

Sherborn School Committee Meeting

Agenda

May 10, 2022

6:00 pm

Join Zoom Meeting

<https://us02web.zoom.us/j/85177218996?pwd=eEt2SXZvbDBhU3V0cDc0Yzd3ZDI2Zz09>

Meeting ID: 851 7721 8996

Passcode: 312472

1. Call to Order
2. Community Comment
3. CSA President Monica Acharya
4. Reports:
 - Principal's Report –Dr. Brown
 - Warrant Report
6. Monthly Financial Report–Ms. Fattore
7. Outdoor classroom update
8. Proposed changes to 2022-23 student handbooks – first read
9. School Improvement Plan – first read
10. Consent Agenda **A.R**
 - Approval of Minutes March 15, 2022
 - Donation
11. Communications (For Members Information)
 - Dover School Committee Minutes January 25, 2022
12. Recognitions
13. Adjourn

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

The Public Schools of Dover and Sherborn 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
Dr. Barbara Brown, Principal
Ms. Allison Gullingsrud, Assistant Principal

TO: Kathleen Smith, Interim Superintendent
FROM: Barbara Brown, Principal
RE: Principal's Monthly Report
DATE: May 10, 2022

Principal's Reflection:

Recruiting and hiring – We are in the process of vetting candidates for our open positions for next school year. We are hiring a district nurse, adjustment counselors, special education and classroom teachers, and an interventionist.

It is with deep gratitude and appreciation that we say thank you and farewell to our extraordinary School Nurse Jill Fedor at the end of the school year. Jill is transitioning back to the clinical side of nursing after nine years at Pine Hill. She has shepherded us through countless lice outbreaks, flu seasons, scrapes and bruises and loose teeth, broken bones, upset tummies and headaches, anxiety and asthma attacks, ear infections, and a COVID pandemic... all with great competence and remarkable tender love and care.

Nurse Aimee Versaw will be our full-time School Nurse beginning next year. Aimee has been a "floater" nurse assisting at all four DS schools this year. She and Jill will coordinate a smooth transition for our health office.

Staff projections for 22-23 - Based on our best estimation, our teacher assignments will be as follows (subject to change, of course, if curve balls arise or our enrollment shifts):

Preschool = Molly Sullivan (1 section)
K = Meredith Connery - Stephanie Parker - Lee Jeffries (3 sections)
1 = Emily Gird - Jenee Aguilar - Sara Fabri (3 sections)
2 = Stephanie Edelglass - Susan Jarboe - Rebecca Mealey (3 sections)
3 = Cindy Sidman - Marlene Custodio - Pam Ritchie - Megan Scobie (4 sections)
4 = Rachel Santiano - Allie Morey - Nikki Carter - Kirsi Hilton (4 sections)
5 = Heather Mackay - Nicole Darrach – TBD/New Hire (3 sections)

We are keeping a close eye on our current kindergarten class (current enrollment = 66 students) and may need to adjust for sections if we have new students enroll to attend next year's first grade in order to stay within the 18-23 class size guideline.

Professional Development:

On Wednesday, May 4 our school staff was trained in emergency response and preparedness strategies. The Synergy consultants provided training across all four DS schools. Thank you to the Sherborn Police and Fire Chiefs who assisted with the training.

Pine Hill Enrichment:

Our students in grades 1-5 enjoyed a special program on character development and anti-bullying on 5/4/22. Students were empowered with proactive strategies to act as upstanders (not bystanders) when they see teasing, taunting, or bullying behavior. Our teachers are working to integrate social competency skills throughout the curriculum and the assembly reinforced the tenets of our school-wide core values and expectations for positive behavior.

The Public Schools of Dover and Sherborn

157 Farm Street

Dover, MA 02030

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

www.doversherborn.org

Commitment to Community

Equity and Excellence

Respect and Dignity

Climate of Care

Kathleen Smith, J.D., Interim Superintendent

Elizabeth M. McCoy, Asst. Superintendent

Dawn Fattore, Business Administrator

Kate McCarthy, Director of Student Services

TO: Sherborn School Committee
FROM: Dawn Fattore, Business Administrator
DATE: May 5, 2022
RE: FY22 Approved Warrants

