on an early release day). We have a well-organized procedure for parents/guardians/guardians who are picking up their children at the end of the school day:

- Drivers should remain in their cars and form a line coming up Pine Hill Lane. The first vehicle should stop near the front entrance at the STOP sign.
- After our ten school busses have left, vehicles should pull into the bus loop as far as possible. The children being dismissed will be sent out from the back lobby near the gym.
- If a driver needs to enter the building, he/she should park in the rear parking lot.

EARLY DISMISSALS/LATE ARRIVALS (update with School Dismissal Manager Information)

We strongly encourage you to plan appointments after the school day has ended. It is very disruptive to the whole class when a student is dismissed before the normal dismissal time. Teachers must stop instruction, which interferes with the learning of other students. Please do not ask that students be dismissed after 2:00. If a student must be dismissed early, parents/guardians/guardians must send a note (on that day) that indicates the dismissal time and the reason for early dismissal. “Notes from Home” are available from the office, and may also be downloaded from the CSA website. (Until 10:30AM parents/guardians may call ext. 500 for any changes in dismissal.)

EMERGENCY DISMISSAL AND DELAYED OPENING PROCEDURES

Except in cases of extremely bad weather, the Dover-Sherborn Public Schools will hold regular sessions. The decision to close school for the day is made by the Superintendent and will occur no later than 6:00AM to provide ample time for notification of bus drivers, fire and police departments. A delayed opening of school may also be used. Closing school or delaying the opening will be limited and only used when safety is the primary concern.

“No school” and/or “delayed opening” announcements will be broadcast on the local television stations. You will also be called using our automatic phone system. You may also check the Dover-Sherborn website at www.doversherborn.org. Please do not call the police or fire station. Often there are occasions when the weather at 6:00AM appears suitable for regular school sessions, but by 8:00AM conditions have deteriorated. At that time it is too late to call off school. If a parent/guardian believes that weather conditions are detrimental to the well being of his or her child, it will be acceptable to the school for the child to remain at home. Please also see the Emergency Dismissal Procedure.

There may be instances when the Superintendent of Schools determines that school will have a delayed start time due to inclement weather. DS families will be notified by the Superintendent of Schools via a message over the automated emergency phone system. In the event of a delayed opening of one hour, students are expected to arrive at 9:20AM. If there is a two-hour delay, students should arrive at 10:20AM. School will be dismissed at the regular time. The Early Morning Program will follow the same delayed opening, thus in the event of a one-hour delay, students may be dropped off at 8AM and in the event of a two-hour delay, students should be dropped off at 9AM if they are enrolled in the Early Morning Program.

When school is dismissed early due to inclement weather, parents/guardians will be notified by the Superintendent of Schools via a message over the automated emergency phone system. Extended Day will be canceled. Parents/guardians have been asked to make sure that their child knows what to do or where to go if they get home and the parent/guardian is not there.

ENGLISH LANGUAGE LEARNER EDUCATION

Parents/Guardians of students whose primary language is not English may request that Dover Sherborn Public Schools translate school documents into their child’s native language. Such documents may include, but not be limited to the following: Home Language Survey, Parental Waiver Application, Chickering Elementary School, Pine Hill Elementary School, Dover Sherborn Middle School and Dover Sherborn High School Student and or Parent/Family Handbooks, Dover-Sherborn Middle and Dover-Sherborn High Schools’ Program of Studies.

Parents/guardians should contact their building principal and/or headmaster to request translated documents. Requests will be forwarded to the Assistant Superintendent of Schools. Translated documents will be forwarded to the student's school in a timely manner. Additional requests after the first may be directed to the Assistant Superintendent of Schools at 508-785-0036.

- a. Limited English Proficiency (LEP) students are assigned to classes in which the classroom teacher has some category training.
- b. LEP students receive services from an ESL teacher for as many periods as possible, depending on one's proficiency level.
- c. LEP students participate fully with their English-speaking peers and are provided support in non-academic courses.
- d. While LEP students have the opportunity to receive support services in a language that the students understands no student has requested such services in recent years.
- e. LEP students are taught the same curriculum as the general population and are held to the same academic, civic, and social expectations.
- f. The district uses grade appropriate content objectives for LEP students based on district curricula in English language arts, history and social studies, mathematics, and science and technology/engineering, taught by qualified teachers. Both the middle and high school are reported as 100% highly qualified as per NCLB credentialing guidelines.
- g. Translators and translation services are readily available to all LEP students and their families.

ENRICHMENT CLUBS

Throughout the year there are a number of opportunities for students to explore learning beyond the school day:

1. Community Education provides numerous after school activities for students. Informational flyers are sent home via email about the fall, winter, and spring sessions. If a parent/guardian is interested in establishing a particular before-or after-school activity, he/she should contact Community Education directly.
2. Through a generous grant from the Sawin Fund, teachers may offer before- or after-school activity clubs. These usually are offered during the winter months, and have included such activities as math enrichment, musical theater, a school newspaper, special art projects, etc. Information about the current offerings and sign-up process is included in the weekly Pine Hill News that is emailed to all parent/guardians.

FIELD TRIPS

Throughout the school year students may participate in field trips that enhance the Pine Hill 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 make "scholarship" arrangements.

FUNDRAISING

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

GIFTS TO FACULTY AND STAFF MEMBERS

Parents/guardians 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. (Teachers may not accept a gift from an individual parent valued at more than \$50.00.) Room parents/guardians may organize group gifts for faculty and staff during the holiday season and at the end of the school year.

GUIDANCE

School Counseling Program

The School Counselor provides numerous services and supports to the Pine Hill community, including, but not limited to, the following:

- Individual counseling/coaching to address/evaluate specific needs/concerns
- Small group counseling/coaching to resolve social/emotional/educational issues
- Crisis intervention
- Consultation with parents/guardians regarding academic/social/mental health/child development issues
- Consultation with teachers/staff
- Consultation with community-based mental health therapist, pediatricians and community based support agencies (DCF)
- Design and support of behavioral interventions
- Assessment of cognitive skills/emotional concerns
- Support of school culture initiatives
- Parent/Guardian Education sessions
- Guidance regarding effective strategies for achieving academic/emotional/social success
- Encouragement to pursue extra-curricular areas of interest
- Ongoing monitoring of students' success, both socially and academically
- Referral to the appropriate community based mental health agency/therapist when necessary

HARASSMENT

General Statement

The Dover-Sherborn Public Schools are committed to providing faculty, staff, and students with a learning and working environment that is free from harassment (verbal and/or physical) based on gender, race, religion, national origin, ethnic background, color, age, sexual orientation, gender identity or disability. The goal is to maintain a school climate that is supportive, respectful of all school community members, and conducive to learning. [Please see Appendix D for detailed information about this policy.](#)

HEALTH REGULATIONS (Check with School Nurse Leader to include any updates/revisions)

The school nurse is available in the Health Office daily. Students are dismissed to the care of parents/guardians when necessary, and transportation at this time is the responsibility of the parents/guardians. The school physician is Dr. Richard Garber.

Guidelines for Keeping Children at Home

We would like to inform you of the guidelines we use in the health office at Pine Hill to ensure the health and safety of our children.

Please keep your child home:

- If she/he has a temperature of 99.8 or above
- For 24 hours after the last documented fever
- For 24 hours after the last episode of vomiting or diarrhea
- Until she/he has been on antibiotics a full 24 hours for any infectious condition
- If she/he has a persistent cough and/or heavily running nose

Please remember also that a child who returns to school too soon may be susceptible to whatever else is going around and may take longer to make a full recovery. None of us wants a child to miss school, but we also do not want a sick child attending school, both for the child's sake and for the sake of everyone else at Pine Hill.

Absences must be reported to the school nurse daily. Please call our direct voice mail number (508-651-4960 ext.150) leaving your child's name, teacher and the reason for the absence before 9AM. This policy is in effect for the safety of each child. In the event that we do not hear from a parent/guardian and the student is absent, a call or email will be sent to request that a parent/guardian confirm the absence.

Emergency Procedures

Contact and Health Verification forms are completed annually by parents/guardians in our electronic record, the Aspen Family Portal. These forms contain emergency contact phone numbers as well as a list of all known allergies and medical conditions. This safety information will accompany any child that needs to be seen at a hospital. These important forms need to be completed before the first day of school.

Food Allergies

Parents/guardians should be aware that we have a number of students enrolled who are food allergic or diabetic. For these students, food can represent a danger and must be carefully monitored. The welfare and safety of all students is our top priority. It is the family's responsibility to notify the school of a child's allergies. The family and school team will then work together to develop a plan accommodating the child's needs throughout the school day. When packing a snack, please be aware that some classrooms have restrictions on what type of snack should be packed. Teachers will notify parents/guardians of any classroom food restrictions. Many of our classrooms are nut-free, but a child may have nuts in the cafeteria at lunchtime.

Head Lice

While head lice are not considered a serious health problem, it is commonly spread at sleepovers, summer camps and situations where hat/helmet sharing takes place. A parent will be notified of any child found to have head lice in order to follow up with their health care provider for treatment. The school nurse recommends that all nits be removed and is available to provide support and information to families.

Medication Policy

Students are not allowed to keep or carry medications of any kind on their person or in a backpack, desk, or locker unless previously arranged between the school nurse and parent. All medications, whether prescription or over-the-counter, must be brought to school by an adult and given to the nurse. Any medication on school property must be kept locked in a place designated by the school nurse. **At the end of the school year parents/guardians need to pick up all medications from the Health Office or they will be disposed of.**

If it is necessary for your child to have medication during school hours, the nurse will administer it to him/her at the proper time. **The parent should bring the medication to the school nurse in a pharmacy-labeled container**, or a labeled manufacturer's container for over-the-counter medications, with a note stating the following:

- Name of student
- Diagnosis
- Name of the medication, dosage and route of administration
- Time that medication is to be given and date it is to be discontinued
- Any special instructions

Please do not send medications into school with students.

If your child will require the medication for a prolonged period of time, either on a daily or an as-needed basis (e.g. inhalers, psychotropics, epipens), please see the school nurse. There are state-required forms that must be completed by the parents/guardians and the licensed prescriber of the medication. If a student is at risk for an acute episode of some kind (e.g. severe allergic reaction to peanuts or insect stings), one or two doses of the prescribed medication should be left with the school nurse for use in an emergency situation. Such medication will also require a completed form as described above.

If this medication must be administered to the student during school hours, the school will attempt to reach the parent/guardian immediately. In the event that they cannot be reached, or at the discretion of the school nurse, the school will contact the prescribing physician for additional instructions and/or the Sherborn Rescue Squad.

Physical Exams & Immunization Records

Students entering Preschool/Kindergarten must submit a current physical examination and immunization record. Per Massachusetts State Law, exemption can only be granted if an immunization is documented as medically contraindicated or due to a religious objection, which should be stated in a letter from the parent to the school nurse. Physical exams are required of all students entering PreK, Kindergarten and Third grade.

