

**1/17/23**

**I moved to Sherborn last July, have 2 children at Pine Hill and have no religious or political affiliations. It's my duty as a community member to share the bad experience my family had with DEI work at our old school which I've shared with the superintendent.**

**For the 2 and ½ years prior to moving, our school was dominated by DEI work and academics were neglected. Students fell behind in coursework, but became experts in DEI topics while parents watched in obedient silence. Any parent bold enough to ask questions was labeled, ostracized and shown the door. Thus, many families and teachers left including a board member as the school continued on its mission. The board and administration used the exact same language, tactics and protocol being used here. They behaved as if the whole community agreed when it was a small, very vocal fraction. They repeatedly denied requested information and answers to community questions regarding the DEI work they were doing as a board and in classrooms. Major curricular changes were made without obtaining parental consent and disclosing a precise, scientifically backed plan to the community for pre-approval. An environment of division, distrust and isolation resulted, but most importantly, the school's purpose became DEI work rather than academics. It was a colossal failure for everyone.**

**From conversations with diverse members of this community, I know we're here for the district's historically strong academic reputation. As evidenced by large numbers of families who seek math and other academic courses outside of school due to lack of challenge, the academics need improvement and should be prioritized. Instead, DEI work is the focus with calls from NYU for urgent, significant changes based on open-ended survey responses from a small fraction of the community.**

**For success, any major changes require meticulous planning, complete transparency with the community and its approval, the provision of scientific evidence and gradual, careful execution as opposed to a warp speed stealth mission.**

**The superintendent's recent emails are appreciated attempts to improve transparency, encourage community feedback and provide community educational opportunities. I would have loved to have seen this effort earlier, along with clear and thorough responses to questions that were raised at the community forum, and the promised "unpacking and prioritization of the audit and its recommendations by the caregivers and community."**

**I am not alone in currently exploring alternative schools and districts. Going forward, I'll be extremely observant, communicative especially with my kids, review school committee meetings and participate in all offerings to further my education and stay informed. I encourage all residents to join me.**

**I'd like to kindly remind all committee members you're here today with your chosen superintendent and assistant because the residents of this school district elected you to represent all of them and act in the best interest of the community, while always being objective and demonstrating the utmost professionalism. Thanks for representing all of us so you can continue to earn and maintain our trust and support.**

**2/13/23**

**I am impressed by the school committee's responsiveness to the concerns of students. My children typed up some thoughts on their own volition knowing that their peers have presented at these meetings and been rewarded for their efforts. Like me, they have a very unique perspective due to their experiences at their old school. For their protection and safety, I will read their comments on their**

**behalf. I will appreciate a full 6 minutes since I am speaking for 2 different people.**

**My first child wrote, I didn't like my old school and am worried Pine Hill will become like it. These are a few of the things I didn't like at my old school. They made us protest even if we didn't believe we needed to make any changes and told us what to protest for.**

**They did a unit called healthy bodies in third grade. They told us to call girls people with vulvas and call boys people with penises. Some of the rules were not to laugh, not to gossip and not to talk about what we were doing outside of class. We all had to sign a poster with rules on it and if we didn't, we were told that we'd have to talk to the teacher about it. If we didn't follow these rules, we would have to sit alone at lunch. They encouraged us to touch our "middle parts" such as our anus, penis or clitoris. They read about and showed us pictures of private parts. One boy even covered his face so he wouldn't have to look at pictures of penises. The teacher said we really should be doing this in first grade. It made me feel uncomfortable.**

**They made affinity groups for people of color only. The students in the groups did fun activities and talked about their experiences as people of color. At the end of each meeting, they would get candy and came back and bragged about it as if they were getting rewarded for what they looked like. They let a student whose parents were from Argentina into the group, but didn't let a boy who was born in Costa Rica and had a father from there in.**

**We had to listen to an activist read their poem five times in a row while students made posters for protesting.**

**They made us color pages of brown, black and LGBTQIA+ people and hang them all over our classroom as our decorations for the year. If you colored people any color other than brown or black, the teacher would tell you to redo it.**