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

#	Date	Amount	Fund
1079	3/30/2022	\$22,387.97	General - School
1080	3/30/2022	\$18,295.82	General - OOD
1081	3/30/2022	\$1,950.00	SPED 252
1082	3/30/2022	\$244.99	SPED 262
1083	3/30/2022	\$700.00	ESSER I
1085	4/12/2022	\$41,124.76	General - OOD
1086	4/12/2022	\$7,739.41	Food Service
1087	4/12/2022	\$20,997.50	Circuit Breaker
1088	4/12/2022	\$6,295.29	SPED 252
1089	4/12/2022	\$53,252.46	General - School
1091	4/27/2022	\$1,400.00	ESSER I
1092	4/27/2022	\$948.24	SPED 252
1093	4/27/2022	\$19,518.17	General -OOD
1094	4/27/2022	\$12,648.38	General - School

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Elizabeth M. McCoy, Asst. Superintendent

Dawn Fattore, Business Administrator

Kate McCarthy, Director of Student Services

TO: Sherborn School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY22 Operating Update
DATE: May 6, 2022

Attached please find:

- * Status of Appropriations as of April 30, 2022
- * Special Revenue/Revolving Funds as of March 31, 2022

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

Status of Appropriations

Salaries

The majority of salaries have been encumbered. The Teachers line items (Classroom and Special Education) reflect the addition of the Math Specialist and the Social Emotional Learning (SEL) Specialist. In addition, the BCBA position is not being shared with the Region this year increasing that position by a .2FTE due to student needs. There are net savings to offset these costs of approx. \$30,000 due to a leave of absence and a mid-year retirement. The net impact of these changes is minimal in costs.

The Educational Assistants line item reflects two additional special education assistants due to the current student cohort. **As yearend is approaching we have reviewed available funding sources and have transferred \$50,000 of educational salaries to the following funds: \$15,000 to ESSER grants, \$15,000 to the pre-k revolving fund and \$20,000 to a new FY22 Pandemic-Related Enrollment Disruptions Impacting Chapter 70 Aid Fund just received last month. A formula was established by the State to assist districts who saw swings in their enrolment due to COVID from FY21 to FY22. Both Sherborn and Dover received some additional Chapter 70 funds from this General Appropriation Act.** During the year, we also approved two additional regular education assistant to assist with intervention and will be charging one position to the ESSER grants and one to our Title I grant. In addition, the Medical/Health Services line reflects Sherborn's portion of the long-term substitute nurse added in November.

Expenditures

SPED Services/Supplies' negative variance represents additional support services added for the current cohort of students. In addition, we have recorded the costs of in-district SPED transportation being incurred based on students' IEP requirements.

There are no additional material variances to report to date. Initial projections have been encumbered for utilities and we will continue to monitor those as the year progresses.

Out-of-District

Tuition costs for FY22 are encumbered based on current placements. **We have had additional placement activity in the last month increasing OOD tuitions by approximately \$75,000. There is now a negative variance in OOD of \$68,395. At yearend, we will allocate costs as needed to the Circuit Breaker Fund.** Sherborn's FY22 Circuit Reimbursement is \$360,499 representing \$286,425 for OOD tuition, \$22,633 for transportation expenses and \$51,441 for in-district special education expenses. The reimbursement rate is the full state mandated 75% including reimbursement on 25% of OOD transportation costs where applicable (this new funding is part of the Student Opportunity Act legislation and is being phased in over four years). The FY22 budget is based on utilizing \$200,000 of circuit breaker funds.

We will continue to monitor overall net operating results to ensure we close the year within our approved operating budget.

Special Revenue/Revolving Funds

Summary of activity to date for these funds is reflected on the attached statement.

Elementary and Secondary School Emergency Relief Funds (ESSER) Grants

The District has received three ESSER funds to utilize in response to the COVID-19 Pandemic. The ESSER I grant of \$24,869 has been allocated to cover costs associated with summer services provided to students as needed due to the hybrid school year and staffing for COVID-19 related testing protocol. The ESSER II grant of \$85,841 has been allocated for additional SEL assessment tools and contracted services (there is a mental health expenditure requirement for this grant) and additional staffing positions as needed to assist with academic interventions.

The ESSER III grant, coming out of the American Rescue Plan Act, is a larger grant totaling \$170,448. We submitted our application on October 4th and received approval on December 3rd. The budget focuses on activities related to student learning loss and other student social/emotional issues arising from the COVID pandemic. The main areas include providing additional technology support for students, additional educational support for individual student needs, training for educators on addressing learning loss and additional social/emotional learning supports. We will inform the committee once the budget has been approved. We are continuing to evaluate students and communicating with other stakeholder groups to determine any other issues that need to be addressed and can amend our budget as appropriate as the grant period extends to September of 2024.