Vision, Hearing, Scoliosis Screening

Each student's vision and hearing is screened annually by the nurse. Parents/guardians are notified of any finding that indicates the need for further evaluation.

State law mandates the screening of all students in grades 5 through 9 for scoliosis (curvature of the spine). Pine Hill students in grade 5 are screened during physical education classes by the school nurse. Parents/guardians will be informed of the screening dates. Parents/guardians are notified of any finding that indicates the need for further evaluation.

Body Mass Index (BMI) Screening

Growth screenings are now mandated by the Department of Public Health of Massachusetts for all first and fourth graders. The purpose of Pine Hill's Growth Screening Program is to provide parents/guardians with information about a child's growth pattern and to increase awareness of the importance of healthy eating and active living. The result of each child's growth screening is strictly confidential and is mailed from the health office to the parents/guardians.

HOMEWORK AND ABSENCES

We sincerely appreciate parents/guardians telephoning and requesting missed assignments for all children. Please help us by following these procedures:

- If your child is absent for more than one day, his/her make-up work will be handled by the classroom teacher when he/she returns the next day.
- If you know your child will be out more than one day, homework may be requested by calling the school office. The teacher will have the homework ready to be picked up at the office after 4:00PM.
- Please remember that if your child is ill the teacher stands ready to help him/her with the make-up material. It is best for your child to get the make-up work done as soon as possible after being absent, so he/she is knowledgeable about what is being covered in the classroom.
- *Please do not ask teachers to provide schoolwork during family vacations taken during school time.*

HOMEWORK POLICY

Homework is designed to be a purposeful practice, reinforcement, or application of classroom teaching. It promotes individual initiative, personal responsibility and self-direction.

RESPECTIVE RESPONSIBILITIES:

TEACHERS

- Assign homework that is meaningful and useful
- Allow time for students to ask questions to clarify directions
- Respond to each assignment by a grade and/or a comment within a reasonable length of time
- Provide opportunities for both short-term and long-term assignments
- Monitor long-term assignments in order to avoid last minute student efforts
- Limit the assigning of homework over weekends and school vacations
- Inform parents/guardians of their role in supervising homework
- Communicate with student and parent/guardian when problems concerning homework arise

STUDENTS

- Make sure the directions are clearly understood
- Students in grades 3, 4 & 5 must write down all assignments in the assignment notebooks that are provided by the school
- Maintain an appropriate study environment
- Accept responsibility for completing assignments and keeping materials in order

- Hand in neat, accurate, and meaningful products on time
- Budget time properly for long-term assignments

PARENTS/GUARDIANS

- Provide suitable place for study
- Establish a consistent study time
- Check student assignment notebook regularly
- Oversee long-term assignments and assist student in learning to budget time accordingly
- Encourage student to accept responsibility for finishing homework
- Assist with, but do not do, the assignment
- Recognize that homework is not limited to written assignments, but includes studying, reading, and/or researching
- Contact the classroom teacher if the child experiences difficulty

HOMEWORK TIME ALLOTMENT GUIDELINES

Homework time guidelines for each grade level are contained in the Grade Level Curriculum Guides. Each child has his/her style of working, and so time guidelines are approximate. However, parents/guardians should contact the teacher if they find that their child is spending much more or much less time than the guidelines suggest, or if they have other questions about a homework assignment.

SCHOOL COUNCIL'S STATEMENT OF PURPOSE REGARDING HOMEWORK

The Pine Hill School Council has spent considerable time deliberating the importance and purpose of homework at the elementary level. A goal is to help teachers calibrate the quantity and quality of homework assigned. In a meta-analysis of the research on the benefits of homework, the results overwhelming favor the practice of assigning student's homework. The meta-analysis found "generally consistent evidence for a positive influence of homework on achievement." This correlation appears to be stronger in 7-12th grade, but there are a number of positive effects for younger students including: the development of better study habits and skills, better self-direction, self-discipline and organization, and a greater parental appreciation of and involvement in schooling. It was noted, however, that the impact of assigning homework was difficult to research due to the difficulties of controlling for the quality of the homework, student motivation, family support and other factors that impact outcome.

Given these findings, it would seem that homework focused on developing the above skills would be beneficial at the elementary school level. In addition, the research suggests the following guidelines with respect to assigning homework: homework should be purposeful, interesting, able to be completed independently with a relatively high success rate, and that it should adhere to the 10-minute rule (10 minutes x grade level = maximum time spent on homework nightly).

INSURANCE

Insurance that covers children on the way to and from school and during school activities is available through an optional blanket school policy. This policy is offered through the school during September. Notification will be sent home with children.

LIBRARY

The Pine Hill School Library is in many ways the heart of the school. When most people think about libraries they naturally think of books. Books and a love of reading are promoted and fostered every day in our library, but the Pine Hill School Library is so much more! It is also a place where students gather to investigate what they are curious about. It is a virtual library with our online portal, Libguides (<http://pinehilllibguides.doversherborn.org>). This online tool provides students and families with resources to dig deeper, 24/7, into topics they have started to investigate in school. With the Library's addition of the Pine Hill School Library Makerspace launched Fall 2014, students will be able to explore what they are curious about with hands-on tools and activities.

The three major focus areas of the Pine Hill Library Program are Information and Media Literacy, Love of Reading and Inquiry Research Skills.

Information and Media Literacy:

A student who is information and media literate:

- Engages in the information literacy process by accessing, evaluating and communicating informational text
- Uses a variety of skills and strategies to comprehend nonfiction and informational text
- Accesses and organizes information and media

Love of Reading:

A student who develops a love of reading:

- Has access to exciting and engaging literature in a comfortable and welcoming learning environment
- Reads for a variety of purposes and across content areas
- Independently reads books and texts each year

Inquiry Research Skills:

In the book, *Guided Inquiry: Learning in the 21st Century* by Carol Kuhlthau, Leslie Maniotes and Ann K. Caspari, "Inquiry is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic or issue. It requires more of them than answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit and study." At Pine Hill, the goal is for students to learn about a curriculum topic and then develop inquiry questions that allow them to dive deeper into an area of the topic they are curious about. Students then creatively share what they've learned with others.

A student who develops inquiry research skills:

- Is a creative, innovative thinker
- Has the skills they need to be a risk-taker and creator

The teacher librarian works in collaboration with classroom teachers and the technology teacher to create opportunities for students to learn the skills needed to accomplish these goals. In addition to working collaboratively with students and teachers in the classroom, students attend scheduled library classes. In these classes the teacher librarian continues to provide opportunities for students to learn these focus skills and foster a love of reading.

Students in grades K- 5 check out books from the library as needed and during their scheduled library classes. Parents may also check out books from the Pine Hill Library. Send an email to the teacher librarian at ryanl@doversherborn.org to have an account created.

Ways you can help:

Volunteers are always welcome as well! Take a look at the Pine Hill School Library's Volunteer Website (<https://sites.google.com/a/doversherborn.org/phlibraryvolunteers/>) for the latest information.

The Pine Hill Wish List Donation Program is a way for families to donate books to the Pine Hill Library in honor of a student or teacher. See the Wish List information site (<http://pinehilllibguides.doversherborn.org/bookdonation>) for complete details!

LOST AND FOUND

Please see that all removable clothing, lunch boxes, etc. are clearly marked so that they may be returned to their rightful owner if found. Articles found at school are turned in to the building "LOST AND FOUND" box located in the media center. Unclaimed articles will be donated to charity at the end of the year.

LUNCH - GRADES K-5

Students have many choices for lunch at Pine Hill. A monthly lunch menu is posted on the Pine Hill website (www.doversherborn.org). Go to the Pine Hill link.

Daily lunch offerings cost \$3.00 and include:

Hot lunch – meal of the day

Sandwich lunch of the day

Bag Lunch to Go

Salad

Daily A la Carte offerings include:

Slush	\$1.50	Yogurt	\$.75
Cookies	\$.50	Juice	\$.50
Milk	\$.60	Cheese Stick	\$.50
Water	\$.75		

We utilize a computerized program called a POS or "point of sale", which is the same system currently in use in the other Dover-Sherborn Lunch Programs. Students enter their individual PIN numbers, (PIN numbers will be sent home with students on the first day of school), and the cost is deducted from their accounts. However, children may continue to pay with cash.

If your child does not have the necessary funds for lunch, there will be a book for students to sign in for lunch that day. Parents/guardians will be billed for these lunches. However, please make every effort to make sure your child has the appropriate money for lunch.

To participate in the POS system you may mail a check or send it in an envelope with your child. Checks should be made payable to: Pine Hill Lunch Program and please have your child's name and pin number written on the check. Please label the envelope; "Attention: Kitchen". If you do not want your child purchasing school lunch at any time, please notify the kitchen.

If you have any questions, please feel free to call Judy Carnes at Pine Hill School at 508-651-4960 x. 159, or Janelle Madden 508-785-0036 x. 7508.

Please do not send any glass containers/bottles in with your child for lunch or snack. These pose a safety hazard.

If your child is a vegetarian or has other dietary issues, please contact Judy Carnes.

MATRICULATION

Students completing fifth grade at Pine Hill School continue on to the Dover-Sherborn Regional Middle School for grades six, seven, and eight. Students attend the Dover-Sherborn Regional High School for grades nine through twelve. Transition planning occurs throughout the spring of grade 5.

MCAS – Massachusetts Comprehensive Assessment System

The MCAS is state mandated (Education Reform Act of 1993) and serves to meet the federal requirement that every state adopt an annual assessment measure (*No Child Left Behind*, 2001). MCAS is based exclusively on the rigorous academic learning standards contained in the Massachusetts Curriculum Frameworks/Common Core. These frameworks and the MCAS have been developed with the support of the Department of Education. Together, the frameworks and MCAS are designed to raise the academic achievement of all students. All students are required to be assessed in reading and mathematics on an annual basis from grades 3-8. Other content areas (such as writing composition, history, and science) are assessed every few years as students progress through the grades. Passing the tenth grade MCAS is a state mandated graduation requirement.

The ELA and Mathematics tests include multiple choice, short answer/short response and open response type questions.

The MCAS results are used to inform instruction at a student level, and to shape teaching practices, professional development needs and curriculum alignment at a school and district level. We are mindful of the need to use multiple data sources to measure student growth and to maintain perspective of the “whole child” as we facilitate broad and varied learning experiences for our students.

MCKINNEY-VENTO HOMELESS EDUCATION

If you, your family, or someone you know...

- Usually sleep(s) on someone's couch or in a car or in an abandoned building
- Live(s) with relatives or friends
- Live(s) in a temporary trailer park or campground
- Lost or left your/his/her home

... There are some things you should know about.

Students without a permanent place to live have the right to:

- Go to school, including public pre-school
- Obtain free lunch
- Receive transportation, if requested
- Participate in all school programs (like athletics and other student activities)
- Receive the same support and services provided to all students, as needed.

For more information or questions, please contact the Homeless Liaison for the Dover-Sherborn Public Schools at 508-785-0036.