**One day at lunch my sister saw that her friend was eating an egg and ham sandwich. She joked, "Oh, green eggs and ham." Her friend replied, "Dr. Seuss is racist." My sister said, "that's your opinion." Her friend started to cry and told the teacher. The teacher and librarian told the class that Dr. Seuss's drawings are racist and that if a teacher or adult tells you something is racist to believe them and not to look at it.**

**I asked the teacher if we could study some European history since all we were studying was harmed minority's history and activists. She said that we were basically studying European history all the time.**

**I had to learn math, handwriting and spelling at home because they weren't teaching it well at school.**

**They made my sister's class watch a video before Thanksgiving break about how Columbus and the Pilgrims murdered the Native Americans because they brought diseases even though it was unintentional.**

**I asked the librarian for ancient history books and was given Kitty Construction Company.**

**These are some things that have happened at Pine Hill that remind me of my old school. The teacher replaced the bulletin board with our goals for the year with one that said, "We celebrate black history every day." Surrounding that phrase were names of multiple black activists saying, "Challenge like Rosa, dream like Martin, fight like Malcolm, write like Langston, inspire like Cole, and lead like Harriet."**

**One day in Social Studies the teacher announced we would discuss "multidimensional history." "Do you have any examples?" they asked. Most of the class shouted, "Columbus!" "He was such a bad man!" "He stole land from the Native Americans!" I raised my hand. When the teacher called on me, I said, "The Native Americans believed that the land didn't belong to anyone. They believed that the earth is our**

**mother and that we must take care of her.” “I disagree,” the teacher responded. They ended the argument there.**

**One day the teacher announced that a student in the class would be changing their name and pronouns. The teacher gave us a bunch of points toward a class reward and cried because of the student’s bravery. A week later, the student changed back to their original name and pronouns.**

**A fellow fourth grader told me that the teachers told the third graders from the year before to petition the school committee to change Columbus Day to Indigenous Peoples Day and then acted like it was the students’ idea.**

**My other child wrote, I’m going to tell you something about my old school then some stuff about Pine Hill. I’m worried Pine Hill is becoming like my old school.**

**At my old school, there was a transgender kid who bullied me with words and physically for two years. I reported it and so did my mom, but they never fixed it. They kept making us talk to each other, something called restorative justice, and it never helped. It finally stopped when my mom was able to get me put in a different class my last year, but then my sister had to be with her and she bullied my sister the same way. My sister and mom reported it, but they made them talk to each other like they did with me and it didn’t help at all. They never did any kind of discipline with her even though we read in the handbook that that’s what should have happened. When we left the school, it was one of the happiest days of our life.**

**They read and talked to us a lot about gender identity and pronouns. Kids were constantly changing their names and pronouns. It was hard to keep up with all of them.**

**Pine Hill is reminding me of my old school. We were talking about Columbus and the teacher said, “Columbus came over and said, 'This**

**is now my land!' So Columbus basically came over and bullied the indigenous people." Other kids start saying things like, "you can't just walk into your neighbor's house and say, 'this is now my house!'"**

**Before Halloween the teacher showed a video called my culture is not a costume. It made me worried about what I could and could not wear for Halloween. The teacher said "This month we specifically celebrate black history which we should be celebrating every day." I don't understand why we aren't celebrating everybody's history every day.**

**There are signs for a pride club hanging up everywhere. The club is called the Pride Hill alliance. It used to be called the GSA. GSA stands for Gay Straight Alliance. One poster says, "Why: So you know you have someone that you can trust to be yourself with." I can be myself with my family.**

**The teacher has been reading picture books out loud for us every day for something called book a day challenge since the beginning of the year and there are a lot of doors and windows like they used to do at my old school rather than mirrors. There is also something called first chapter Friday and the same thing is happening.**

**The teacher told the class after Thanksgiving break, "When you guys had that day of school off, me and some other teachers went to a workshop on diversity equity and inclusion. We each got different topics. Mine was LGBTQIA+ and welcoming LGBTQIA+ people." I don't know why she needed to share that with us.**

**I didn't like my old school for a lot of reasons. I'm sad that Pine Hill is doing a lot of the things they did at my old school. Thank you**

**3/8/23**

**I am a parent of 3 boys born and raised in Dover. Two are currently attending Chickering Elementary School and the third is about to enter**