We will be happy to answer any questions the Committee may have at Tuesday's meeting.

Sherborn Public Schools
Status of Appropriations as of April 30, 2022

<u>SALARIES</u>	<u>FY22</u>	<u>EXPENDED</u>		<u>TOTAL</u>	<u>OPERATING</u>	<u>% of</u>
	<u>BUDGET</u>	<u>THRU 4/30</u>	<u>ENCUMBRANCES</u>	<u>PROJECTED</u>	<u>VARIANCE/ BUD.REMAINING</u>	<u>BUDGET</u>
SUPERINTENDENT	\$145,628	\$95,137	\$47,568	\$142,705	2,923	2.01%
BUSINESS AND FINANCE	113,590	69,319	37,496	106,815	6,775	5.96%
DISTRICT INFO MANAGEMENT	74,436	50,122	25,061	75,183	(747)	- 1.00%
SPED ADMINISTRATION	215,331	106,172	96,602	202,774	12,557	5.83%
SCHOOL LEADERSHIP-BUILDING	318,189	268,117	52,199	320,316	(2,127)	- 0.67%
ACADEMIC LEADERS	28,253	12,491	19,745	32,236	(3,984)	-14.10%
TEACHERS, CLASSROOM	2,620,387	1,800,766	817,086	2,617,852	2,536	0.10%
TEACHERS, SPED	981,672	687,079	299,069	986,148	(4,476)	- 0.46%
SUBSTITUTES	30,000	37,054	2,751	39,805	(9,805)	-32.68%
EDUCATIONAL ASSISTANTS	388,150	370,130	19,778	389,908	(1,758)	- 0.45%
LIBRARIANS & MEDIA CENTER	117,663	81,459	36,204	117,663	0	0.00%
BUILDING BASED PD	20,250	19,238	0	19,238	1,013	5.00%
GUIDANCE COUNSELORS	64,803	47,221	20,802	68,023	(3,220)	- 4.97%
PSYCHOLOGICAL SERVICES	109,650	75,912	33,738	109,650	0	0.00%
MEDICAL/HEALTH SERVICES	104,833	67,595	45,160	112,755	(7,922)	- 7.56%
CUSTODIAL SERVICES	237,842	179,239	38,104	217,344	20,498	8.62%
TOTAL SALARIES	\$5,570,677	\$3,967,050	\$1,591,363	\$5,558,413	\$12,264	0.22%
EXPENDITURES						
SCHOOL COMMITTEE	\$6,800	\$4,722	\$1,365	\$6,087	713	10.49%
SUPERINTENDENT	17,000	14,607	0	14,607	2,393	14.07%
LEGAL SERVICES	8,000	5,000	0	5,000	3,000	37.50%
DISTRICT INFO MANAGEMENT	57,750	55,542	1,684	57,226	524	0.91%
SCHOOL LEADERSHIP-BUILDING	15,700	15,706	826	16,532	(832)	- 5.30%
SPED SERVICES/SUPPLIES	87,000	92,547	41,589	134,136	(47,136)	-54.18%
LIBRARIANS & MEDIA CENTER	3,850	3,011	330	3,341	509	13.22%
COURSE REIMBURSEMENT/PD	26,000	11,130	345	11,475	14,525	55.87%
TEXTBOOKS & RELATED SOFTWARE	38,500	35,228	2,744	37,972	529	1.37%
LIBRARY INSTRUCTIONAL MATERIALS	4,500	4,048	477	4,525	(25)	- 0.57%
INSTRUCTIONAL EQUIPMENT	15,000	14,482	2,136	16,618	(1,618)	-10.79%
GENERAL SUPPLIES	40,100	30,940	2,442	33,382	6,718	16.75%
CLASSROOM INSTRUCT TECHNOLOGY	19,500	21,172	0	21,172	(1,672)	- 8.57%
GUIDANCE	3,500	720	89	809	2,691	76.88%
MEDICAL/HEALTH SERVICES	3,150	2,083	866	2,949	202	6.40%
TRANSPORTATION SERVICES	228,309	169,844	59,487	229,331	(1,022)	- 0.45%
CUSTODIAL SERVICES	21,500	9,683	728	10,411	11,089	51.57%
MAINTENANCE OF BUILDINGS	123,050	99,008	17,980	116,988	6,062	4.93%
UTILITIES	122,000	100,111	19,632	119,744	2,256	1.85%
TOTAL EXPENDITURES	\$841,209	\$689,584	\$152,722	\$842,306	(\$1,097)	- 0.13%
TOTAL INDISTRICT OPERATING	\$6,411,886	\$4,656,634	\$1,744,085	\$6,400,719	\$11,167	0.17%
OOD TUITION & TRANSPORTATION						
TUITION TO NON-PUBLIC	\$170,000	\$324,766	\$170,416	\$495,182	(\$325,182)	-191.28%
TUITION TO COLLABORATIVES/MA PUBLIC	300,000	39,794	6,362	46,156	253,844	84.61%
Total Tuition	470,000	364,560	176,778	541,338	(71,338)	-15.18%
TRANSPORTATION SERVICES	120,000	87,463	29,594	117,057	2,943	2.45%
TOTAL OOD	\$590,000	\$452,023	\$206,372	\$658,395	(\$68,395)	-11.59%
* Total Charged to CB	200,000	170,495	32,914	203,410	(3,410)	
TOTAL OPERATING	\$7,001,886	\$5,108,657	\$1,950,457	\$7,059,114	(\$57,228)	- 0.82%
<i>* not reflected in totals</i>						
Total CB at 75% (including in-district)	360,499	219,655	49,935	269,590	90,909	