MUSIC

All students participate in music education at Pine Hill. In addition to their general music class, students in third grade will learn how to play the recorder. Fourth and fifth grade all students have the opportunity to participate in the grade 5 chorus and band. Both fourth and fifth graders are eligible for private instrumental lessons, which occur after school. Fourth graders participate in band beginning in May.

NETWORK AND INTERNET ACCEPTABLE USE POLICY

Please see the following website for the policy. Parents/guardians and students must sign the grade level Internet Acceptable Use Policy that will be sent home at the beginning of the school year.

<http://www.doversherborn.org/doversherborn/middleschool/tempFile/aup.pdf>

Please refer to Appendix F in this handbook for the district's policy on Digital Citizenship and Internet Acceptable Use Policy.

NONDISCRIMINATION STATEMENT AND PROCEDURES

The Dover Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, activities, on the basis of race, color, or origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act); or on the basis of homelessness in accordance with The McKinney-Vento Homeless Assistance Act of 1987. Furthermore, in accordance with M.G.L. c.76 s.5 Dover, Sherborn, and Dover Sherborn Schools do not exclude or discriminate against students in admission or in obtaining its advantages, privileges, or courses of study on the basis of age, race, color, national origin, sex/gender, gender identity, religion, national origin, disability, sexual orientation, or homelessness.

[Please see Appendix E for the Dover-Sherborn Nondiscrimination policy.](#)

PARKING

Please use the parking lot at the rear of the building. There is a handicapped parking space in the fire lane at the front of the building. Parking is also permitted on Pine Hill Lane (heading down the hill) past the end of the school building.

PERFORMANCES

Parents/guardians are always invited to school performances and school meetings. In order to make our school meetings/performances a success for our students, we offer the following guidelines to our guests:

- Please arrive on time for all performances and school meetings (8:40AM) and plan to stay for the entire time. Late arrivals and early departures tend to disrupt the performers.

- All guests are asked to please sit in the seats provided. We ask guests to remain seated even when videotaping or photographing. By doing so, the field of vision will remain clear for our children and all guests.
- We welcome babies, toddlers, and young children. However, we ask that parents/guardians move to the dining room or the hallway with their child if he/she is crying or fussing. The noise is very distracting to nervous performers. It also makes hearing difficult for our students and our other guests.
- At the conclusion of school meeting/performance, please remain in your seat until all students have left the auditorium. We use all of the exits to get students out of the room. By remaining in your seat, we will be able to get all students back to class quickly.
- Please remember that there is no food or drink allowed in the auditorium.
- During evening performances, all students must be accompanied by and sit with an adult

PICTURES

Individual student pictures are taken within the first few weeks of school on School Picture Day. Photographs will be available approximately 3-4 weeks later. Make-ups or re-takes will be done for students who missed the session and for pictures, which are not acceptable.

PROPER DRESS

The school recognizes that dress may be a form of personal expression. However, parents/guardians are asked to be sure that students do not wear articles of clothing which may be immodest or which contain any graphic or descriptive matter, which may be considered offensive or which may interfere with the learning process. Students are asked to refrain from wearing hats in the school building.

Parents/guardians are asked to ensure that their child dresses appropriately for the varying weather conditions. Boots, mittens, hats, and snow pants are strongly encouraged during the cold winter months, since we continue to have recess outdoors on most days. Shorts and other warm-weather attire are discouraged from mid-October to after April vacation. Flip flops are discouraged throughout the year as they do not provide sufficient protection during recess activities, and can be dangerous. Sneakers should always be worn during physical education classes.

PUBLICITY IN THE PRESS

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 on the student verification form.

RELIGIOUS DAY OBSERVANCES

When students are absent from school for the purpose of religious observance during religious holidays, teachers will not conduct special or unique activities, which will cause students to miss out on an important curriculum event. Tests or quizzes will not be administered on religious holidays. Homework expectations will be kept reasonable and the due date will be extended as needed to allow for religious observances. Long-term assignments or projects will not be due on the day of or the day after a religious holiday. Opportunities and time

for make-up of any missed work will be provided. Extra help and support will be given to those students who require such attention.

Students are expected to be responsible for getting extra help, making individual arrangements with teachers, and making up work that may be missed because of an absence.

REPORT CARDS/CONFERENCES

A written progress report will be issued at mid and end-year points. Parent/guardian and teacher conferences are scheduled twice a year for all kindergarten through grade five students. Additional conferences may be initiated by the teacher and/or parent/guardian when necessary. Report Cards are posted to the ASPEN Student Information System and available for view through the parent portal.

RIGHTS OF INDIVIDUALS

The Sherborn Public Schools recognizes the rights of all the individuals it serves. Civil rights, right of access to programs and employment are guaranteed regardless of race, religion, handicap, sex/gender, national origin, sexual identity or sexual orientation. Title IX, Title VI, Chapter 622, IDEA and Section 504 of the Rehabilitation Act clearly define the equal opportunity rights of individuals. Grievance procedures are in place for those who believe their civil rights have been violated according to these laws. Further information about these laws or the grievance procedures may be received by contacting the Superintendent of Schools at 508-785-0036.

SCHOOL COMMITTEE

The Sherborn School Committee meets regularly on the second Tuesday of each month at the Sherborn Town Hall. Meetings begin at 6:30PM unless otherwise specified. Additional meetings may be called as needed. Meetings are open, and the public is encouraged to attend. If you have specific questions regarding your child please call the school for clarification prior to bringing it to the attention of the School Committee. While the School Committee recognizes its obligation to be available to the public, they also believe that individual concerns can usually be resolved most effectively by the parties directly concerned. The Committee, therefore, will not discuss issues with individual parents/guardians until such issues have been discussed first with the child's teacher, principal, and the superintendent.

Please consult the schedule posted on the school website.

Members of the Sherborn School Committee:

Scott Embree	Term Expires 2018
Greg Garland - Chair	Term Expires 2018
Jennifer Debin	Term Expires 2019
Kate Potter	Term Expires 2019
Angie Johnson	Term Expires 2020

SCHOOL COUNCIL

As a result of the state's reform efforts, all schools are required to maintain a School Council. The composition of the council includes teachers elected by their peers and parents/guardians elected by other parents/guardians. Community members who are not parents/guardians of students in the school may be appointed by the Council. The principal acts as chair.

The Council serves in an advisory capacity and offers input and feedback on the development of the school budget and the establishment of the school goals contained in the school improvement plan. The Council, which is subject to the open meeting laws, meets a minimum of six times during the year.

SCHOOL GOALS

A detailed account of the school goals is contained in the School Improvement Plan document posted on the Pine Hill website (www.doversherborn.org). The School Advisory Council serves to oversee school improvement goals.

SCHOOL PROPERTY

Students are requested to treat all school property with respect. Students should never write in books, on desks, or on the walls, nor put stickers on desks or lockers. Hard cover textbooks should be covered at all times. Students will be asked to make restitution for lost or damaged school property including library books, textbooks, calculators, and other math equipment.

SCHOOL GUIDELINES FOR RESPECT AND SAFETY

Our simplified rules are intended to promote respect and safety. These rules for specific areas should enable us to say to a student when we see a problem, “Are you showing respect?” or “Is this a safe thing to do?” Classroom and specialists’ rules should reflect respect and safety and should be as consistent as possible.

Classroom and Specialists: Respect and Safety

- Take care of yourself
- Take care of each other
- Take care of the things in the room (or the equipment)
- Respect others’ belongings

Dining Room: Respect and Safety

- No sharing of food
- Quiet when adult raises hand
- Listen for directions from adults
- Stay in your own body space
- Clean up after yourself
- Talk quietly
- Move carefully
- Transitions: Respect and Safety
- Walk quietly
- Keep to the right

Playground: Respect and Safety

- Include others in your games
- Use equipment properly (for the function for which it was designed)
- No sliding at any time on the back hill
- Stay in your own body space
- Play in designated areas (off rocks, trees, the steep hill, and out of the woods)

- Leave sticks, rocks, and snow on the ground
- Ask adults for help with conflicts
- Report dangerous or destructive behavior to an adult
(D and D Rule)
- Listen for line up signal and line up immediately

SMOKING

State law prohibits smoking anywhere on school grounds. Smoking is a suspendable offense for students.

SPECIAL EDUCATION SERVICES

Recognizing the various learning styles of each child, special education services are available to those students identified with a learning disability. Parents/guardians, educators, and therapists work together in the Team process to identify a child's strengths and weaknesses and to then develop, when appropriate, a plan that can best meet the child's educational needs. Here at the Pine Hill School, we believe that the most productive and nurturing learning environments are created by school based teams with a shared vision and effective collaboration skills.

Massachusetts Special Education Law

Under the Massachusetts law, special education services are available to students aged three through twenty-two who have a disability. Students may be referred by school staff or parents/guardians if a disability is suspected. An evaluation will not be conducted without written consent from a parent/guardian. The evaluation will be completed within thirty school days and the parent/guardian will be invited to attend a TEAM meeting to discuss the results of the evaluation within forty-five days from the referral. The TEAM will determine whether the child has a disability and needs special education services. No services will be provided without a parent's/guardian's written agreement to the Individual Education Program (I.E.P.).

A wide range of helpful services are provided for special needs students at Pine Hill. Other services that are needed will be provided outside of the school. Home and/or hospital tutoring is available for children who are chronically ill or will be absent from school for fourteen days or longer because of illness.

If you would like further information regarding special education services, including parents/guardians/guardians with children in need of home or hospital tutoring, please contact the Administrator of Special Education, Ms. Therese Green at (508) 651-4962.

Copies of the law and the regulations can be obtained at <http://www.doe.mass.edu/sped/laws.html>.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR §99.00) and Student Record Regulations (603 CMR 23.00) are designed to protect parents'/guardians' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The student records laws and regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The state regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to

reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. State regulations require the school district to keep a student's transcript for sixty years after the student leaves the school system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as:

- Standardized test results
- School-sponsored extracurricular activities
- Evaluations and comments by teachers, counselors, and other persons
- Disciplinary records
- Other information

The temporary record is destroyed within seven years after the student leaves the school system.

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents/guardians and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents/guardians/guardians may:

Inspection of Records

As per federal and state regulations, a parent/guardian or an eligible student has the right to inspect all portions of the student record upon request. 34 CFR §99.10; 603 CMR 23.07(2). The record must be made available within ten days after the request, unless the parent/guardian or student consents to a delay. The parent/guardian or eligible student should submit their request to inspect a record to the school principal/headmaster. The parent/guardian and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. 34 CFR §99.11.

The parent/guardian and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

A student who is 18 years of age may elect to expressly limit his or her parent's/guardian's rights with regard to the student's record except that the parent/guardian will retain the right to inspect the student record at the school without the student's authorization.

Access Procedures for Non-Custodial Parents/Guardians

As required by M.G.L. c. 71 § 34H and 603 CMR 23.07(5), a non-custodial parent may have access to the student record in accordance with the following provisions.

Parents/guardians who do not have physical custody of their children are eligible to obtain access to the student record unless:

1. The parent's access to the student or the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
2. The parent has been denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation.