**Chickering Pre-school. I am here today to be a voice for our children, who deserve to recover the massive learning loss from COVID so that they may excel academically and be able to think critically for many years to come.**

**My own experience with learning loss is unique and relevant and I would like to share it with you. I was born and raised in Albania. My parents raised me to the age of 18. I was fortunate to win a lottery for a US Citizenship. I came here by myself, I put myself through college and graduated from the Mass College of Pharmacy Boston with a Doctor of Pharmacy Degree. I have lived in circumstances a lot like what we experienced during the pandemic. When I was in 6th grade in Albania, my middle school closed for over 6 months due to the civil war that was going on at that time. Just like during Covid, teachers started to have math classes over Albanian public television. Those were not effective for some students, since very few had electricity on during the time that class was showing. I was not one of the lucky ones. It is very hard to follow a math lesson when missing several of the previous lessons. Despite what was going on around me at the time, such as the fall of communism, tanks in the street, we managed to catch up and succeeded in school. In fact, we became more resilient and innovators. We had to work very hard and at a fast pace to catch up on math, science and languages, and many children worked together to seek additional books to supplement our knowledge. We did not want to fall behind our older peers, we wanted to be as good if not better at these subjects than they were. Our parents did not accept our academic loss as a casualty of the war. They pushed us to work hard, to focus on learning and they made their own sacrifices so that we could recover lost knowledge.**

**Children in Dover have not yet recovered from the pandemic. I talk with many parents whose children are in Russian Math or have outside tutoring. But many parents in this community can not take time from work to help at home, as many families must have two parent working households to afford home prices and high taxes.**

**Our children deserve to regain the knowledge and to focus on learning and academics that their pre-pandemic peers had. In fact, given what they have been through they deserve even more.**

**Thank you**

**4/4/23**

**I am a former Sherborn School Committee Member, President of POSITIVE, VP of Pine Hill CSA, and President of FOPA. I have 3 sons who graduated from DS. The education they received was one of academic excellence and merit based achievement. I was incredibly proud to be part of this outstanding school system and so were they. I was also honored to represent our community as a school committee member.**

**After watching recently recorded school committee meetings, reviewing minutes, looking at system wide changes and proposed changes, and seeing a surprisingly large number of unanimous School Committee votes, I am concerned about the direction of our schools.**

**My 3 primary areas of concern are:**

- 1. Academic Decline. The DS schools have dropped in ranking from 1 to 9 and the MCAS scores have declined as well. I understand the data used in this ranking system changes annually, which makes it an unpredictable indicator of success. However, this ranking system has always worked in this manner and DS has managed to stay at the top. Metrics matter to most in our community and they certainly matter in our performance evaluation of DS administrators and school committee members.**

**Superintendent Beth McCoy in the 2/28 webinar cited Challenge Success as one of the reasons for our decline in ranking. 10 years ago, DS was the first school in the East to take part in the Challenge Success program, whose aim is “to implement research-based equity centered strategies that improve well-being, engagement and**



**belonging for all K-12 students". Nowhere on the Challenge Success website are the words "academics" or "achievement" mentioned.**

**Superintendent Beth McCoy further stated on 2/28 that "DEI is the next step beyond Challenge Success". Why is no one on this committee raising concerns and asking for more analysis about the relationship of Challenge Success and DEI to our academic decline?**

**2. Transparency and Communication. I am speaking here for many parents who are afraid to express their concerns for fear of retribution. This is shameful. Parents and community members feel there has been no transparency and no opportunity for open discussion with the administration or school committee regarding DEI implementation. The DEI curriculum meeting changing from in person to a webinar is one recent example of this.**

**3. School Committee Bylaws. We demand honesty and integrity from our student body at DS. I speak for many when I express my disappointment that this committee has not followed the same honor code, knowingly ignoring the Open Meeting Law and not addressing this breach of governance within your ranks. Our community is increasingly divided around what is happening in the schools and you must remember that this is happening under your watch. Thank you for your time.**

**4/26/23**

**I have lived in Dover for 32 years, have a master's degree in clinical social work and a private practice treating individuals and families. Raising my 2 kids, now 26 and 31, in Dover, my community and school system worked together, assuming the best while focused on providing kids with an excellent education and core values that would support a fulfilling life. Recently I have learned many DS families are**