Sherborn Public School
Special Revenue/Revolving Funds as of March 31, 2022

<u>SPECIAL REVENUE / REVOLVING FUNDS</u>	<u>FUND BALANCE @ 07/01/2021</u>	<u>REVENUE</u>	<u>EXPENDITURES/ ENCUMBRANCES</u>	<u>FUND BALANCE @ 03/31/2022</u>	<u>Notes:</u>
BUILDING RENTAL	\$ 76,516	\$ 2,264	\$ 3,910	\$ 74,870	
CAFETERIA	58,518	146,155	85,755	118,918	<i>Net of deposits in advance - \$13,159 Reported ACTUAL ACTIVITY ONLY</i>
CIRCUIT BREAKER	147,072	193,110	269,590	70,592	<i>Remaining Circuit Breaker to be received = \$90,126</i>
GIFT FUND (see page 2 detail)	1,458			1,458	
NON-RESIDENT TUITION	56,474			56,474	
PINE HILL PRESCHOOL	49,396	72,017	29,612	91,801	<i>Estimated fund balance @ June 30 = \$91,801 Net of FY23 Deposits = \$700</i>
SAWIN GIFT FUND	3,884	15,000	2,593	16,291	<i>\$15,000 gift for The Learning Lab (shed)</i>
<u>FIDUCIARY FUND</u>					
STUDENT ACTIVITY FUND	\$ 2,039	\$ 1,351	\$ 1,339	2,051	<i>Student Activity Fund balance per Town report at March 31</i>

FY 22 Pine Hill - Miscellaneous Donations							
Gift/Donor	Purpose	Bal Fwd @ 07/01/2021	Revenue	Expenditures	Encumbered	Balance @ 03/31/2022	Date/Yr
GIFT FUND							
Special Education Gifts	SPED Program	\$ 1,254.30				1,254.30	7/14 & 10/18
Follett Gift	Library Books	100.00				100.00	11/19
Mudge Gift	Assistive Hearing Auditorium	91.81				91.81	7/14
Poetry Center Gift(s)	Poetry Center honoring McAdams	12.15				12.15	9/15
		\$ 1,458.26	0.00	0.00	0.00	\$ 1,458.26	



DOVER SHERBORN
EDUCATION FUND

School year 2022-23 Grant Proposal

Due date: March 1, 2022

SCHOOL:	<i>Pine Hill School</i>
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Proposal (A-Z)	
Access Priority #	_____ of _____

Applicants:	Laurie Ryan on behalf of Pine Hill School Community
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Title of Proposal:	<i>Pine Hill Outdoor Classroom & Learning Lab</i>
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Grade(s) Involved:	K 1 2 3 4 5
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Total Amount Requested:	\$45,450.00
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(provide breakdown in “breakdown” selection below)

Instructions: Please electronically complete this proposal and answer all questions to be considered. Attach pictures, illustrations or any other materials necessary to best convey your ideas clearly.