3. A court has issued an order prohibiting the distribution of the student's record to the non-custodial parent.

Upon receipt of a written request for records from a non-custodial parent, the school will notify the custodial parent. Access will be provided after 21 days unless the custodial parent provides documentation that the non-custodial parent is not eligible to obtain access to the record for any of the reasons set forth above.

Confidentiality of Records

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student. School personnel may have access include staff members who work directly with the student, as well as administrative and clerical staff who are employed by or under agreement with the Dover-Sherborn Regional School District and who need access to a record in order to fulfill their duties.

Transfer of Records

Under 603 CMR 23.07(4)(g) consent from a parent or eligible student is NOT required to forward a transferring student's records to a new school, in which the student seeks or intends to enroll, if the school that the student is leaving provides notice that it forwards student records to the new school when a student transfers. Please be advised that it is the policy of Dover-Sherborn High School to forward a transferring student's records to a new school without seeking the prior consent of the parent or eligible student.

Amendment of Records

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. With certain exceptions relating to insertions by an Evaluation Team (see 603 CMR 23.08(2)), the parent/guardian and eligible student have a right to request, in writing, that information in the record be amended or deleted. They are entitled to meet with the Headmaster (or the Headmaster's designee) to discuss their objection to information that is in the record, and to receive a written decision. A parent/guardian or eligible student who is not satisfied with the Headmaster's decision may appeal the decision to the Superintendent and request a hearing before the Superintendent. 603 CMR 28.09; 34 CFR §99.21.

Destruction of Records

The regulations require school authorities to destroy a student's temporary record within seven years after the student transfers, graduates or withdraws from the school system. Dover-Sherborn High School destroys a student's temporary record upon a student's graduation, transfer, or withdrawal from the high school. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent/guardian and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents/guardians and eligible students. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) and the Questions and Answers Guide published by the Massachusetts Department of Education in 1995.

Directory Information

Pursuant to 603 CMR 23.07 and 34 CFR §99.31(a)(1), Dover-Sherborn High School reserves the right to release a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent/guardian. Parents/Guardians and students who object to the release of this information (without their prior written consent) must notify the administration no later than September 7, 2012.

Armed Services Recruiters' Request for Student Information

"The release of student record information is regulated by the federal Family Educational Rights and Privacy Act (FERPA), which applies to all schools that receive federal funds, and the Massachusetts Student Records Regulations. Both the federal and state student records regulations allow schools to release the names, addresses and telephone listings of students, as well as other 'directory' information, without prior parental consent, provided that the school or district publishes notice of its policy to release such information, and notifies parents/guardians and 'eligible students' (i.e., students age 14+ or in at least 9th grade) that they may request that this information not be released without their prior written consent. Therefore the release of students' names, addresses and telephone listings to military recruiters and institutions of higher education without prior consent, as required by NCLB and NDAA, is consistent with FERPA and the Massachusetts Student Records Regulations, provided schools notify parents/guardians and students of their right to request that this information not be released without their prior written consent." –David P. Driscoll, Commissioner of Education, August 15, 2002

Under sections 23.10(1) of the Massachusetts Student Records Regulations, Dover- Sherborn High School will release the names, addresses, and telephone listings of students to military recruiters and institutions of higher education upon request, as required by federal law, unless the Armed Services Recruiters' Request for Student Information form has been completed and returned to the main office of the high school by September 7, 2012.

Right to file a complaint

Parents/Guardians and eligible students have the right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school district for at least sixty years after the student leaves the system.

TELEPHONES

School telephones are not to be used for personal calls by children except in cases of an emergency. Leaving instruments, homework, lunches etc., at home are not considered emergencies.

Teachers or children cannot be called to the phone while school is in session except in cases of emergency.

Students are not allowed to use cell phones while at school. If your child has a cell phone, please advise them that it needs to be off and in their backpack during the school day.

TEXTBOOKS AND WORKBOOKS

The Dover-Sherborn Public Schools shall, at the expense of the district, purchase textbooks and other school supplies, and shall loan them to the students free of charge. The students shall make every effort to give proper care to all school property loaned to them. A student will be charged for a lost or damaged text or library book or other school equipment issued to the student.

All textbooks should be covered at all times for added protection. Students should never write in books.

VERIFICATION FORMS/STUDENT INFORMATION

Parents/guardians are asked to keep student information up-to-date. Beginning in June 2014, we moved from using paper copies of student verification forms to maintaining web-based record keeping.

We would like to welcome you to the use of the ASPEN student information system Family Portal. This portal provides you with online access to view current data about your student(s).

Note: Existing Pine Hill families received correspondence identifying their Login and temporary password information on 6/6/14. New families to Pine Hill will receive the information at the start of the school year.

1. For those of you who have never logged into the portal before, please go to www.doversherborn.org and click on the ASPEN Family Portal Login under the Quick Links section. You will need the following login information (password only viewable for those who have never logged in):

Login: _____ **Password:** _____

When logging into Aspen for the first time you will be required to change your password.

(Password requirements are: minimum length is 6 characters, at least one number, at least one capital and lowercase letter. Your new password cannot contain “password”, login name, first name, middle name, last name, date of birth, personal id, or only sequential letters or numbers.) Need help? Watch the two-minute tutorial here: <http://screencast.com/t/DDM65ThFAzMg>

Your family account contains important and confidential information about your child/children. For the security of your child’s data, protect your login information as you would any other personal account. It is important that you **not** share your password with your child. It is your responsibility to protect the security of your username and password. Please review the “Guidelines for Acceptable Use of Aspen” printed on the back of this letter.

The portal currently provides information to parents/guardians on demographic data, attendance, and emergency contacts. At the Middle and High Schools, it will also provide you with electronic student mid-term interim progress updates and report cards. When any of these reports is published to the portal you will be notified by email. At this time, parents/guardians will be able to log in to their account and access their child’s student mid-term interim report or report card for all of your child’s classes.

2. Click on the Initiate button under the Tasks Widget on the home page. Beside the word Worflow, use the drop down box to select “Contact Verification”, then use the magnifying glass to select the child whose information you will be updating, then click OK. You will be brought to a screen where the current information is viewable and you can make updates. To help you understand how to make any changes watch the short video available here:

<http://screencast.com/t/zsS2X21b7l>

We appreciate your support, responsible use, and partnership. Instructions for use of the portal are included in this mailing. It is our goal in implementing this portal to assist parents/guardians in monitoring their children’s progress, enhance communication with parents/guardians, and further promote educational excellence at Dover Sherborn Regional School District.

If you need additional help send an email to aspenportal@doversherborn.org, or call 508-785-1730 x7202.

Dover Sherborn Regional School District
“Guidelines for Acceptable Use of X2 Aspen”

1. All of these conditions are applicable to student access, as well as parent/guardian access.
2. The sole purpose for X2 Aspen access is to provide academic/attendance data to parents/guardians for only *their* child.
3. The parent/guardian is given a username and password specific to their child/children. It is the sole responsibility of the parent/guardian to protect the security of this username and password. The school accepts no responsibility in the event the username/password is shared, given, stolen, or in any other way becomes the possession of a person other than the parent/guardian.
4. Only the parent/guardian is given the access information. The school does not give this information via phone, e-mail, or fax.
5. Users must realize that email and other communications via the Internet are not guaranteed to be private.
6. Users shall not attempt to use a username and password that has been assigned for use of another individual.
7. Parents/guardians who would like to meet regarding an issue with a teacher should contact that teacher directly first to schedule a mutually convenient appointment date.
8. Parents/guardians should be sensitive to the student load of teachers when contacting them: excessive e-mailing can be detrimental to the lesson plan preparation of the teacher.
9. The school may choose to not issue paper copies of reports made available in the portal such as Student interim progress and/or report cards.

10. Parents/guardians of students at Dover-Sherborn Regional Schools should encourage their child to make first contact with the teacher when making a grade inquiry. This contact should occur at a time when the teacher is not teaching.

VISITS TO SCHOOL

Parents/guardians are welcomed and encouraged to visit our school. However, in order to minimize disruption in the classroom, prior arrangements must be made with the teacher and/or principal. Please do not interrupt teachers when they are in the middle of a class since disruptions interfere with the learning process. If a forgotten lunch or other items must be delivered, please bring them to the office.

If you happen to be in the building volunteering or picking up a child in the kindergarten or preschool, please do not go to the playground to visit your older child. Please understand that safety is the first responsibility of the school personnel on duty. They cannot be expected to recognize every parent/guardian. They have no way of knowing if a person approaching a child is a dangerous stranger, a parent for whom a restraining order is in effect, or simply a well-intentioned mom or dad who wants to greet a child. Also, when visitors to the playground engage adults on duty in conversation, attention is diverted from the important task of watching all the children. For the safety of all children, please do not visit the playground or bring young children to the busy playground during school recess sessions.

VOLUNTEER GUIDELINES

Pine Hill School is enhanced by a strong volunteer program. The guidelines below help the program function effectively.

- 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” sticker for that day
- A volunteer is never to be left in sole charge of an individual student or group
- It is the intention of the volunteer program to provide the faculty and staff of Pine Hill School with constructive support in a mutually agreeable manner
- Volunteers are requested to keep all information regarding the students and staff in the school confidential
- Volunteers are requested to park in the rear parking lot and sign in at the office before reporting for duty

- Volunteers should use the adult bathrooms while at school. Please ask school personnel where the nearest adult bathroom is located
- Volunteers are requested to respect the faculty and staff's need for their own preparation time and work space
- Volunteers are requested to confine their conversations with the faculty and staff to the volunteer issues at hand, rather than personal issues or issues pertaining to their own children
- Volunteers are expected to inform the teachers if they are unable to meet their commitments. If a volunteer cannot be where he/she is expected, the volunteer should telephone the school office in order to notify the appropriate faculty or staff
- 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

VIDEO TAPING/PHOTOGRAPHING

Videotaping may occasionally be done in classrooms or at school meeting for a variety of reasons. Parents/guardians will not be notified each time videotaping is planned. Parents/guardians who wish their child to be excluded from video taping throughout the school year should indicate this on the Student Verification Form, which is completed online.

Students and parents/guardians are advised that the school district does not sanction or condone taking or otherwise using photographs or images of other students from field trips, school activities, or general classroom settings without express consent of that student's parent/guardian.

WEAPONS

Weapons of any type are prohibited at school and all school functions by Massachusetts State Law. Carrying weapons at school or school functions, or on school grounds, could result in expulsion under this law.

Appendix A

BULLYING PREVENTION

Statement OF Purpose

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan meets the requirements of M.G.L. c. 71, S37O and is modeled after the Massachusetts Department of Elementary and Secondary Education's Model Plan for dealing with bullying behaviors in our schools. The Plan includes strategies for identifying, reporting and responding to bullying behaviors. This Plan is a key part of our schools' mission "to inspire, challenge and support all students as they discover and pursue their full potential" and it complements our schools' student wellness and discipline policies. Please note the use of the words "target" instead of "victim" and "aggressor" instead of "perpetrator" are used throughout this document to be consistent with language used by the Massachusetts Department of Elementary and Secondary Education.