**having a very different experience, due to the direction the school system is taking. That is why I am here.**

**The following are concerns and questions many residents and I have, related to parental rights, and freedom of expression. Is it time for this administration to step back and critically reevaluate its direction as related to childhood development and the wellbeing of ALL children.**

**We know middle school is a time of development where anxiety, desire to belong and suggestibility is high. Why was a slide show espousing gender identity theory- though not including heterosexuality-in the lobby of the middle school? Have you considered that confusion and pressure is a likely byproduct when presenting a menu of identity options- itself, an entirely new and untested construct?**

**An all-school assembly at the HS provided open mic for kids to come out sexually -resulting in tears and confusion. Why was any of this deemed appropriate by school leadership?**

**Why a Rainbow Club at Chickering and a Pride Hill Club at Pine Hill- these are babies!**

**Over the past 3 weeks I have learned: Teachers, parents and students are afraid to express opinions that diverge from promoted ideological narratives for fear of retribution- being labeled racist or homophobic, losing employment. I have learned of 4 families of young children who are leaving the system all together, out of frustration. Is true diversity of opinion being erased? Are you listening to concerned parents?**

**This month, 2 Community School Administration Meetings were held by zoom instead of in person for “safety” reasons. This language surprised me. Who is dangerous? I learned in one meeting kids are not to share about their vacations in the name of fairness or equity. Where is trust in teachers’ abilities to be nuanced, kind and inclusive? Are the seeds of censorship being planted?**

**We have entrusted you with the care of our children, to prepare them to succeed in countless and varied ways in a complex world while considering the inputs and values of their families and of our**

**community. You are elected for this reason, not for activism or moral enlightenment. Introducing complex choices and new social constructs, currently greatly debated by adults, is best done measured and carefully. Consider indoctrination, not education may be taking precious time and resources away from students resulting in division, anxiety, confusion and suffering. Please redraw your blueprint. Perhaps it is time to attend more simply, to what has always mattered- as you perform the critically important jobs you are paid and elected to do.**

**4/26/23**

**I am a former School Committee member, Positive and FOPA President and CSA Vice President. Although my 3 sons have been out of the DS School system for almost 10 years now, I feel compelled to show up and ask questions because the DS schools have completely lost their way.**

**Question #1 Why is the administration presenting DESE frameworks and guidelines as mandates? The administration has presented DEI implementation as simply following mandated federal and state laws when that is not true. For example, at the January 17th Joint School Committee meeting, the administration presented an equity update which cited a 2021 DESE curriculum document. The first paragraph of the DESE document states “decisions about curricula and instructional materials are largely a matter of local control. The state provides guidance documents and resources to inform district planning”. However, in that presentation the administration conveniently left out that paragraph and represented a long list of guiding frameworks as mandates.**

**I urge this committee to do the research. You must understand the difference between laws, mandates and framework guidance. The DS administration is not just following mandates. This administration is misrepresenting mandates in order to push an agenda that many in the DS community do not support.**

**Question #2 Why is the administration encouraging division in our schools? The 3/30 DEI Curriculum meeting was changed from being in person to a webinar. Superintendent Beth McCoy stated, “ some of our Community Members expressed that they felt unsafe at previous meetings”and Pine Hill Principal Barb Brown said “ psychological safety is critical” as the reason the meeting was to be held online. The meeting was a Curriculum meeting. What was the administration presenting that was making DS parents afraid of attending? This is the same curriculum being taught to our students, yet parents are too fragile to hear this curriculum described in person? What is happening here? When my sons were at DS, I remember attending curriculum meetings that were academically awe inspiring. We left the meetings proud and excited to be part of DS.**

**Question#3 Why is this Committee also fostering division? This committee is responsible for writing and guiding policy for the DS School system. You can stop the DEI implementation as it has been presented thus far and enact a reasoned approach. DS students and the DS community need you to lead this administration, not simply follow the administration. I am imploring this committee to do your job: stop the chaos, anger and disappointment, and restore faith in our schools again.**

**4/26/23**

**I have two kids at Pine Hill and have no religious or political affiliations.**

**Last fall, I detected the direction the district is headed and immediately met with Superintendent Beth McCoy to express my concerns about the promised “radical” transformation of DS based on**