Proposal Description: Be specific and provide detail. What will you be doing? Over what period of time? With who?

The Pine Hill community, composed of teachers, staff, students, parents and community members, aspire to create a beautiful multi-functional area on our school campus. This area will include an Outdoor Learning Lab, Outdoor Classroom, gardens, community gathering space, and venue for teaching core concepts of sustainability.

The Learning Lab, generously donated by the Sawin Fund for the endowment's sesquicentennial anniversary, will serve as a year-round learning space, aimed at supporting the K-5 Life Science curriculums. It will house resources that enrich student learning across all grades, while providing storage for teaching and garden tools.

The proposed Outdoor Classroom will provide an accessible space for classes to learn outdoors, whether connecting with nature directly, or simply enjoying a multi-sensory area to stimulate whole body learning. The classroom will have flexible seating, composed of eight benches, engraved with the words of the PH Promise, and can easily be moved around to accommodate the needs of the class. The overhead pergola has a manual shade that can be extended to offer protection, and then easily retracted when done. The continuous, hard surfacing from the school ensures that persons of all physical abilities and needs can access the classroom. Importantly, the classroom is located centrally on the PH campus so teachers can easily transition their students to and from the space.

The garden will consist of raised-beds for classrooms to enjoy hands-on exploration of Life Science curriculums. This area will allow the CSA to relocate our existing raised-beds, to a much more accessible and visible location, which will support ongoing study and student engagement. In addition to the teaching beds, the area will be bounded by a native-plant landscape, which creates a rich habitat for studying plant and animal adaptation, while separating the area from the surrounding play spaces.

The garden and outdoor classroom area, as a whole, will provide a much needed space for students, teachers, and parents to gather during and outside the school day for meetings, one-on-one discussions, or simply a place to pause.

In partnership with Sherborn's sustainability initiatives, as well as the district's Sustainability Task Force, the garden and outdoor classroom will serve as a venue to teach and model core concepts of sustainability to educate our children about adaptation and mitigation strategies for a changing climate. Examples of these concepts are: 1) preparing for shifting precipitation patterns and extreme

Student Involvement:
Will students and/or other faculty be directly involved and how?

The entire school community will be involved in the creation and use of this space, as well as its maintenance. I am submitting this proposal with the support of the administrators, teachers, parents and the Community School Association (CSA) at Pine Hill. This project will require the work of many community groups. Our parent community is taking a strong leadership role in this project, bringing expertise in gardening, landscape design, project management, and the commitment to needed volunteer hours. The faculty has shared their hopes and dreams for this project and their requests have been incorporated into the design so that this space is relevant to all grade levels and connects to a variety of subject areas.

How many students/faculty will be affected/involved?

The entire school community will be involved in the creation and use of this space, as well as its maintenance.

Objective/Purpose of your proposal:
How does your proposal connect to and enhance your curriculum?

Pine Hill Garden & Outdoor Classroom: Connections to current curriculum

1. *School-wide use (Pre-K-5th)*
 - a. Outdoor Classroom & Learning Lab space available for teaching in any area of curriculum educators and staff deem appropriate
 - b. Nature-based space accessible at recess and non-school hours
 - c. On-campus retreat for reflection, alternative play, Mindfulness work, enhancing SEL, and special activities or celebrations
 - d. Multiple areas for private seating (students and staff)
 - e. Sensory Garden for communal use and use by Special Ed staff
 - f. Enhancing school lunches and “Tasting Centers” with fresh produce
 - g. Community gathering space for group meetings or one-on-one discussions

2. *Fifth Grade: Leadership Project*
 - a. Overall leadership in the space as part of their Legacy (includes working with and mentoring younger students through CSA run Garden Leaders Program)
 - b. Creating QR codes for garden elements to allow students/teachers and visiting residents the opportunity to learn more about core sustainability concepts
 - c. Helping to plant, maintain and harvest raised beds for vegetables and herbs

3. *Fourth Grade: Plant Adaptation, Renewable Energy*
 - a. Controlled variable studies conducted in Learning Lab
 - b. *In situ* study of perennials to demonstrate different means of seed dispersal, adaptation, and pollination (bees, birds, moths, etc)
 - c. Study of the off-grid solar system in connection with the “Better Ideas Institute” and the exploration of alternative, renewable energy

