

# Sherborn School Committee

February 7, 2023 @ 6:00pm  
DSMS Library

## Agenda

1. Call to Order
2. Community Comments

Join Zoom Meeting (community comments only)  
<https://us02web.zoom.us/j/86082110896?pwd=YIRROWhXcHlNa3pzdzU5L2ZOZU5tZz09> Meeting ID:860 8211 0896  
Passcode: 120779

3. Reports:
  - Superintendent Update-Elizabeth McCoy
  - Principal's Report – Dr. Brown
  - Warrant Report
4. FY23 Monthly Financial Report
5. Continued Discussion on FY24 Proposed Budget
  - Operating
  - Capital

**A.R.**
6. Consent Agenda **A.R.**
  - Approval of Minutes November 15, 2022
  - Approval of Pre-School Tuition
7. Communications (For Members Information)
  - Regional School Committee Minutes November 8, 2022
  - Dover School Committee October 25, 2022
8. Items for March 14, 2023
9. Adjournment

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

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



## Pine Hill School

Sherborn, MA 01770

Phone: 508-655-0630 Fax: 508-655-2763

[www.doversherborn.org](http://www.doversherborn.org)

Barbara Brown, Principal

Allison Gullingsrud, Assistant Principal

TO: Beth McCoy, Superintendent  
FROM: Barbara Brown, Principal  
RE: Principal's Monthly Report  
DATE: February 7, 2023

### **Principal's Reflection:**

The midway point in the school year has educators focused on assessing student progress and reorganizing the intervention groups that are needed to support academic and/or social and emotional learning. Report Cards and ELL/Special Education Progress Reports were issued on February 3<sup>rd</sup>. Parents/Caregivers will have the opportunity to discuss student progress at upcoming parent-teacher conferences in early March.

Our 5<sup>th</sup> grade is gearing up for their first ever Hale Reservation winter excursion. Over the years, we have grown our multi-day Hale Reservation trips (originally designed as spring adventures) to take place across the seasons. Students enjoy naturalist education experiences such as ponding, foresting, orienteering, survivalist skills, and the ropes course for individual challenge and team building. Beginning this year, the 5<sup>th</sup> grade teachers designed the naturalist education experiences to coincide with fall, winter, and spring (one day per season at Hale). Fingers crossed for ample snowfall so students can partake in shoeing when they visit in March.

### **Professional Development:**

Each of the DS schools sent a team of educators to participate at the annual METCO Director Conference on December 2<sup>nd</sup>. A keynote speaker and breakout workshop sessions focused on strengthening the social-emotional and academic health of students of color through informed practices.

Teacher leaders were trained to use a curriculum audit tool and are leading grade level and specialist teams as they assess units of study to assure that Massachusetts learning standards are accounted for. The early release day/professional development time in January and February were used for curriculum development.

Our teacher leaders and the SEL Coach are supporting classroom teachers' SEL toolbox for explicit skill instruction, classroom management and community building in support of the

CASEL standards for social and emotional learning. Refer to the attachment for a summary. Many of our classroom teachers are piloting lessons from Fly Five SEL curriculum and we continue to unpack the wealth of resources available through our Panorama platform in support of SEL focused teacher training and student learning activities.

Educational Assistants meet monthly for training and updates. The focus at the recent training was on de-escalation strategies in support of student behavior regulation and learning engagement.

### **Pine Hill Happenings:**

- November 16: School Advisory Committee 7:15-8:15am
- November 16: Community Forum about the Equity Audit
- November 21: Faculty Meeting 2:30-3:30pm
- November 23: Early Release Day
- November 24-25: School Closed – Thanksgiving
- November 28: Teacher Workshop Day
- December 1: CSA Meeting 7:00-8:30pm
- December 26-January 2: School Closed – Winter Break
- January 5: CSA Meeting 9:00-10:30am
- January 11: Early Release Day/Professional Development
- January 11: School Advisory Committee 7:15-8:15am
- January 12: DS Music Fest 6:30-8:30pm
- January 16: No School – MLK Day
- January 23: Data Team Meetings – mid-year student progress review
- January 30: Faculty Meeting 2:30-3:30pm
- February 2: CSA Meeting 7:00-8:30pm
- February 3: First Semester Report Cards Issued

# Protocol

# Unpacking Standards Protocol

## Defining Instructional Actions Based on Trends



### Meaningful PD: Unpacking the Standards

Protocol: Use this inquiry based process to identify standards that are addressed, and those that are not in order to define curricular shift for grade levels.