**the negative experience that my children and I had as a result of similar radical change at our old school. Since that time, I have shared our concerns and negative experience publicly so that this Administration and School Committees could take note and ensure that these harms are not repeated in DS. Further, I have participated in all channels made available to concerned and inquiring parents, not only because I feel that it is my duty as a parent to participate, but also to track the Administration and School Committees' response to parent and community concerns during this period of radical change.**

**Based on my observations, I believe I have no choice but to leave DS, along with many other families and some school committee members, in order to enroll my children in a different school where I trust the leaders to ensure that their academic education is the top priority and that they will respect my parental rights.**

**For the record, these observations include:**

**A School Committee that has greenlighted an extreme political and radically progressive direction with little to no questioning or dissent that is hiding behind mandates that are conveniently manipulated to suit its needs, preaches inclusivity while excluding individual viewpoints that do not toe the party line, is making radical transformations without supporting data from this or the scientific community, is lacking consistent transparency with the community, and is permitting psychological and curricular experimentation on our children without obtaining our consent.**

**Our new school understands that the highest priority should be given to academics and a classical education, respects and values parental boundaries and rights, understands that the relationship between parents and schools is extremely delicate and based on trust, and teaches children how to think critically in a safe environment. Further, our new school teaches the unique value of each human being without reducing humankind based on immutable characteristics such as race, sex and gender. Unlike DS, it promotes messages of unity, not division.**

**We will continue to reside here, and I will continue to closely monitor the district's course as our tax dollars fund the schools and my**

**property value depends on its academic success. I will not hesitate to speak up as other courageous and experienced residents of this community have done this evening and in the past.**

**In closing, some of you have stated that it is not easy to be a school committee member and that you commit a lot of volunteer time in the service of the community. This is true, and you deserve to be applauded for this service. However, I think the best way you could serve this community is by stepping down from your seats and allowing the community to fill the positions with new people who are committed to following the by-laws, are willing to ask difficult and unpopular questions and are willing to engage in debate about the current stance of the Administration. Thank you.**

**5/2/23**

**I have been a resident of the DS community for over 46 years, am a graduate of DS along with 3 of my children, and have my youngest child at DS regional currently. My history and experience with the school system is extensive.**

**Having watched the most recent Joint School Committee meeting, it gives the impression that all is well within the district and that satisfaction with this leadership is prevalent from the school committee's and administration's standpoint. How can that be when you have been presented with so many complaints of dissatisfaction from parents and residents?**

**Also, in listening to this and other recent meetings, there is a lot of repetitious talk on safety and use of the term "hate speech" which is repeated and reinforced. There is hyper-focused attention on teaching kids how to hold direct pressure on a wound during a school shooting, while ignoring the incidence and damaging effects of vaping, which is now known to cause 3 times the damage of smoking, with 1 out of every 10 Middle School and High School students engaging in this**

**activity regularly. Based on this, I would think that the health and physical well-being of our students would be a priority. It should also concern all of you to know the prevalence of narcotic and fentanyl abuse and deaths, has not escaped our community. It is here.**

**The likelihood and probability of our children being affected by these dangers is statistically far greater than that of a school shooting and needs to be discussed. I can confidently say from both personal experience as a parent, and also having been a paramedic in this town for 30 years, we have a problem!**

**You've stated, all of this work is being done to increase the security of our schools and protect our children, with the emphasis on outside threats. The overwhelming emphasis on closing down the campus while beefing up security measures has skewed the reality giving the impression that our biggest threat would be from an outside source. I, along with many others, have been privy to information which suggests that any nefarious force that poses a potential threat to the safety of our children and our schools would most likely come from within our own walls! Specific subjects have been identified! Think about that. Perhaps more focus should be placed on taking measures to mitigate the likelihood of this ever coming to fruition. Anyone with children currently in our schools should be as shocked and terrified as I was to learn of this information.**

**It was also said at the last school committee meeting, and at other similar venues, "If you don't like it, you can leave!" This in reference to the chosen direction of the School Committee and administration. What does that say? You work for us. Our residents elect you with the expectation that you will do what's in the best interest of all of our children, not just a select few. For those who can't afford to remove their children from our public schools and pay for a private school, are you suggesting that the Towns pay for this?**