4. *Third Grade: Bird Adaptation Unit*
 - a. Native Plant landscaping will provide native birds with food, protection, cover and places to raise young
 - b. Classes will apply for National Wildlife Federation “Schoolyard Wildlife Habitat Certification” ([Attachment 3](#)) and use certification checklist for selecting native plants for wildlife habitat and as a framework for understanding key components to a healthy wildlife habitat
 - c. Observe birds in space and consider connection between adaptations and environment
 - d. A physical place to hold discussions around history of agriculture in Sherborn for “Old Sherborn Day” unit
 - e. Outdoor space in which to conduct activities for “Wampanoag Day”

5. *Second Grade: Plant and Animal Adaptation and Habitat*

Describe how this proposal benefits the student and contributes to the uniqueness of our school system.

As children enter Pine Hill in Pre-K, up through their 5th grade year, the Outdoor Classroom, Learning Lab and gardens will be a regular part of their learning experience. They will be involved in the care and growth of the shared space, weaving a web of investment and sustainability that will strengthen with time. In short, students will take pride and ownership of the space.

Throughout the area, design elements reflect the PH Promise (Playful, Independent, Nurturing, Empathetic, Honesty, Integrity, Legacy & Leadership). This can be seen in the engraved Outdoor Classroom benches, along with the PH Promise Sculpture which is a collaboration with local sculpture artist, Alexi Antoniadis. ([Attachment](#)) The PH Promise is unique to our school, and defines “who we are” as a school and a community.

What will be your measure of success?

Success will be measured by observing students in the garden space and soliciting feedback from them and the teachers.

Equipment/Consumables:

DSEF expects that equipment purchased remain in the possession of the schools. If equipment is to be purchased, please describe the product(s), the manufacturer, model, expected life, frequency of use, any equipment being replaced, etc.

[Budget and Equipment for PH Outdoor Classrooms and Gardens](#)

Who else may be using this equipment outside of its designated purpose?

The garden will be open to community members who visit the PH campus outside of the school hours.

Budget: Our goal is to provide the funds to implement an exciting and well-executed program. Please provide the following information as accurately as possible.

Budget Breakdown:

Total Request \$ 45,450.00 (see attached spreadsheet for details)

\$	Equipment
\$	Consumables
\$	External Consulting/Professional Fees
\$	Expenses (provide details)
\$	Other (provide details)
Explanation/Details: <u>Budget and Equipment for PH Outdoor Classroom & Gardens</u>	

Sometimes funds are not available to fully fund a proposal. We may, however, be able to fund part of a proposal with the hopes that any shortfall can be found elsewhere, or the scope of the proposal can be limited to the available budget. If this is the case in this proposal, please indicate the minimum amount needed for you to continue.

ALTERNATE BUDGET AMOUNT \$

Please describe how you would reduce the scope of your proposal to accommodate the minimum amount, but still meet your objectives.

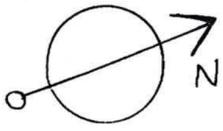
As noted on the attached spreadsheet, we have found alternative funding sources for the Outdoor Learning Lab (Sawin Fund) and some of the plantings, benches and other features (CSA) which leaves us with the remaining components of the project included in this request.

Is this grant request linked to any other grants you are applying for? If yes, please explain.

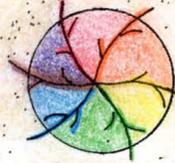
No.

Please feel free to attach/include any additional information to support your proposal. Thank you for your interest and effort.

In discussion with the DPW director, Sean Kileen, there is the possibility the town will be able to perform a portion or all of the site work necessary for this project. If so, there would be a significant cost savings in labor. In order to move forward, DPW must seek approval from the Select Board. We will revisit this issue with Mr. Kileen this spring, and see if it's feasible for the town to support this project.



PINE HILL PROMISE
SCULPTURE



TEACHING BED

TEACHING BED

ACCESS
ROAD

THREE
SISTERS
BED

OUTDOOR
CLASSROOM

VEGGIEVILLE

RAIN
BARREL

OUTDOOR
LEARNING
LAB

BASKETBALL
COURT

ACCESSIBLE
BED

RAIN
BARREL

MS. SULLIVAN'S
SUNFLOWER
GARDEN

3/20/22

Pine Hill Outdoor Classrooms and Garden
Sherborn, MA
Scale 1" = 4'
Conceptual Design by N Wiemeyer

Proposed Revisions to the Pine Hill School Family Handbook
May 2022

https://www.doversherborn.org/uploaded/Our_Schools/PineHillSchool/Publications_PH/Pine%20Hill%20Handbook%202021.pdf

DS legal council is in the process of updating the portions of our school handbooks that are governed by law. We anticipate that content will be available to us over the summer.