1. Facilitator frames purpose: For example, "Our job today is to read to understand the standards with the intention of documenting standards that are already addressed, those that are not, and next steps to ensure that all standards are being met."
2. Round 1: (10 min) Facilitator asks group to highlight standards that are already being addressed throughoutly in pink. Then, share with group in order to calibrate
3. Round 2: (7 min) Facilitator asks group to highlight standards that are touched upon loosely in yellow. Then, share with group in order to calibrate
4. Round 3: (5 min) Facilitator asks group to highlight Standards that are not currently addressed in orange. Then, share with group in order to calibrate
5. Round 4: Zooming out - Facilitator adds **unaddressed** standards to the first column on the chart. Then ask the group to share what they notice in the unaddressed standards. Are there any patterns? Do these seem like units, isolated lessons, or instructional practices that we are missing?
6. Round 5: Think through each missing item as the facilitator notes ideas for supplementation and modification. How will we address these standards? What materials will we need? What is the best way to teach this? How will we know that students have mastered the skill?
7. Final Round: Implications for professional work- Record educator action steps that will occur by a set date.

### Before: Facilitator Prep

- Select the standards to analyze (practice or content)
- Print and copy for each participant
- Bring three colors of highlighters for each participant
- Share a spreadsheet or document to record implications for curricular modification

### During

- Guide team through protocol
- Voice over to coach with prompts as teachers highlight and reflect
- Confer with individuals
- Keep time and offer transition warnings
- Facilitate sharing after each round

### After

- Record missing standards on document
- Record action steps and resources needed
- Define and delegate next steps to participants
- Decide on an follow-up meeting date

2022-2023  
PINE HILL ENROLLMENT  
As of February 1, 2023

	classroom total	Comments	Grade level total
K Connery	19		
K Jeffries	18		
K Parker	18		55
1 Aguilar	17		
1 Fabri	17		
1 Gird	18		
1 Losch	17		69
2 Edelglass	22		
2 Jarboe	22		
2 Mealey	22		66
2 Custodio	18		
3 Ritchie	19		
3 Scobie	18		
3 Sidman	18		73
4 Carter	19		
4 Hilton	17		
4 Morey	18		
4 Santiano	17		71
5 Darrah	21		
5 Mackay	21		
5 Ross	20		62
<b>TOTALS:</b>	<b>396</b>		<b>396</b>
PreK – Sullivan	13		
<b>TOTAL W/Pre-K</b>	<b>409</b>		