**Finally, it was also stated at the last School Committee meeting, that the comments from many of our parents and residents would lead you to believe that Dover-Sherborn schools have turned into a “dump”. It is disheartening to hear that the point of these comments and concerns have gone entirely unheard. These concerns are not about the tried and true academic curriculum that has earned Dover-Sherborn its reputation for academic excellence, rather they are in direct reference to specific additions and changes to the curriculum. The School Committee mantra of diversity, equity, and inclusion has taken things way too far. If you are truly invested in the goal to ensure all of our children feel psychologically safe while at school, then you will take action to address and reverse the direction you are headed. Thank you.**

**1/30/24**

**I am a former Sherborn School Committee Chair, President of POSITIVE, and President of FOPA.**

**I have watched many school committee meetings, I spoke before this committee last year, and today I am still concerned that district initiatives do not address basic academic requirements that parents and taxpayers expect from our schools.**

**Portrait of a Graduate, Challenge Success and DEI implementation and application are championed as the foundation of the curricula , as well as the student and teacher experience at DS. However, none of these programs prioritize academic achievement or merit.**

**During the 9/12/2023 JSC, Superintendent Beth McCoy listed 9 Best Practices that are “living in our classrooms” outlined by teachers across the district. The list includes: Relationships, Voice, Agency, Relevance, Equitable Access, Critical Thinking, Collaboration, Individualization, and Growth. Again, Merit and academic achievement are NOT on the list. In the same meeting , Beth McCoy stated “DEI**



**goals are baked in to the district's strategic plans" , seemingly unable or unwilling to define what that means.**

**What happened to the promised transparency around all things DEI. We all need to know HOW the curricula, teaching methods and teaching materials have changed due to DEI implementation. We are now seeing many universities and corporations getting rid of their DEI policies. These policies have led to poor outcomes as we have seen at Harvard, United Airlines and in a January 23 open letter to Cornell University, Jon Lindseth, counselor to the University President, calls to "abandon its misguided commitment to DEI because it has yielded not excellence but disgrace".**

**Since DS is still embracing these policies, common sense says there are proven results to back up this plan. Unfortunately this is not the case. For example ~ Pine Hill School ranked #173 among MA elementary schools in a ranking by US News and World Report, with ONLY 62% of students at or above the math proficiency level and 67% at or above the reading proficiency level. Chickering fared a bit better ranking at #40 with 78% math proficiency and 75% reading proficiency. These numbers are abysmal ~ especially since these towns pride themselves in providing a top tier education.**

**It is your job, as SC members to challenge and ask questions of this administration. Do you ALL support everything this administration proposes? Where is the healthy debate? Look honestly at the performance results. It is time for a change. The students at DS deserve better.**

**1/30/24**

**Good evening. My husband and I moved to Sherborn a year and a half ago to send our two daughters to what we thought were the town's reputable and high-ranking school system. Shortly after enrolling them in Pine Hill Elementary School in the fall of 2022, I learned a disturbing reality that the academic formation of students is not the priority in the school system. What has replaced classroom time for the basics**

**such as reading, writing and arithmetic has been an agenda to indoctrinate children toward trendy social causes and beliefs.**

**In educational terms, the new program is called social emotional learning, involving culturally responsive teaching, much of this programming adopted by government agencies, corporations, universities and other institutions under the guise of diversity, equity and inclusion. These new teachings require and have overtaken hours of educational time. The result has been a decline in the number of hours spent on teaching the academics and drops in school rankings. Not being one to stand by silently when I see a problem, I voiced my concerns multiple times to the administration. Many hours were spent emailing administrators, attending and reviewing school committee meetings, familiarizing myself with the terminology, researching and attending all information sessions made available to parents. I quickly learned that the administration and the school committee are not interested in hearing my objections. What became apparent is parents are considered interference to the new agenda. Parents who should be respected as the primary educators of their children have been sent the message they have no rights in the D-S school system.**

**Over a several-month period, other parents joined me and courageously voiced their concerns. I say courageous because many other parents will only speak privately about these same concerns because you have not been welcoming and have even bullied them. They are afraid to speak up. They are afraid of retribution. And they are afraid of running for school committee, even though they know this is where they could make much needed change.**