Procedural information updates that are specific to Pine Hill School are as follows:

Page	Topic	Type of revision
5	Faculty Roster	Revise for 2021-2022
11	Bus Rider Rules - added this new piece	Added: Students are only allowed to ride a bus other than their own if it is for childcare purposes. The bus company cannot accommodate guest riders for the purpose of playdates.
12	Curriculum - cleaned up the language used	<p>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.</p> <p>DS has a coordinated curriculum review process/cycle for reviewing and updating curriculum, instruction, and assessment across all areas, which assures that K-12 teaching and learning is aligned to Massachusetts Curriculum Standards.</p> <p>Please refer to the school website for an overview of the curriculum. 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, all of which can be found on the website (www.doversherborn.org).</p>
45	Telephones	Added: Students are not allowed to use cellular devices such as phones or watches while at school. If your child has a cellular device, please advise them that it needs to be turned off and in their backpack during the school day.

Pine Hill School Improvement Plan 2022-2023

District Vision

We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.

District Mission

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

District Theory of Action

If we are able to successfully inspire, challenge, and provide the necessary support for all of our students, *then* they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing society.

District Core Values

The Dover Sherborn Schools commit to the following Core Values:

Commitment to Community
Equity and Excellence
Respect and Dignity
Climate of Care



Dover-Sherborn Strategic Objectives 2018-2022

<p>Resource Allocation, Attainment, and Efficiency</p> <p>In an effort to provide the highest quality education in the most efficient and productive manner possible, evaluate district practices and protocols for securing and managing human and capital resources.</p>	<p>Further Strengthen Partnerships with Families and Communities</p> <p>In an effort to broaden collaborative school relations with the parent and greater communities of Dover and Sherborn, seek to strategically improve communications through the use of the latest technology and varied platforms, enhanced “professional development” for families and community members, and further develop relationships with community partners.</p>	<p>Ensure World Class Curriculum, Instruction, and Assessment</p> <p>Given the complexities and diversification of the world, the shifting economic dynamic associated with globalization, and expansion of technology we will renew our focus on the offerings, programs, and learning experiences available in the Public Schools of Dover and Sherborn. We will seek to maintain our level of excellence, remain highly competitive, and continue to adapt to those best practices and offerings that will best prepare our graduates for success in the rapidly changing 21st century.</p>	<p>Ensure the Health and Wellbeing of Staff and Students</p> <p>Through a commitment to student well-being both social-emotionally and physically, we will more deeply assess the learning experiences for our students. We will ensure program enhancements where necessary and a revision of policies or structures that may be hindering healthy student development. Recognizing that our teachers remain vital to the success of our system, we will respond to the increasing pressures on teachers, while seeking to strengthen their health and wellbeing through professional development and other focused efforts.</p>	<p>Maintain and Ensure Safe, Secure, State of the Art Facilities</p> <p>Ensure that all Dover Sherborn students are educated in safe and secure facilities that provide quality classroom, meeting, special education, and storage spaces, meeting reflective of the needs of the 21st Century learner.</p>
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Dover-Sherborn District Goals 2022-2023

Setting a Strategic Path - The District will identify common best practices associated with Challenge Success, the Portrait of a Graduate, and culturally responsive pedagogy in order to develop a clear vision for teaching and learning. With feedback from stakeholder groups, the District will then outline a measured path forward in support of this vision by way of an updated strategic plan.

Equity Audit - The District will review findings from the equity audit and incorporate goals and action steps into the next iteration of its strategic plan in order "to foster a school community free from bias and discrimination, and ensure a sense of belonging and equitable outcome for all Dover Sherborn students," (DS AIDE). Additionally, educators will engage in a K-12 curriculum review to determine the extent to which its instructional materials and assessment tools are culturally responsive, making adjustments as necessary.

Supporting All Students - The District will continue to refine its multi-tiered system of support (MTSS) to ensure that all students have access to differentiated instruction, targeted interventions and evidence-based resources in support of their academic, social and emotional development



School Improvement Goal #1: INNOVATION

K-5 teams will refine structures and strategies to differentiate instruction in order to meet individual needs of students through differentiated content, process, products, or the learning environment, the use of ongoing assessment and flexible groupings.