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

Aggressor is a student who engages in bullying, cyber bullying, or retaliation.

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

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

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

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

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

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

For more information about the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan please see the following website:

http://www.doversherborn.org/doversherborn/tempFile/DS_Public_Schools_BPIP_Final.pdf

Appendix C

DISCIPLINE of STUDENTS with DISABILITIES

In general, if a student with a disability, whether under a 504 plan or an IEP, violates the Code of Conduct, the school may suspend or remove that student from his or her current educational placement for no more than ten (10) consecutive school days in any school year. If he/she possesses, uses, sells or solicits illegal drugs on school grounds or at a school sponsored event; carries a weapon to school or to a school function; or inflicts serious bodily injury upon another person at school or at a school sponsored event, the school district may place that student in an interim alternative educational setting for up to forty-five (45) school days. If he/she has been placed in an interim alternative educational setting as a result of disciplinary action, he/she may remain in the interim setting for a period not to exceed forty-five (45) school days. Thereafter, he/she will return to the previously agreed-upon educational placement unless the parent/guardian or the district has initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement, or the parent/guardian and the school agree to another placement.

Any time the school wishes to remove a student with a disability from his or her current educational placement for more than ten (10) consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of ten (10) days in any school year when a pattern of removal is occurring, this is a “change of placement”. A change of placement invokes certain procedural protections under federal special education law. These include the following:

1. Prior to any removal that constitutes a change in placement, the school district must convene a 504 or IEP Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student’s problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
2. Prior to any disciplinary removal that constitutes a change in placement; the school district must inform the parent/guardian that the law requires that the school district consider whether or not the behavior that forms the basis for the student’s disciplinary removal is related to his or her disability. This is called a “manifestation determination.” Remember that the parent/guardian always has the right to participate as a member of the group of people making the determination.

POLICY & PROCEDURE: MANIFESTATION DETERMINATION REVIEW

Students with an IEP or 504 plan are subject to the same type of disciplinary procedures as their typical peers. However, it has been established that exclusion from school for more than 10 consecutive days amounts to a change in placement. As a result, before a school can contemplate disciplinary decisions that may result in a change of placement, a number of

procedural safeguards must be followed. A meeting to determine whether the behavior leading to disciplinary action was or was not a manifestation of the child's disability must be conducted at any time when removal of a student with a disability from an educational program beyond the 10th day is being considered or whenever commencing a removal that would constitute a change in placement.

Conducting Manifestation Determination Review

Manifestation Determination Review must take place if the school determines that a change of placement has occurred following short-term suspensions that cumulate to more than 10 days in a school year or if there is a decision to take disciplinary action involving removal for more than 10 consecutive days, e.g., recommendation for expulsion.

Manifestation Determination Review must be conducted immediately, if possible, but no later than 10 days after the decision to take disciplinary action is made or after determining that a change in placement has occurred. In addition, the following procedures are required:

- Give notice of the disciplinary decision and of the procedural safeguards to the parents/guardians no later than the date on which the decision is made to take disciplinary action.
- Notify parent(s) in writing, immediately, if possible, but not more than 10 days after a decision to take action occurs, of the date, time, and location of the Manifestation Determination Review. Use "Notice of Meeting" form, checking "Additional Meeting," and specifying the purpose of a Manifestation Determination Review.
- The purpose of the meeting is to determine whether there was a causal relationship between the incident for which the student was suspended and their disability.
- Notification should include identification of time, date, and participants who will be in attendance.
- This is a meeting of the IEP Team and parents/guardians/guardians should participate. However, if they refuse to attend, they should be given a copy of the N1 documenting the results of the Manifestation Determination Review and Notice of Procedural Safeguards.

Participants At Meeting:

- a. Principal or designee
- b. Special Education TEAM Chairperson
- c. Special Education Teacher
- d. Regular Education Teacher(s)
- e. School Psychologist
- f. One or both of the parents/guardians/guardians
- g. The child, if appropriate
- h. Other individuals, at the discretion of the parent or the school district

Provide parents/guardians with a copy of the Notice of Procedural Safeguards.
Their right to appeal is contained in this information.

Component Review: The team must consider all relevant information including:

- a. Evaluation/diagnostic results
- b. Observations of the child
- c. Child's IEP placement
- d. Functional Behavioral Assessment and Behavior Support Plan if available.

Incident Review: This should include who, what, when, where, why, and how of the specific incident under review.

TEAM Determination: The TEAM must determine if the behavior (incident specific) is a manifestation of the child's disability. The team may determine that the behavior is not a manifestation of the child's disability only after conducting a component review and answering the following questions:

- a. Was the conduct in question caused by, or does it have a direct and substantial relationship to the child's ability?
- b. Was the conduct in question a direct result of the school's failure to implement the IEP?

Parameters of the Review:

- If the behavior is determined to be a manifestation of a disability the child may not be expelled, nor may the school impose long-term suspension.
- If placement is determined to be inappropriate the child may not be expelled, nor may the school impose long-term suspension.
- If the behavior is not a manifestation of a disability and the child was appropriately placed at the time of the misconduct, the child may be disciplined the same as a non-disabled child except that the child must be provided with educational services.

Statement of each team member: Members of the Manifestation Determination Review Meeting should sign their names and indicate their agreement or disagreement with the recommendations.

Appendix D

HARASSMENT POLICY

A. Description of Policy

General Statement

The Dover-Sherborn Public Schools are committed to providing faculty, staff, and students with a learning and working environment that is free from harassment (verbal and/or physical) based on gender, race, religion, national origin, ethnic background, color, age, sexual orientation, or disability. The goal is to maintain a school climate that is supportive, respectful of all school community members, and conducive to learning.

Definition of Harassment Forbidden by This Policy

For the purposes of this policy, the term “harassment” shall be defined as conduct (verbal or physical) based on gender, race, religion, national origin, age, sexual orientation or disability, that creates an intimidating, hostile or offensive educational or work environment and/ or that unreasonably interferes with another individual/s education or work performance.

Conduct Violation

It is a violation of this policy for any teacher, student, visitor to the school, administrator, or other school personnel to engage in harassment (as defined above) toward any person associated with the School System whether that harassment occurs on school grounds, or during school-related activities. Complaints of harassment will be investigated by school authorities in accordance with the procedures set forth below.

Sexual Harassment

As special laws deal with the subject of sexual harassment, it is appropriate to review those provisions and their scope.

Sexual harassment in public schools is sex discrimination, and therefore is prohibited by federal and state laws. Title IX of the federal Education Amendments of 1972 (20 U.S.C. 1681) states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The Massachusetts law on fair educational practices (Chapter 151C of the Massachusetts General Laws) also forbids sexual harassment in the schools. It defines sexual harassment as follows:

The term “sexual harassment” means any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly, a term or condition of the provision of the benefits, privileges or placement services, or as a basis for the evaluation of academic achievement, or
- Such advances, request or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work place and/or educational environment that is hostile, offensive, intimidating, or humiliating to male or female workers or students may also constitute sexual harassment.

It is not possible to list all those additional circumstances that may constitute sexual harassment. Nevertheless, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment depending on the totality of the circumstances including the severity of the conduct and its pervasiveness:

- unwelcome sexual advances – whether they involve physical touching or not
- sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment on an individual's sexual activity, deficiencies, or prowess
- displaying sexually suggestive objects, pictures, cartoons
- unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments
- inquiries into one's sexual experiences
- discussion of one's sexual activities

All employees and students should take special note that retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint, is unlawful and will not be tolerated by the Dover-Sherborn Public Schools.

Any conduct forbidden by the above state or federal statutes shall be considered violative conduct and shall be actionable under this policy.

B. Complaint Procedures

Any member of the Dover-Sherborn Public Schools who believes that she/he has been the victim of harassment (as defined above) by a teacher, pupil, visitor, administrator, or other personnel of the Dover-Sherborn Public Schools, or who has knowledge of any of the above should report the alleged acts as soon as possible.

A harassment complaint may be made to the Headmaster or to the Superintendent 508- 785-0036. If the report is to someone other than the Headmaster, it becomes the responsibility of that person to report the complaint to the Headmaster in writing using the forms that are available in every Headmaster's office or in the office of the Superintendent of Schools.

So that all members of the school community will be made secure in bringing forth complaints, a volunteer member of the faculty from each building will be designated as an equity coordinator. Ideally, the equity coordinator will not be of the same gender as the Headmaster.

Upon receiving a complaint, the equity coordinator, or other member of the school community shall immediately notify the building Headmaster who shall serve as the complaint-hearing officer. The building Headmaster or designee will immediately address the concern. Depending on the circumstances and seriousness of the incident, interventions can range from informal to formal. Informal interventions include immediately and effectively addressing the situation, for example, by encouraging people to identify the difficulty, talk it out, and agree on how to deal with it. If that does not work or if the situation warrants further action, a formal harassment complaint will be processed. Within five (5) working days, the Headmaster shall forward all formal complaints to the Superintendent of Schools and the Title IX/Chapter 622 coordinator.

The hearing officer shall respect, as much as possible, the privacy of the complainant, the person against whom the complaint is filed, and all witnesses. **ALTHOUGH EFFORTS WILL BE TAKEN TO PROTECT CONFIDENTIALITY, THIS IS NOT ALWAYS POSSIBLE IN HARASSMENT INVESTIGATIONS.**

All complaints will be taken seriously. While rights of all individuals will be protected, a program for monitoring an alleged situation of harassment will be developed immediately to prevent the possibility of any recurrence of the behavior. It is unlawful to retaliate against a person for filing a complaint of sexual harassment or for cooperating in an investigation of a complaint for sexual harassment. Retaliation against a complainant or witness will not be tolerated. Appropriate disciplinary action will be taken against any party involved in the retaliation.

Reporting Locations:

Dover-Sherborn Public Schools, Office of the Superintendent, 157 Farm Street, Dover, MA 02030

Dover-Sherborn High School, Office of the Headmaster, 9 Junction Street, Dover, MA 02030

Dover-Sherborn Middle School, Office of the Headmaster, 155 Farm Street, Dover, MA 02030

Chickering School, Office of the Principal, 29 Cross Street, Dover, MA 02030

C. Investigative Procedures

The Headmaster or designee shall consider every report of harassment seriously and shall investigate all reports immediately. The Title IX/1622 coordinator and other staff (e.g. school psychologist) shall assist the school hearing officer, as needed, in the investigative procedures and the identification and delivery of all necessary services to concerned individuals.

In the event that students are involved in allegations as victim, perpetrator, or witnesses, the Headmaster will notify the parents/guardians and/or guardians of the allegations. The Administration reserves the right to question such students as part of its investigation.