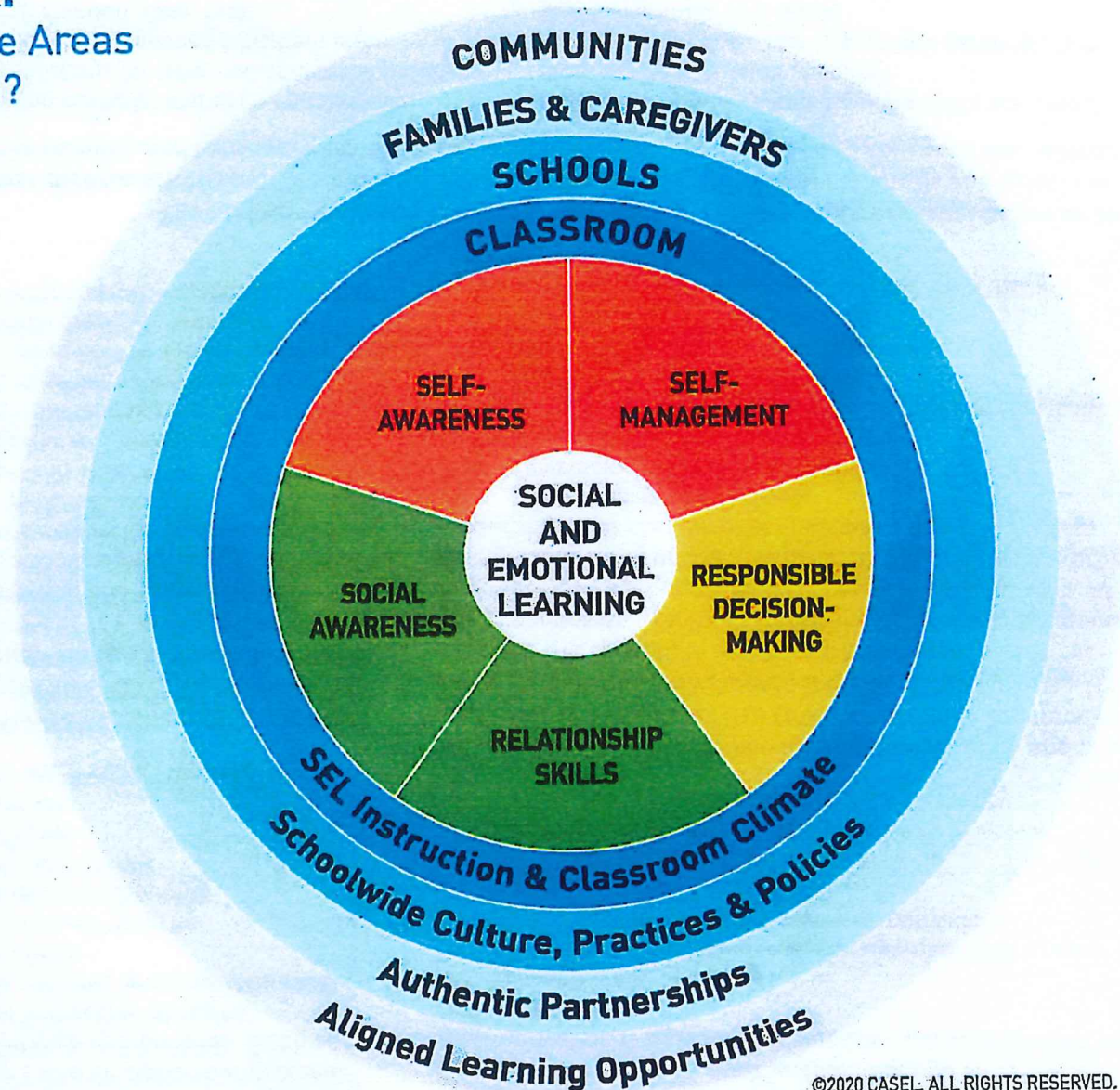


## CASEL'S SEL FRAMEWORK:

### What Are the Core Competence Areas and Where Are They Promoted?

**Social and emotional learning (SEL) is an integral part of education and human development.** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



©2020 CASEL. ALL RIGHTS RESERVED.



Learn more: [www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)





## THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

[www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)

**SELF-AWARENESS:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

**SOCIAL AWARENESS:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

**RESPONSIBLE DECISION-MAKING:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

**SELF-MANAGEMENT:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

**RELATIONSHIP SKILLS:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others



## THE KEY SETTINGS:

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. We believe it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

**CLASSROOMS.** Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts. High-quality SEL instruction has four elements represented by the acronym SAFE: Sequenced - following a coordinated set of training approaches to foster the development of competencies; Active - emphasizing active forms of learning to help students practice and master new skills; Focused - implementing curriculum that intentionally emphasizes the development of SEL competencies; and Explicit - defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

**SCHOOLS.** Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community. SEL efforts both contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged.

Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, bus—fostering a healthy school climate and culture requires active engagement from all adults and students. A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students.

*Continue to families/caregivers and communities...*

[www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)





## THE KEY SETTINGS (CONT.)

**FAMILIES/CAREGIVERS.** When schools and families form authentic partnerships, they can build strong connections that reinforce students' social and emotional development. Families and caregivers are children's first teachers, and bring deep expertise about their development, experiences, culture, and learning needs. These insights and perspectives are critical to informing, supporting, and sustaining SEL efforts. Research suggests that evidence-based SEL programs are more effective when they extend into the home, and families are far more likely to form partnerships with schools when their schools' norms, values, and cultural representations reflect their own experiences. Schools need inclusive decision-making processes that ensure that families—particularly those from historically marginalized groups—are part of planning, implementing, and continuously improving SEL.

Schools can also create other avenues for family partnership that may include creating ongoing two-way communication with families, helping caregivers understand child development, helping teachers understand family backgrounds and cultures, providing opportunities for families to volunteer in schools, extending learning activities and discussions into homes, and coordinating family services with community partners. These efforts should engage families in understanding, experiencing, informing, and supporting the social and emotional development of their students.

**COMMUNITIES.** Community partners often provide safe and developmentally rich settings for learning and development, have deep understanding of community needs and assets, are seen as trusted partners by families and students, and have connections to additional supports and services that school and families need. Community programs also offer opportunities for young people to practice their social and emotional skills in settings that are both personally relevant and can open opportunities for their future. To integrate SEL efforts across the school day and out-of-school time, school staff and community partners should align on common language and coordinate strategies and communication around SEL-related efforts and initiatives.

Students, families, schools, and communities are all part of broader systems that shape learning, development, and experiences. Inequities based on race, ethnicity, class, language, gender identity, sexual orientation, and other factors are deeply ingrained in the vast majority of these systems and impact young people and adult social, emotional, and academic learning. While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can create the conditions needed for individuals and schools to examine and interrupt inequitable policies and practices, create more inclusive learning environments, and reveal and nurture the interests and assets of all individuals.

[www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)



# The Public Schools of Dover and Sherborn

157 Farm Street  
Dover, MA 02030  
Phone: 508-785-0036 Fax: 508-785-2239  
[www.doversherborn.org](http://www.doversherborn.org)



Elizabeth M. McCoy, Superintendent  
Denton Conklin, Assistant Superintendent

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

TO: Sherborn School Committee  
FROM: Dawn Fattore, Business Administrator  
DATE: February 3, 2023  
RE: FY23 Approved Warrants

The following Accounts Payable Warrants were approved by one of the Committee's designated signers:

#	Date	Amount	Fund
1042	11/10/2022	\$11,192.31	Food Service
1043	11/10/2022	\$18,358.70	General-ODD
1044	11/10/2022	\$22,536.05	Circuit Breaker
1045	11/10/2022	\$439.00	252 Grant
1046	11/10/2022	\$3,986.39	ESSER
1047	11/10/2022	\$49,495.54	General-School
1049	11/22/2022	\$51,150.11	General-ODD
1050	11/22/2022	\$23,833.78	Circuit Breaker
1051	11/22/2022	\$5,077.30	TITLE IV
1052	11/22/2022	\$50,141.99	General-School
1053	11/22/2022	\$1,560.00	General-School
1054	11/22/2022	\$16,000.00	Capital
1056	12/8/2022	\$7,820.00	ESSER III
1057	12/8/2022	\$35,156.71	General-ODD
1058	12/8/2022	\$12,255.37	General-School
1060	12/21/2022	\$38,115.51	General-ODD
1061	12/21/2022	\$31,130.77	Circuit Breaker
1062	12/21/2022	\$6,886.68	Bldg Rental
1063	12/21/2022	\$2,950.00	TITLE I
1064	12/21/2022	\$600.00	TITLE IV
1065	12/21/2022	\$1,254.30	Gift Fund
1066	12/21/2022	\$11,272.29	Food Service
1067	12/21/2022	\$50,848.05	General-School
1069	1/5/2023	\$48,218.85	General-ODD
1070	1/5/2023	\$6,938.22	General-School
1072	1/19/2023	\$300.00	TITLE IV
1073	1/19/2023	\$48,506.66	Circuit Breaker
1074	1/19/2023	\$45,211.54	General-ODD
1075	1/19/2023	\$47,021.12	General-School



1077	2/2/2023	\$150,216.97	General-School
1078	2/2/2023	\$43,062.28	OOD
1079	2/2/2023	\$676.50	ESSER III
1080	2/2/2023	\$1,318.28	TITLE I
1081	2/2/2023	\$7,819.30	General-School

# The Public Schools of Dover and Sherborn

157 Farm Street  
Dover, MA 02030  
Phone: 508-785-0036 Fax: 508-785-2239  
[www.doversherborn.org](http://www.doversherborn.org)



Elizabeth M. McCoy, Superintendent  
Denton Conklin, Assistant Superintendent

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

---

TO: Sherborn School Committee  
FROM: Dawn Fattore, Business Administrator  
RE: FY23 Monthly Financial Update  
DATE: February 3, 2023

Attached for your review is:

- Status of Appropriations as of January 31, 2023
- Analysis of OOD as of February, 2023

*Note: As in previous years, the financial narrative will be rolling with new/updated information in **bold**.*

## Salaries

The majority of salaries have been encumbered. The Special Education Teachers line item reflects the conversion of two special educational assistants to an additional special educator to provide more direct instruction to students on IEPs. You will see the corresponding savings in the Educational Assistants line item. There are variances in the Teachers-Classroom, Guidance and Medical/Health Services line items due to several post-FY23 budget staffing changes. The net impact is a positive variance of approximately \$25,000. There is also a positive variance in SPED Administration due to the allocation of responsibilities this year with an interim in this shared district position. Substitutes and Custodial overtime services are expensed as incurred. You will see those budget balances decrease as the year progresses. We will continue to update the Committee on any changes in staffing.

## Expenditures

There are no material variances to report to date. Projections have been encumbered for utilities and transportation. We will continue to monitor all expense categories on a monthly basis.

## Out-of-District

Costs for FY23 placements to date have been encumbered. We continue to have a negative variance in tuition costs of just under \$400,000. The negative variance is a combination of more placements to date than budgeted (13 versus 10) and also higher costs for several of the budgeted placements. **Circuit Breaker reimbursement has been finalized with the break-out as follows: \$24,916 for in-district, \$287,161 for OOD tuition and \$55,945 in transportation for a total of \$294,003. We have attached an analysis of OOD to use as a discussion tool for the funding needs given the negative variance. We will work with the Town and Advisory Committee to determine the steps the Committee needs to take to request additional appropriations and the potential use of the SPED Stabilization Fund.**