**I'll close by saying I will continue to speak up, even though we have taken our daughters out of the town's school and enrolled them in a private school where they learned more academics in a few weeks this fall than they learned all of last year at Pine Hill. I will continue to speak up because I know I'm representing many parents and other residents of the community. I will continue until the school committee, administration, DESE and teacher unions make the changes needed to get the school back on track to educational excellence instead of**

**focusing on agendas that steal from a real academic education. Thank you.**

**4/2/24**

**Good evening. I am reading this comment on behalf of a Chickering parent who is unable to attend this meeting. Her views in this comment are shared by many other concerned parents who have signed a petition in her support. The petition will also be presented tonight.**

**Good evening. I live in Dover and have two children at Chickering Elementary. I am deeply concerned and opposed to the implementation of the new math curricula, "Illustrative Math" and "Reveal Math" at Dover- Sherborn. As a member of this community and as a parent, I believe it is crucial to voice my concerns regarding the negative impact these curricula will have on our students' education. While I understand the importance of improving our educational system, I firmly believe that the "Illustrative Math" and "Reveal Math" curricula are not the right approach for our students.**

**I have gathered feedback in the past year in collaboration with teachers in this district, as well as teachers from other districts who have taught Illustrative Math. Here is a summary of the findings: There is a lack of clarity, no structured learning path, no practice opportunities, little teacher support while at the same time increasing demand on teachers. Illustrative math K-5 Curriculum only became available for the 2021-2022 school year with no positive historical data to support it.**

**Reveal Math curriculum is also a newer curriculum with a November 2020 release. There are no reviews online regarding this curriculum from teachers who have used it. It is not even rated by Curate, a DESE program, on the DESE website, that rates Massachusetts curricula to**

**ensure they “align to the DESE Educational vision”. It is troublesome that a curriculum that has been around for 4 years has no rating by the same organization that this committee aligns all DS curricula to. **Reveal Math** unfortunately appears to be remarkably similar to **Illustrative Math** based on the very limited information just recently shared with DS parents through an email by **Denny Conklin**.**

**I do not understand why the district is even considering these two new and unproven curricula at a time when our math MCAS scores are dropping. It is crucial to ensure that our students receive a comprehensive and well-rounded education that equips them with the necessary skills for their future endeavors. American students are 2 years behind students in other advanced countries in mathematics. I ask the school committee to do its due diligence in evaluating and reviewing the curricula, and provide an opportunity for concerned parents and all community members to voice their opinions and engage in a constructive, in person community forum, which will be outlined in the petition.**

**Thank you for your attention to this matter. I trust that you will carefully consider the concerns raised by the community and make a decision that prioritizes the educational well-being of our students.**

**4/2/24**

**Dear Members of Joint School Committee:**

**I asked someone to read this since I wasn't able to attend. This is solely of my own observations (my children are going through all 3 levels of schools) on a couple of running issues in the district:**

**1. Many parents feel their voices are not heard. I will suggest starting monthly "Meet your school committee" and "Meet your principal" sessions to have an organized dialogue. The few minutes of public comments at school committee meetings is a one way communication**

**that doesn't seem to be effective. Similarly, a one on one meeting with the superintendent or principal doesn't seem to go anywhere as well. Here's the point: more two way communications in a group setting may be a BETTER way!**

**2. Many parents feel academics are weakening, especially STEM subjects. I am suggesting adopting the principle of "equal but different" to encourage and reward students from wherever they are towards a higher level. Here's the point: we should always applaud students' small AND big achievements. Practical approach includes learning from the best STEM programs in the country and the world.**

**3. The DS community from all sides feel growing negativity on school issues over the last 5 years. We can't relitigate the past. Rather I implore everyone to COME to the MIDDLE, which is common sense, to take good points from all points of view on a subject (for example, is this the right timing to revamp the Math curriculum? Is Reveal or Illustrative Math the best overall teaching method of math in the country or globally?) and arrive at the best solution. Here's the point: our children intuitively know better - they want to have fun as well as to be challenged and they want achievements accomplished in the RIGHT way.**

**Thank you for listening and thank you for your hard work!**