The person issuing the complaint as well as the individual against whom the complaint is filed shall be separately interviewed, with the goal of resolving the complaint at this level. If resolved, parties will be notified and documentation describing the incident and subsequent resolution shall be kept by the Headmaster for one year. If the complaint is not successfully resolved, the Headmaster shall continue with the investigation by interviewing other knowledgeable parties. Documentation supporting or discounting the allegation shall become part of the investigation process.

Whenever possible, the Headmaster shall complete the investigation and report within twenty (20) school days after the complaint has been filed indicating whether the allegations have been substantiated as factual or not. There will be no reprisal against the person filing the complaint whether or not the complaint is sustained. If the allegations are substantiated, the Headmaster or, in a case against an employee, the Superintendent or Headmaster must take immediate corrective and/or disciplinary action to resolve the situation. Such action may include, but is not limited to, requiring an apology, direction to stop offensive behavior, counseling or education, suspension, or expulsion. Follow up will be conducted to insure that neither continued harassment nor retaliation occurs.

As soon as the report is completed, all formal records of harassment shall be forwarded to the Superintendent and Title IX/622 coordinator and shall be kept in a separate file; only the Superintendent and the Title IX/622 coordinator shall have access to these files. Written findings will be provided to the concerned parties upon request to the extent legally permissible. Concerned parties will have the right of appeal to the Superintendent of schools within ten (10) working days of receipt of the concluding report.

Adopted by the Dover-Sherborn Regional School Committee, Dover School Committee, and Sherborn School Committee on June 16, 1998

Appendix E

**DOVER SHERBORN PUBLIC SCHOOLS
NON-DISCRIMINATION POLICY AND PROCEDURES**

Non-Discrimination Statement and Procedures

The Dover Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, activities, on the basis of race, color, or origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act); or on the basis of homelessness in accordance with The McKinney-Vento Homeless Assistance Act of 1987. Furthermore, in accordance with M.G.L. c.76 s.5 Dover, Sherborn, and Dover Sherborn Schools do not exclude or discriminate against students in admission or in obtaining its advantages, privileges, or courses of study on the basis of age, race, color, national origin, sex/gender, gender identity, religion, national origin, disability, sexual orientation, or homelessness.

Process for Filing a Complaint

Inquiries concerning the application of Title VI, Title IX/Chapter 622 and Section 504 in the Dover Sherborn Public Schools may be referred to an Equity Coordinator or the building's Headmaster/Principal. All inquiries concerning the protection and rights afforded to persons in the other protected categories (color, religion, sexual orientation, homelessness) may be referred to an equity coordinator or to the Assistant Superintendent of Schools at 157 Farm Street, Dover, MA 02030. The telephone number is 508.785.0036.

Inquiries concerning the applicability of the aforementioned federal laws and regulations to the Dover Sherborn Public Schools may also be referred to the U. S. Department of Education, Office of Civil Rights (OCR), J.W. McCormack POCH, Boston, MA 02109-4557, 617-223-9662, TTY 617-223-9695. Concerns relating to the implementation of the Massachusetts equal educational opportunity law (M. G. L. c. 76 s.5) may be directed to the Massachusetts Department of Education, Program Quality Assurance, 350 Main Street, Malden, MA 02148, 781-338-3700.

In lieu of filing a complaint with the Dover Sherborn Public Schools, a complaint may be filed directly with the OCR within 180 days of the alleged discrimination or harassment. In addition, a complaint may be filed with OCR within 60 days of receiving notice of final disposition of the complaint by the Dover Sherborn Public Schools, or in certain instances, within 60 days of receiving a final decision from the Bureau of Special Appeal (BSEA). Please note that a complaint filed with OCR is limited to issues of discrimination and harassment. OCR has no jurisdiction over compliance with state and federal special education laws.

Grievance Procedures for Discrimination Violations

Any student or school employee who feels that he or she has been discriminated against because of age, race, color, national origin, sex/gender, gender identity, religion, national origin, disability, sexual orientation, or homelessness with regard to admission to, access to, treatment in, or employment in its services, programs and activities should utilize the following procedure to register a grievance with the Dover Sherborn Public Schools:

1. Students or employees should submit any allegation of discrimination in writing to their building Headmaster/Principal for consideration. The nature of the complaint should be specified in detail.
2. The Headmaster/Principal or his/her designee will investigate the allegations and respond to the complaint in writing within fifteen (15) school days of the receipt of the written complaint.
3. If the matter is not resolved, the complainant may appeal in writing to the Grievance Coordinator, Assistant Superintendent of Schools. The Coordinator will meet with the complainant and respond within fifteen (15) days of receipt of the written complaint.
4. If at the end of ten (10) school days following the written response from the Grievance Coordinator the matter remains unresolved, the complainant has the right to appeal to the Superintendent of Schools in writing.
5. The Superintendent will investigate the complaint and respond in writing to the complainant within fifteen (15) school days after having received the complaint.
6. If the matter remains unresolved, the complainant may appeal in writing to the appropriate school committee within ten (10) school days of the receipt of the Superintendent's response. The school committee will meet within fifteen (15) days to review and consider the matter. The committee will respond to the complainant in writing within fifteen (15) school days following the meeting.

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered a maximum, and every effort should be made to expedite the process.

The Grievance Coordinator for the Dover Sherborn Public Schools is:

Karen LeDuc

Assistant Superintendent of Schools

157 Farm Street, Dover

The phone number is 508.785.0036

The Equity Coordinators are:

Dover Sherborn High School

**Kirsten Stantos & Paul Butterworth
9 Junction Street, Dover
Telephone: 508.785.1730**

Dover Sherborn Middle School

**Callie Egan & Mark Thompson
155 Farm Street, Dover
Telephone: 508.785.0635**

Chickering Elementary School
**Cheryl Chase & Ken Wadness
29 Cross Street, Dover
Telephone: 508.785.0480**

Pine Hill Elementary School
**Laurie Ryan & Maury Frieman
10 Pine Hill Lane, Sherborn
Telephone: 508.655.0630**

DIGITAL CITIZENSHIP AND INTERNET ACCEPTABLE USE POLICY

1. Introduction and Purpose

The Dover Sherborn Public Schools believe in providing all students, staff and teachers with access to electronic resources that promote educational excellence, sharing of information, innovative instruction and online communication. It is our belief that the importance of technology accessibility and access to the abundance of resources on the Internet is critical for delivery of all educational content.

Online access and responsible communication is critical for all learners to apply 21st-century skills to keep students safe and comply with the Children's Internet Protection Act (CIPA), the Acceptable Use Policy is put in place, reviewed and approved by School Committee annually to comply with existing law and balance the desire to use technology with the need to protect the Schools from unnecessary liability.

This Acceptable Use Policy is written for all those who use school provided network connections. These connections may be used for educational purposes employing tools such as interactive websites, blogs, podcasts, video conferencing, wikis, and access to E-Learning platforms as well as performing research. The use of these tools must be consistent with the educational objectives of the Schools.

All students, faculty and staff in the Dover Sherborn Public Schools will be provided access to the Internet via a network login using school owned desktops or laptops or via wireless access on any electronic devise be it school owned or personally owned. It is understood that all users will have reviewed and adhere to our guidelines for network, Internet and electronic device access.

2. Schools' Responsibilities

In compliance with the Child Internet Protection Act of 2000, which places a duty on the Schools to protect students from inappropriate material on the Internet, the Schools take precautionary measures to protect children from exposure to inappropriate materials, including filtering access to the Internet. The Schools ensure that all school owned computer systems are protected and secure.

All files and messages created, retrieved and/or stored on school equipment using the Schools' network or Internet are the property of the Dover Sherborn Public Schools and should not be considered confidential, consistent with the Electronic Communication Privacy Act. All network and email accounts are provided to all students (grades 6-12), staff, administrators, and faculty and are supported by the IT Department. All email messages created with the school-provided email system are archived for a minimum of seven years. Where appropriate, communications including text and images may be

disclosed to law enforcement or other third parties without prior consent of the sender or receiver.

3. User Responsibilities

All network resources require a network password to access. It is the sole responsibility of the user to keep his/her password secure and to change your password often. If you feel that your password has been compromised, it is your responsibility to notify the IT Department and request a password change.

It is a violation of this agreement for any user to share/use his/her password.

Digital Responsibility

4. Online/Network Etiquette

Users are expected to learn and to abide by generally accepted rules of online network etiquette, as well as rules of schools' handbooks. These include respect and responsibility as well as avoidance of vulgar language. Try to avoid sarcasm and humor; without face-to-face communication, your *comments* may be misinterpreted or viewed as criticism. Harassing, bullying, swearing, vulgarities, suggestive, obscene, threatening or abusive language of any kind is not acceptable. Online access is not allowed to make or distribute jokes or stories, cyberbully, obscene material or material that is based on inappropriate remarks or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientations.

5. Websites, Social Networking, blogging, wikis, podcasting, video or other Web

2.0 tools are considered an extension of classroom collaboration and communication. Whether at school or home, any speech that is considered inappropriate in the classroom is also inappropriate in all use of blogs, wikis, podcasts and other Web 2.0 tools. Students using these communication tools are expected to act safely by keeping all personal information out of their posts. Comments made on school related blogs should follow the rules of online etiquette described above and will be monitored by school personnel. If comments or posts are inappropriate, they will be deleted.

6. Messaging/Email

Teachers may incorporate: email, blogs, podcasts, video conferencing, online collaborations, instant messaging, texting, Virtual Learning Environments and other forms of direct electronic communications (i.e. cell phones, PDAs, cameras) or Web 2.0 applications for educational purposes. Although teachers monitor student online activity, it is the direct responsibility of the user to comply with this Acceptable Use Policy.

7. Plagiarism

Plagiarism is the act of using someone else's words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as, but not limited to, graphics, movies, music, and text. Plagiarism of Internet resources will be dealt with consistent with existing disciplinary guidelines relating to plagiarism.

8. Copyright/Licensing

The Schools strongly condemn the illegal distribution (otherwise known as pirating) of software; making available copyrighted software or other content that has had the copyright protection removed; making available serial numbers for software that can be used to illegally validate or register software; making available tools that can be used for no purpose other than for "cracking" software or other copyrighted content. Abuse in this area may result in suspension or termination of network access privileges and may also result in other disciplinary action consistent with the disciplinary policies of the Schools. In addition, if such conduct constitutes a violation of law, criminal prosecution may result. All users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.

9. Proxies

The use of anonymous proxies to circumvent the content filter is strictly prohibited and is a direct violation of this agreement. If you have a legitimate reason to believe that a site being blocked should be unblocked, please submit the URL of the blocked site to the IT Department for review.

10. Additional Illegal Activities

Use of the network for any illegal activities is prohibited. Illegal activities include, but are not limited to: (a) tampering with computer hardware or software, (b) unauthorized entry into computers and files (hacking), (d) knowledgeable vandalism or destruction of equipment, (e) deletion of computer files belonging to someone other than oneself, (f) gambling, (g) posting inappropriate content (including but not limited to images, video, audio and comments) can result in disciplinary consequences as well as potential legal charges. Users must be aware that any illegal action carried out over the Internet will be reported to law enforcement officials for possible prosecution. Please be advised, it is a federal offense (felony) to break into any security system. Financial and legal consequences of such actions are the responsibility of the user and student's parent or guardian.