Sherborn Public Schools  
Status of Appropriations as of January 31, 2023

	<u>FY23</u>	<u>EXPENDED</u>		<u>TOTAL</u>	<u>OPERATING</u>	<u>% of</u>
<u>SALARIES</u>	<u>BUDGET</u>	<u>THRU 1/31</u>	<u>ENCUMBRANCES</u>	<u>PROJECTED</u>	<u>VARIANCE/</u> <u>BUD.REMAINING</u>	<u>BUDGET</u>
SUPERINTENDENT	\$143,408	\$45,095	\$90,190	\$135,285	8,123	5.66%
BUSINESS AND FINANCE	113,115	37,521	75,042	112,563	552	0.49%
DISTRICT INFO MANAGEMENT	77,214	25,738	51,476	77,214	0	0.00%
SPED ADMINISTRATION	209,753	58,860	133,781	192,642	17,111	8.16%
SCHOOL LEADERSHIP-BUILDING	330,287	185,287	142,508	327,795	2,493	0.75%
ACADEMIC LEADERS	31,173	13,224	17,949	31,173	0	0.00%
TEACHERS, CLASSROOM	2,748,073	1,122,646	1,603,333	2,725,978	22,095	0.80%
TEACHERS, SPED	1,031,298	467,114	623,013	1,090,127	(58,829)	- 5.70%
SUBSTITUTES	34,000	14,582	1,726	16,308	17,692	52.04%
EDUCATIONAL ASSISTANTS	428,921	174,184	190,153	364,337	64,584	15.06%
LIBRARIANS & MEDIA CENTER	120,241	50,871	69,370	120,241	0	0.00%
BUILDING BASED PD	20,250	18,062	0	18,062	2,188	10.80%
GUIDANCE COUNSELORS	100,669	31,889	95,634	127,523	(26,854)	-26.68%
PSYCHOLOGICAL SERVICES	112,068	47,413	64,655	112,068	0	0.00%
MEDICAL/HEALTH SERVICES	126,398	41,749	61,667	103,417	22,981	18.18%
CUSTODIAL SERVICES	237,517	122,700	97,822	220,522	16,995	7.16%
<b>TOTAL SALARIES</b>	<b>\$5,864,386</b>	<b>\$2,456,936</b>	<b>\$3,318,319</b>	<b>\$5,775,254</b>	<b>\$89,131</b>	<b>1.52%</b>
<b><u>EXPENDITURES</u></b>						
SCHOOL COMMITTEE	\$6,800	\$8,429	\$0	\$8,429	(1,629)	-23.96%
SUPERINTENDENT	17,000	15,021	0	15,021	1,979	11.64%
LEGAL SERVICES	8,000	5,000	0	5,000	3,000	37.50%
DISTRICT INFO MANAGEMENT	73,290	56,562	8,715	65,277	8,013	10.93%
SCHOOL LEADERSHIP-BUILDING	22,300	16,465	1,614	18,079	4,221	18.93%
SPED SERVICES/SUPPLIES	104,500	49,196	57,689	106,885	(2,385)	- 2.28%
LIBRARIANS & MEDIA CENTER	3,850	2,431	0	2,431	1,419	36.85%
COURSE REIMBURSEMENT/PD	26,000	5,671	3,512	9,183	16,817	64.68%
TEXTBOOKS	38,500	35,079	912	35,991	2,509	6.52%
LIBRARY INSTRUCTIONAL MATERIALS	4,500	4,107	71	4,178	322	7.16%
INSTRUCTIONAL EQUIPMENT	12,700	6,861	5,125	11,985	715	5.63%
GENERAL SUPPLIES	43,600	31,522	1,854	33,376	10,224	23.45%
CLASSROOM INSTRUCT TECHNOLOGY	19,500	22,440	156	22,596	(3,096)	-15.88%
GUIDANCE	3,500	1,977	871	2,849	651	18.61%
MEDICAL/HEALTH SERVICES	3,150	1,562	249	1,811	1,339	42.51%
TRANSPORTATION SERVICES	233,942	96,108	140,014	236,122	(2,180)	- 0.93%
CUSTODIAL SERVICES	21,500	16,865	1,909	18,774	2,726	12.68%
MAINTENANCE OF BUILDINGS	123,050	68,799	31,850	100,649	22,401	18.20%
UTILITIES	122,000	56,804	66,261	123,065	(1,065)	- 0.87%
<b>TOTAL EXPENDITURES</b>	<b>\$887,682</b>	<b>\$500,900</b>	<b>\$320,803</b>	<b>\$821,703</b>	<b>\$65,979</b>	<b>7.43%</b>
<b>TOTAL INDISTRICT OPERATING</b>	<b>\$6,752,068</b>	<b>\$2,957,836</b>	<b>\$3,639,122</b>	<b>\$6,596,958</b>	<b>\$155,110</b>	<b>2.30%</b>
<b><u>OOD TUITION &amp; TRANSPORTATION</u></b>						
TUITION TO NON-PUBLIC/OUT-OF-STATE	\$290,000	\$233,485	\$267,672	\$501,157	(\$211,157)	-72.81%
TUITION TO COLLABORATIVES/MA PUBLIC	150,000	72,484	90,675	163,159	(13,159)	- 8.77%
<b>Total Tuition</b>	<b>440,000</b>	<b>305,969</b>	<b>358,347</b>	<b>664,316</b>	<b>(224,316)</b>	<b>-50.98%</b>
TRANSPORTATION SERVICES	135,000	44,229	113,858	158,088	(23,088)	-17.10%
<b>TOTAL OOD</b>	<b>\$575,000</b>	<b>\$350,198</b>	<b>\$472,205</b>	<b>\$822,403</b>	<b>(\$247,403)</b>	<b>-43.03%</b>
<i>* Total Charged to CB</i>	<i>360,000</i>	<i>330,019</i>	<i>261,656</i>	<i>591,675</i>	<i>(231,675)</i>	
<b>TOTAL OPERATING</b>	<b>\$7,327,068</b>	<b>\$3,308,034</b>	<b>\$4,111,327</b>	<b>\$7,419,361</b>	<b>(\$92,293)</b>	<b>- 1.26%</b>
<i>* not reflected in totals</i>						
<i>Total expected CB at 75% (including in-district)</i>	<i>294,003</i>	<i>344,440</i>	<i>277,518</i>	<i>621,958</i>	<i>(327,955)</i>	