11. Bullying & Cyberbullying

Please see the Dover Sherborn Public Schools Bullying Prevention-Intervention Plan found at

www.doversherborn.org or available in hard copy at any school.

- a. Bullying, as defined in M.G.L. c. 71, § 37O is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
 1. causes physical or emotional harm to the target or damage to the target's property;
 2. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
 3. creates a hostile environment at school for the target;
 4. infringes on the rights of the target at school; or

5. materially and substantially disrupts the education process or the orderly operation of a school.
- b. Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.
- c. Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

12. Terms and Conditions

The Schools reserve the right to deny, revoke or suspend specific user privileges and or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of these Guidelines. The District will advise appropriate law enforcement agencies of illegal activities conducted through the Dover Sherborn Network Connection. The Schools also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

School administration reserves the right to amend this policy at any time without prior notice.

Personal Electronic Devices (PEDs)

PED Definition: Personal Electronic Devices whose main purpose are for personal entertainment and/or communication, such as, but not limited to: cell phones (such as, but not limited to, smart phones, feature phones, dumb phones), iPods, iPads, digital cameras, video cameras, MP3 players, laptops, netbooks, and e-Readers (such as, but not limited to, Kindles and Nooks) that are student-owned.

PED Overview: Increased student use of school and personal electronic devices (PEDs) has the potential for both positive and negative consequences. PEDs can help to enhance the learning environment, and many schools have incorporated them in teaching and learning with much success. However, student use of PEDs can be abused in such a way that it negatively affects students, teachers, and the overall school environment. This policy is intended to support the benefits of PEDs use while curtailing possible abuses.

PED Unacceptable Use: The following behaviors related to the use of PEDs are unacceptable at all times: making threats, cyber-bullying, taking photos without first obtaining the written consent from the individuals involved before taking photos, taking

videos without first obtaining the written consent from the individuals involved before the recording of sound or video, sexting, plagiarism, cheating, copyright violation. Engaging in these types of behaviors can result in disciplinary consequences as well as potential legal charges.

PED Classroom Standards: Teachers will select a classroom standard regarding the use of PEDs in his or her classroom. Each teacher (and other staff such as, but not limited to the librarian and nurse) will select a PED Usage Level for his or her classroom (or specific section of the school campus - the auditorium, cafeteria, library or nurses room for example) and communicate expectations clearly to the students as well as consequences should there be a violation from the designated standard. The PED Usage Levels are as follows:

- **PED Usage Level 1:** Personal Electronic Devices (PEDs) are not allowed in this classroom.
- **PED Usage Level 2:** Personal Electronic Devices (PEDs) are sometimes allowed in this classroom based on the curriculum for that course. In addition, certain features of various PEDs may be allowed while other features may not be allowed. For example, the iPod feature of a cell phone may be allowed but the texting feature of a cell phone may not be allowed.
- **PED Usage Level 3:** Personal Electronic Devices (PEDs) are always allowed in this classroom based on the curriculum for that course.

Responsibility: Students who bring PEDs to school do so at their own risk. It is the responsibility of the students to treat their PEDs with respect and to protect them to prevent theft or damage.

Off Campus: The Acceptable Use Policy for PEDs also applies to students during off-campus school events. These events include but are not limited to, athletic events, field trips, camps and other extra-curricular activities.

Emergency Situations: During fire drills, emergency situations when being spoken to by an adult, the student should remove both “ear buds” and address the adult or situation at hand.

Tests and Exams: All PEDs must be switched off during tests and other exams. Failure to do so may be regarded as cheating.

Assemblies: All PEDs must be switched off during assemblies and other events such as, but not limited to, listening to a guest speaker in a classroom.

PED Violations: Students and parent(s)/guardian(s) should consult with their child’s school’s handbook for information regarding violations,

The Schools reserve the right to amend this policy at any time without prior notice.

FIRST READING: January 25, 2011

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE:

USER CONTRACT

I understand and will abide by the Digital Citizenship and Internet Acceptable Use Policy. I have received a copy of the Policy and am aware there is a copy of the document maintained on the Dover-Sherborn Public Schools web site. I further understand that any violation by me of the terms of the Policy may result in the suspension or revocation of my Network and/or Internet privileges and may also result in school disciplinary action. If a violation constitutes a criminal offense, appropriate legal action may be taken. I further agree to indemnify the Dover-Sherborn Public Schools for any losses, costs or damages, including reasonable attorney's fees, incurred by the Dover-Sherborn Public Schools relating to or arising out of any violation by me of the Network and Internet Acceptable Use Policy.

Name (please print)

Date: _____ Signature: _____

**PARENT/GUARDIAN CONTRACT (for
Users under 18 Years of Age)**

Student's

Name:

As parent/guardian of the above-named student, I have read the Network and Internet Acceptable Use Policy. I understand that this access is designed for educational purposes. I recognize that some controversial materials exist on the Internet. I have discussed with my son/daughter his/her responsibilities regarding the use of the Dover-Sherborn Public Schools' Network and Internet access. My son/daughter understands and agrees to follow the Network and Internet Acceptable Use Policy of the Dover-Sherborn Public Schools. I understand that any violation by my son/daughter of the terms of the Network and Internet Acceptable Use Policy may result in the suspension or revocation of his/her Network and/or Internet privileges and may also result in school disciplinary action. I will not hold the Dover-Sherborn Public Schools liable or responsible for any materials my son/daughter accesses, acquires or transmits via the Dover-Sherborn Public Schools' computer network and/or Internet connection. I hereby give permission for my son/daughter to use the Network and Internet at school. I further agree to indemnify the Dover-Sherborn Public Schools for any losses, costs or damages, including reasonable attorney's fees, incurred by the Dover-Sherborn Public Schools relating to or arising out of any violation by my son/daughter of the Network and Internet Acceptable Use Policy.

Parent/Guardian Name (please print):

Date:

Signature:

The Public Schools of Dover and Sherborn

*Memo from
Interim Superintendent Bill McAlduff*

TO: Sherborn School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: June 8, 2017

RE: Agenda Item #9

The School Improvement Plan will be sent electronically either Monday or Tuesday and hard copies will be distributed at the meeting.

The Public Schools of Dover and Sherborn

*Memo from
Interim Superintendent Bill McAlduff*

TO: Sherborn School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: June 8, 2017

RE: Agenda Item #10

The following communications and information are included on the Consent Agenda. The items on the Consent Agenda will be approved by the Committee in its entirety unless a member asks that a particular item be put on hold for further discussion.

Sherborn School Committee May 7, 2017 Minutes

DRAFT

Sherborn School Committee Meeting of May 9, 2017

Members Present: Greg Garland, Chair
Scott Embree
Kate Potter
Jennifer Debin
Also Present: Bill McAlduff, Interim Superintendent
Karen LeDuc, Assistant Superintendent
Christine Smith, Special Education Director
Dawn Fattore, Interim Business Manager
Barbara Brown, Principal

1) Call to Order

Mr. Garland called the meeting to order at 6:07 pm in the Pine Hill Library.

2) Recognition: Ms. Anne Hovey - Mr. Garland thanked Ms. Hovey for her 6 years of service on the Sherborn School Committee and wished her luck in her new role on the Regional School Committee.

3) Community Comments

4) Reports

- Principal's Report - Dr. Brown reported on recent and upcoming events at Pine Hill.
- Assistant Superintendent Report - Dr. LeDuc spoke about the recent meeting of Mr. Farris, HS Foreign Language Department Head, Ms. Egan, MS Foreign Language Curriculum Leader, Ms. Romer & Ms. Bridge, FLES educators, and Ms. Dayal & Dr. Brown, elementary school principals about the progress of the FLES program to date and the integration of the elementary students into the middle school in two years.
- Superintendent's Report - Mr. McAlduff provided and discussed the updated enrollment report. Since the March report enrollment has grown by an additional 3 students.

5) FY17 Monthly Financial Report

- Status of Appropriations - The report as of April 30th was provided. The Administration has identified function codes where suspending or diverting spending to next fiscal year can be made to provide funds to cover the significant OOD negative variance for FY17. The projected negative OOD variance is \$228,225. This amount is offset by: the remaining unbudgeted FY17 Circuit Breaker of \$35,353; FY16 carry forward Circuit Breaker of \$15,999; and the non-resident tuition of \$38,453 for a remaining variance of \$138,420. The positive variance from the FY17 non-OOD operating budget is estimated at \$76,000. Additionally, the Sherborn Annual Town Meeting approved a supplemental appropriation of \$70,000 which with the \$76,000 will cover the OOD shortfall.

The Administration was just notified that Sherborn is eligible for an additional \$52,000 in Circuit Breaker extraordinary relief. At the June meeting the Administration will be better able to determine if any of the deferred spending can be done in FY17.

- Special Revenue/Revolving Funds Report as of March 31st

6) Report on School Safety and Security - Mr. McAlduff provided the Committee members with materials related to school safety, emergency, and evacuation procedures.

Approximately 4 years ago a district wide review of safety and security procedures was conducted and the *Public Schools of Dover and Sherborn Safety Procedures* manual was updated. The manual is provided to all staff and reviewed with the staff at the beginning of each year. Pine Hill is required by state regulations to conduct a minimum of 3 fire drills each school year and also holds at least one Lockdown Drill each year.

DRAFT

Earlier this winter, the District's 4 Assistant Principals/Headmasters attended a DESE workshop on multi-hazard planning as a pre-cursor to work planned this summer for a complete and thorough review of all school safety, security and emergency planning procedures and protocols.

7) Consent Agenda

- Approval of Minutes: March 7, 2017
- Donation - The Alan Thayer Mudge Memorial Fund has donated \$10,000 towards the cost of the auditorium AV project.
Mr. Embree made a motion to accept the Consent Agenda as amended. Ms. Debin seconded.
17-08 VOTE: 4 - 0

8) Communications

- Regional School Committee minutes of December 16, 2016, February 28 and March 15, 2017.
- Dover School Committee minutes of January 24, 2017

9) Adjournment to Executive Session at 7:17 pm for matters pertaining to Contract Negotiations not to return to Open Session.

Respectfully submitted,
Amy Davis

The Public Schools of Dover and Sherborn

*Memo from
Interim Superintendent Bill McAlduff*

TO: Sherborn School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: June 8, 2017

RE: Agenda Item #11

The following communications are for member's information.

- 2017 – 2018 School Year Calendar (Final)
- Dover Sherborn Regional School Committee May 2, 2017 Minutes
- Dover School Committee May 2, 2017

DOVER-SHERBORN PUBLIC SCHOOLS ACADEMIC CALENDAR 2017-2018

August							February													
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	August 28, & 29, 2017			Teachers Report			
		1	2	3	4	5				1	2	3		August 30, 2017			School Begins Grades 1-12, K Orientation			
6	7	8	9	10	11	12	4	5	6	7	8	9	10	September 4, 2017			Labor Day: No School			
13	14	15	16	17	18	19	11	12	13	14	15	16	17	September 21, 2017			Rosh Hashanah: No School			
20	21	22	23	24	25	26	18	19	20	21	22	23	24	October 9, 2017			Columbus Day: No School			
27	28	29	30	31			25	26	27	28				November 10, 2017			Veterans Day			
2 Day							15 Days							November 22, 2017			Early Release Day Thanksgiving Break			
September							March							November 23-24, 2017			Thanksgiving Break: No School			
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	December 25- 29,2017			Year End Vacation: No School			
						1	2				1	2	3	January 2, 2018			School Reopens			
3	4	5	6	7	8	9	4	5	6	7	8	9	10	January 15, 2018			Martin Luther King Day: No School			
10	11	12	13	14	15	16	11	12	13	14	15	16	17	February 19 -23, 2018			February Vacation Week			
17	18	19	20	21	22	23	18	19	20	21	22	23	24	March 30, 2018			Good Friday: No School			
24	25	26	27	28	29	30	25	26	27	28	29	30	31	April 16-20, 2018			April Vacation Week			
19 Days							21 Days							May 28, 2018			Memorial Day: No School			
October							April							June 14, 2018			Last Day of School - No Snow Days (Last day is Early Release Day)			
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	June 21, 2018			Last Day of School - Includes 5 Snow Days			
1	2	3	4	5	6	7	1	2	3	4	5	6	7							
8	9	10	11	12	13	14	8	9	10	11	12	13	14							
15	16	17	18	19	20	21	15	16	17	18	19	20	21	Teachers' Professional Development Day: No School						
22	23	24	25	26	27	28	22	23	24	25	26	27	28	November 27, 2017			Professional Day: No School for Students			
29	30	31					29	30												
21 Days							16 Days							Teachers' Professional Development Days : Early Release Days						
November							May							September 27, 2017			Chickering, Pine Hill, Dover Sherborn High and Middle School			
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	October 11, 2017			Chickering and Pine Hill Schools			
		1	2	3	4				1	2	3	4	5	October 18, 2017			Chickering and Pine Hill Schools			
5	6	7	8	9	10	11	6	7	8	9	10	11	12	October 25, 2017			Chickering, Pine Hill, Dover Sherborn High and Middle School			
12	13	14	15	16	17	18	13	14	15	16	17	18	19	December 6, 2017			Chickering, Pine Hill, Dover Sherborn High and Middle School			
19	20	21	22	23	24	25	20	21	22	23	24	25	26	February 7, 2018			Chickering, Pine Hill, Dover Sherborn High and Middle School			
26	27	28	29	30			27	28	29	30	31			March 7, 2018			Chickering and Pine Hill Schools			
18 Days							22 Days							March 14, 2018			Chickering and Pine Hill Schools			
December							June							March 21, 2018			Chickering, Pine Hill, Dover Sherborn High and Middle School			
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	May 4, 2018			Dover Sherborn High and Middle School			
						1	2				1	2		May 9, 2018			Chickering and Pine Hill Schools			
3	4	5	6	7	8	9	3	4	5	6	7	8	9							
10	11	12	13	14	15	16	10	11	12	13	14	15	16							
17	18	19	20	21	22	23	17	18	19	20	21	22	23							
24	25	26	27	28	29	30	24	25	26	27	28	29	30							
31							10 Days													
16 Days																				
January																				
Su	M	T	W	Th	F	Sa														
	1	2	3	4	5	6														
7	8	9	10	11	12	13														
14	15	16	17	18	19	20														
21	22	23	24	25	26	27														
28	29	30	31																	
21 Days																				

Dover-Sherborn Regional School Committee
Meeting of May 2, 2017

Members Present	Clare Graham, Chair Lori Krusell, Vice Chair Dana White, Secretary (arrived at 6:30 pm) Carolyn Ringel Michael Lee Richard Robinson
Also Present:	Bill McAlduff, Interim Superintendent Karen LeDuc, Assistant Superintendent Dawn Fattore, Interim Business Manager

1) Call to Order

Ms. Graham called the meeting to order at 5:30 pm in the Middle School Library

2) Community Comments

3) Reports

- DSHS Headmaster's Report - Mr. Smith highlighted recent and upcoming events at the High School.
- DSMS Headmaster's Report - Mr. Kellet highlighted recent and upcoming events at the Middle School.
- Assistant Superintendent Report - Dr. LeDuc spoke about the recent meeting of Mr. Farris, HS Foreign Language Department Head, Ms. Egan, MS Foreign Language Curriculum Leader, Ms. Romer & Ms. Bridge, FLES educators, and Ms. Dayal & Dr. Brown, elementary school principals about the progress of the FLES program to date and the integration of the elementary students into the middle school in two years.
- Interim Superintendent Report - Mr. McAlduff provided personnel updates that have occurred since the start of the school year as well as known resignations & retirements.

4) Financial Reports

Monthly Financial Report

- Revenues - the statement reflects total anticipated transportation funds of \$434,338 resulting in a variable variance of \$144,433. In addition, the Administration anticipates a prior year adjustment of FY16 in the amount of \$85-\$90,000.
- Salaries - the projected positive variance from operations is approximately \$100,000.
- Special Revenue/Revolving Funds - the report as of March 31, 2017 was provided.

FY18 Operating Budget Update - Both towns approved the operating and capital item budgets at their respective Annual Town Meetings.

Capital Sub-Committee Report - There is \$84,076 remaining for the FY15 Capital projects which will be used to completely the Lindquist Doors project. There is \$40,224 remaining for the FY16 Capital projects. All projects have been completed and the remaining funds will be returned (\$21,902 to Dover and \$18,322 to Sherborn). The status of FY17 Capital projects was discussed. All but 3 projects have been completed.

Mr. Robinson made a motion to return FY16 Intermunicipal Agreement (IMA) funds to Dover and Sherborn based on the terms and assessment percentages included in the IMA. Ms. Ringel seconded.

17-13 VOTE: 5 - 0

APPROVED JUNE 6, 2017

- 5) Review Proposed changes to 2017-18 Student Handbooks** - Mr. Smith and Mr. Kellet provided proposed changes to the handbooks for discussion. Votes to approve the handbooks will take place at next month's meeting.
- 6) Policy: Student Parking** - This is the second reading of the policy. Ms. White made a motion to approve the Student Parking policy. Ms. Ringel seconded.
17-14 VOTE: 6 - 0
- 7) Consent Agenda**
 - a) RSC Meeting Minutes of March 15, 2017
Mr. Lee made a motion to approve the Consent Agenda. Ms. Krusell seconded.
17-15 VOTE: 6 - 0
- 8) Communications**
 - a) METCO Report
 - b) Dover School Committee minutes of January 24, 2017
 - c) Sherborn School Committee minutes - none
- 9) Adjournment at 6:56 pm.**

Respectfully submitted, Amy Davis

Dover School Committee
Meeting of March 13, 2017

Members Present: Adrian Hill, Chair
Henry Spalding, Secretary
Brooke Matarese
Lauren Doherty
Michael Jaffe

Also Present: Bill McAlduff, Interim Superintendent
Karen LeDuc, Assistant Superintendent
Dawn Fattore, Interim Business Manager
Laura Dayal, Principal
Deb Reinemann, Assistant Principal

1) Call to Order

Mr. Hill called the meeting to order at 3:15 pm in the Chickering Library.

2) Community Comments - none

3) Public Hearing on the Proposed FY18 Budget

The FY18 Budget was developed with the following guidelines: appreciation for the Town's finances, adherence to Dover Warrant's budget guidelines, and providing level services during a time of increasing enrollment.

The FY18 Budget does not include: healthcare costs for school employees which are carried under overall Town healthcare costs; Chapter 70 revenue (\$760,000) and Circuit Breaker (\$900,000) which will go directly to the Town's General Fund; and Capital requests of \$675,000 for air conditioning and \$33,500 for facility and technology needs.

Increase in the Operating Budget of 5.6% over FY17 (\$375,761) reflects: a reserve of \$220,000 for all contract and non-contract salary increases; 2 additional classroom teachers, added after approval of the FY17 Budget for the 2016-17 school year, to support estimated K-5 enrollment of 485 students in 26 sections (\$50,000); State mandated funding of \$32,000 for modified curriculum delivery (2 additional aides, summer services, changes in delivery); 0.5 FTE teacher for FLES program rolled up to 4th grade (\$28,800); math and science curriculum upgrades (\$22,000); and transfer of technology replacements from capital requests to operating budget requests (\$18,400).

The Out of District (OOD) budget was developed with the following guidelines: Special education is a federally mandated program for students with disabilities from the ages of 3-22 years; services need to meet the legal standards of Free Appropriate Public Education and be provided in the least restrictive environment; 38 students are budgeted to be placed OOD as the District cannot provide the appropriate level of services required for their education; and Circuit breaker reimbursement from the State is not included in the budget. Increase in the OOD Budget of \$16,220 over FY17 reflects: decrease in tuition of \$83,000 due to 6 new placements over FY17 (\$172,000) and 2% assumed increase tuition (\$55,000) offset by decrease of 4 placements (2 graduated, 2 aged out) (-\$325,000); and increase in Transportation costs due to increase in riders and change of routes (\$1000,000).

The total FY18 Budget request is \$10,357,943 or a \$441.981 (4.4%) increase over FY17.

4) FY18 Budget Vote

- Discussion on Green Communities Grant - The Town of Dover was recently designated as a Green Community and received a grant in the amount of \$137,000 to be used to complete projects listed in the Energy-Use Reduction Plan. These projects must be completed before Dover is eligible for future grant monies. One of the projects is a lighting retrofit for Chickering School which is estimated to save \$30,000 in energy costs annually.

APPROVED MAY 15, 2017

The total cost of the project is \$95,000 after rebates. The Dover Board of Selectmen and Dover Warrant Committee have suggested that \$45,000 of the project be funded by the Green Communities Grant with the additional \$50,000 to be added to the FY18 Operating Budget as it is too late to add the \$50,000 to the Capital Warrant request.

Mr. Spalding made a motion to approve the FY18 Operating Budget in the amount of \$10,357,943 of which \$50,000 is designated for the Chickering School lighting retrofit project. Ms. Matarese seconded.

17-02 VOTE: 4 - 0

- FY18 Capital Request - Due to the bids received for the Air Conditioning project the requested project amount can be reduced from \$800,000 to \$675,000. Additionally, there are funds remaining from the Air Conditioning design project that when combined with donations received from the Chickering PTO and the Mudge Fund, will cover the cost of the new AV equipment installation in the cafeteria. This will reduce the capital request to \$695,500.

Ms. Doherty made a motion to approve the revised Capital Plan request in the amount of \$695,500 of which \$675,000 is designated for the Chickering School air conditioning warrant article. Mr. Jaffe seconded.

17-03 VOTE: 4 - 0

5) Adjournment at 4:00 pm.

Respectfully submitted,
Amy Davis