**Sherborn Public Schools**  
**Analysis of FY23 OOD Expenditures**  
**February, 2023**

General Fund Budget	\$	440,000
CB Fund Budget	\$	360,000
<b>TOTAL</b>	<b>\$</b>	<b>800,000</b>

**General Fund**

Budget	\$	440,000
Actual estimated to date	\$	664,316
Amount unfunded	<b>\$</b>	<b>(224,316) *</b>

<b>CB Available 7/1/22</b>	\$	164,600	160,000 **
Add FY23 CB reimbursement	\$	294,003	200,000 **
<b>Total adj CB Balance</b>	<b>\$</b>	<b>458,603</b>	

**Charged to CB:**

EA	\$	30,283
Tuition estimated to date	\$	591,674
Total est. expenses to date	\$	621,957
Amount unfunded	<b>\$</b>	<b>(163,354) *</b>

**General Fund and CB Combined:**

Total Budget	\$	800,000
Total Expenses (less EA)	\$	1,255,990
Amount over budget	<b>\$</b>	<b>(455,990)</b>
Additional CB (not budgeted)	\$	68,320
Unfunded amount	<b>\$</b>	<b>(387,670) *</b>

**Available Funding Sources:**

SPED Stablization Fund	\$	100,000
Move EA to General Fund	\$	30,283
Reserves needed	<b>\$</b>	<b>(257,387)</b>

\* Components of Unfunded amount

\*\* FY23 Budgeted Amounts



# The Public Schools of Dover and Sherborn

157 Farm Street  
Dover, MA 02030  
Phone: 508-785-0036 Fax: 508-785-2239  
[www.doversherborn.org](http://www.doversherborn.org)



Elizabeth M. McCoy, Superintendent  
Denton Conklin, Assistant Superintendent

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

---

TO: Sherborn School Committee  
FROM: Dawn Fattore, Business Administrator  
RE: FY24 Operating and Capital Budgets – Continued Discussions and Approval as requested  
DATE: February 3, 2023

## Operating Budget

At this time, we do not have any significant budget adjustments to bring forward. We have updated the OOD projected costs and calculated a preliminary estimated CB amount to be received in FY24. The tuition and transportation costs budgeted numbers have not changed. We were able to cover the approved increase of 17.5% in ACCEPT's FY24 per mile transportation rate with changes in the cohort of students being transported (less miles estimated for FY24 versus FY23). The proposed CB amount to be applied to the budget will increase by \$20,000 (increase to \$320,000) and represents a 60% reimbursement rate. The difference potentially remaining, assuming a 75% reimbursement rate, is \$80,000. As our estimate is a rough calculation of reimbursement, using the 60% rate provides for differences in actual calculations plus a reserve for unexpected placements that could occur in FY24.

Version 2.0 will be presented to the Committee on **March 14<sup>th</sup>** prior to the Public Budget Hearing. At this meeting we will finalize as many open items as feasible including any agreed upon recommendations from the Special Education Review as well as the Human Resource Consultation. The Committee's final vote on the FY24 Budget will take place at this time.

## Capital Budget

An updated quote has been obtained for the Energy Management System (EMS) upgrade and we are reducing the requested amount from \$75,000 to \$40,000. A revised schedule is attached for your review. We are requesting the Committee **vote to approve** this new amount.

## Budget Meetings with the Town

We will be meeting with Sherborn Advisory to discuss the Operating Budget on **February 15<sup>th</sup>**. The Chair attends this meeting along with the Superintendent and Business Administrator. Additional discussions will also take place as needed at Advisory's Budget Hearing scheduled for **Saturday, March 25<sup>th</sup>**. We typically attend only for purposes of answering any questions that arise during their discussions.

We met this past Tuesday evening with the Sherborn Capital Committee to discuss the one requested project. We appreciate Dennis Quandt attending and representing the Committee as the Building and Faculties representative. They will make their final recommendation on capital projects to be funded subsequent to the Advisory's Budget Hearing.

One last date for your calendar is Sherborn's Annual Town Meeting scheduled for **April 25<sup>th</sup>**.

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

*Input into the cells shaded yellow*

**For fiscal year 2024, enter the corresponding number for each request**

*To the degree that you can predict future capital needs, please enter them*

Estimated Cost	
2024	2025

[illegible]



## DRAFT

### Sherborn School Committee Meeting of November 15, 2022

Members Present: Dennis Quandt  
Sangita Rousseau  
Kristen Aberle  
Christine Walsh  
Also Present: Beth McCoy, Superintendent  
Dawn Fattore, Business Administrator

#### 1) Call to Order

Amanda Brown called the meeting to order at 6:30 pm in the Sherborn Town Hall.

#### 2) Community Comments - none

#### 3) Reports

- Principal's Report - Dr. Brown highlighted recent and upcoming events at Pine Hill.
- Warrant Report

#### 4) FY23 Monthly Report as of October 31, 2022

- The last update was as of October 11th so there was minimal new activity in the past few weeks.
- Details of FY23 Circuit Breaker have not yet been received. Updates will be provided as soon as information is received.

#### 5) Proposed FY24 Budget

- *Operating* - The overall increase to the FY24 Budget over FY23 is \$627,778 (8.57%) for a total request of \$7,954,846. Drivers of the increase are: 2 additional FTE, a placeholder/reserve for salary increases subject to contract negotiations, Out-of District tuition costs due to change in placements and 3 additional placements.
- *Capital* - \$75,000 for Emergency Management System upgrade

*Dennis Quandt made a motion to approve the draft FY24 Operating and Capital Budgets as presented. Sangita Rousseau seconded.*

22-16 VOTE: 5 - 0

#### 6) Consent Agenda

- Approval of Minutes: October 18, 2022
- Donation - \$30,000 from the Sawin Fund designated for the addition of an outdoor classroom.
- Grants - \$90,232 IDEA-SPED 240; \$2,747 Early Child SPED Entitlement 262; \$41,095 Title I; \$6,825 Title IIA; \$10,000 Title IV A - ESSA; and \$37,305 REAP.

*Dennis Quandt made a motion to approve the Consent Agenda. Sangita Rousseau seconded.*

22-17 VOTE: 4- 0

#### 7) Communications

- Dover Sherborn Regional Committee minutes of October 11, 2022
- Dover School Committee minutes of September 27, 2022

#### 8) Items for February 14, 2023 meeting - FY24 Budget

#### 9) Adjournment at 7:42 pm.

**DRAFT**

Respectfully submitted,  
Amy Davis

# The Public Schools of Dover and Sherborn

157 Farm Street  
Dover, MA 02030  
Phone: 508-785-0036 Fax: 508-785-2239  
[www.doversherborn.org](http://www.doversherborn.org)



Elizabeth M. McCoy, Superintendent  
Denton Conklin, Assistant Superintendent

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

---

TO: Sherborn School Committee

FROM: Kate McCarthy, Director of Student Services  
Naomi O'Brien, Special Education Elementary Coordinator  
Dawn Fattore, Business Administrator

DATE: February 3, 2023

RE: FY24 Pre-K Tuition Rates

For FY24 there will continue to be two options for our Pre-K integrated program: a 3-day or 5-day enrollment.

We are proposing a 2.5% increase and the corresponding rates will be:

- 3-day rate (M,W,F) \$6,030
- 5-day rate \$10,670

We are requesting that the Committee approve these rates for inclusion in the FY24 application packets.



Approved 1/17/2023

**Dover-Sherborn Regional School Committee**  
Meeting of November 8, 2022

Members Present: Maggie Charron  
Judi Miller  
Kate Potter  
Angie Johnson  
Lynn Collins  
Mark Healey

**1) Call to Order**

Maggie Charron called the meeting to order at 6:02 pm in the Middle School Library.

**2) Community Comments** - none

**3) Metro West Adolescent Survey Results** - the Key Findings and Recommended Action Steps for the 2021 survey were presented in multiple areas including substance use, bullying/cyberbullying, mental health, and online behaviors. The results will be shared widely with faculty and parent groups including the Boards of Health, faith-based groups, law enforcement offices, business associations, youth organizations, etc.

**4) Reports**

- Superintendant Report - Beth McCoy presented an update from her office.
- Warrant Report

**5) Financial Reports: FY23 Monthly Report**

- General Revenues - there are no material variances to report.
- Salaries - post-FY23 Budget staffing changes have resulted in both small negative and positive variances. There is currently a vacancy in the data manager position which is expected to be filled next month. Additionally, there are two open custodian positions that are being contracted to a facilities company at this time.
- Expenditures - projected healthcare costs and utilities have been encumbered. The current projection for the contribution to the OPEB fund is \$175,000.
- FY22 Wrap up - The auditors are nearing completion with the field work. E&D was certified on October 25, 2022 at an amount of \$1,181,215 (4.37% of the allowed amount, 5% is the cap).

**6) FY24 Budget Guidance** - Dawn Fattore requested any ideas/concerns that members would like to see included in the draft budget.

**7) Consent Agenda**

- Approval of Minutes: October 11, 2022

*Angie Johnson made a motion to approve the Consent Agenda. Lynn Collins seconded.*  
22-20 VOTE: 6 - 0

**8) Communication**

- High School Principal Report - John Smith
- Middle School Principal Report - David Lawrence
- Dover School Committee minutes of September 27, 2022
- Sherborn School Committee minutes of September 20, 2022

**9) Items for December 6, 2022 meeting** - draft FY24 Budget

**Approved 1/17/2023**

**10)Adjournment at 6:58 pm.**

Respectfully submitted, Amy Davis



**Dover School Committee**  
Meeting of October 25, 2022

Members Present: Sara Gutierrez-Dunn  
Colleen Burt  
Jeff Cassidy  
Liz Grossman  
Goli Sepehr  
Also Present: Beth McCoy, Superintendent  
Dawn Fattore, Business Manager  
Deb Reinemann, Principal

**1) Call to Order**

Sara Gutierrez-Dunn called the meeting to order in the Chickering School Library at 6:35 pm.

**2) Community Comments** - A parent expressed concerns about the curriculum of the Rainbow Club given the young age (1st grade) of the invited participants and asked about the funding source for the club.

**3) Reports**

- Superintendent Report - Beth McCoy presented an update from her office including information on her weekly building visits, Open Houses, the Special Education review, Entry Plan progress, Equity Audit update, and initial review of MCAS scores.
- Assistant Superintendent Report - Denny Conklin spoke about the most recent Best Practices Profession Development day.
- Principal's Report - Dr. Reinemann reviewed her report and answered questions. There was also discussion about the proposed revision to the Handbook regarding homework expectations to more accurately reflect current practices.
- Warrant Report

**4) FY23 Monthly Financial Report**

- Salaries - the majority of salaries have been encumbered for FY23. The Special Education Teachers line item reflects the conversion of two special educational assistants to an additional special educator to provide more direct instruction to students on IEPs as well as savings from post-FY23 budget staffing changes. There are also variances in the Teachers-Classroom, Guidance, & Psychological line items due to several post-FY23 budget staffing changes. The net impact is a negative variance of approximately \$5,000. Substitutes and Custodial overtime services are expensed as incurred.
- Expenditures - there are no material expenditure variances to report except for SPED Services/Supplies and Utilities. Additional support services have been required for the current cohort of students on IEPs. The TEC oil bid price for FY23 is for the first time a floating rate due to the volatility of the oil market. The fixed rate at the time of the bidden process was \$4.1425 (vs \$2.1524 in FY22). There is a \$30,000 negative variance at the time but it will fluctuate as the heating season progresses.
- Out-of-District - tuition encumbrances are reflected for the majority of OOD placements. Transportation costs will be encumbered next month. There are no negative variances anticipated at this time. Circuit Breaker will be fully funded at the 75% mandated rate and Dover is slated to receive the second round of CB reimbursement for transportation as provided for in the Student Opportunity Act.
- FY23 Capital Projects Update - the flooring replacement for all classroom spaces in the K-1 wing was completed just in time for the opening of school. The EMS upgrade project is

**Approved 11/22/2022**

in the final stages and training for the staff has been scheduled. A contract has been signed for the cold water booster system but delivery of the equipment is delayed.

- 5) Capital Plan** - a draft of the 5-year capital plan was provided. For FY24, \$175,000 is requested: \$130,000 for flooring replacement in the 2-3 wing and \$45,000 to replace the Fire Control Panel and Devices.

*Colleen Burt made a motion to approve the Capital Budget as presented. Liz Grossman seconded.*

**22-14 VOTE: 5 - 0**

- 6) School Committee FY24 Budget Guidance** - Dawn Fattore reviewed the budget process and timing.

- 7) MASC Policy Manual Review** - The Policy Subcommittee has recommended a comprehensive policy manual review with Massachusetts Association of School Committees (MASC). It has been 10 years since the last review. The fee for this service is \$10,500 which can be split over three fiscal years. The cost would further be divided between the Region, Dover, and Sherborn on a 60-20-20 basis.

*Sara Gutierrez-Dunn made a motion to approve the MASC Policy Manual Review contract as presented. Liz Grossman seconded.*

**22-15 VOTE: 5 - 0**

**8) Consent Agenda**

- Approval of Minutes: September 27, 2022 - Under Also Present remove Kathleen Smith, add Beth McCoy and Denny Conklin.

*Jeff Cassidy made a motion to approve the Consent Agenda as amended. Colleen Burt seconded.*

**22-16 VOTE: 5 - 0**

**9) Communications**

- October 1, 2022 Annual Enrollment Report
- Dover Sherborn Regional School Committee Minutes of September 13, 2022
- Sherborn School Committee Minutes of September 20, 2022
- TEC Capital Reserve Fund
- MCAS Results

**10) Items for November 22, 2022 meeting** - draft FY24 Budget

**11) Adjournment at 8:20 pm.**

Respectfully submitted,  
Amy Davis