K-5 teams will increase project-based learning (PBL) as an instructional approach designed to give students the opportunity to develop knowledge and skills through engaged projects set around challenges and problems they may face in the real world.

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<p>Setting a Strategic Path - The District will identify common best practices associated with Challenge Success, the Portrait of a Graduate, and culturally responsive pedagogy in order to develop a clear vision for teaching and learning. With feedback from stakeholder groups, the District will then outline a measured path forward in support of this vision by way of an updated strategic plan.</p>	<p>Strengthen and implement robust and differentiated K-5 math workshop model in order to meet the diverse needs of learners.</p>	<p>In parallel to our literacy workshop models, classroom teachers should design a math block that allows for a group mini lesson (to launch) and focused share (in conclusion) with small group and individual coaching opportunities to assure that students get what they need for content focus.</p>	<p>Principal Assistant Principal Math Coach PLC Teacher Leaders Classroom Teachers</p>	<p>Students will demonstrate mastery of grade level content and apply evidence-based strategies:</p> <ul style="list-style-type: none"> ● Establish mathematics goals to focus learning ● Implement tasks that promote reasoning and problem solving ● Use and connect mathematical representations ● Facilitate meaningful mathematical discourse ● Pose purposeful questions ● Build procedural fluency from conceptual understanding
	<p>K-5 teaching teams will design 2-3 project based learning themes to connect curriculum content and promote innovation.</p>	<p><i>We believe learning environments must prepare all young people to thrive in and transform the world. However, the traditional industrial design of schooling that is still common today—and which originated to efficiently establish basic knowledge and skills across a mass of young people—too often functions to sort, separate, and rank students in oppressive ways that reproduce the</i></p>	<p>Principal Assistant Principal Math Coach Literacy Coach PLC Teacher Leaders Classroom Teachers Librarian Tech Specialist</p>	<p>Grade levels will design and implement a minimum of two PBL experiences that include all key elements:</p> <ul style="list-style-type: none"> ● challenging problem or question. ● sustained inquiry. ● authenticity. ● application of learning. ● integration. ● student voice and choice. ● A public product for an authentic audience. ● feedback loops of critique, reflection and refining of the



		<p><i>inequities and opportunity gaps of our broader society.</i></p> <p>- <i>Transcend Education, 2020</i> https://www.transcendeducation.org/Project-based learning (PBL) is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Deeper engagement and interaction with learning content.</p>		<p>product - including formative and summative assessment</p> <p>Implement a shift in roles of technology and library educators in support of integration, increased inquiry and innovation</p>
	<p>Continue to refine and strengthen writing instruction by prioritizing conferring, differentiated small groups and empowering students through the consistent use of voice and choice.</p>	<p>Pine Hill students score less well on writing tasks assessed by the MCAS. The workshop structure encourages children to think of themselves as writers and take their writing seriously. It gives children the skills to express their important thoughts and celebrates the fact that their stories and ideas matter and are worth expressing.</p>	<p>Principal Assistant Principal Literacy Coach PLC Teacher Leaders Classroom Teachers</p>	<p>Student portfolios will show proficiency across all three writing genres.</p>



School Improvement Goal #2: DIVERSITY, EQUITY AND INCLUSION

Pine Hill staff will use data to create change and people-centered strategies that build bridges within and among communities to foster a culture of respect, trust, and understanding.

Educators will research and implement strategies to include student voice and empower students to have agency as learners.

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<p>Equity Audit - The District will review findings from the equity audit and incorporate goals and action steps into the next iteration of its strategic plan in order "to foster a school community free from bias and discrimination, and ensure a sense of belonging and equitable outcome for all Dover Sherborn students," (DS AIDE). Additionally, educators will engage in a K-12 curriculum review to determine the extent to which its instructional materials and assessment tools are culturally responsive,</p>	<p>Review the NYU Equity Audit to understand and plan for next steps to grow our learning culture and practices.</p> <p>Incorporate CASEL standards into the assessment of student growth.</p> <p>Continue to understand and implement research-based strategies to develop student skills with regard to racial literacy.</p> <p>Assure that educators raise awareness of the value of understanding and taking multiple perspectives including those of people of different cultures, races, genders, ethnicities, beliefs, experiences and ideas.</p>	<p>The Dover-Sherborn Public Schools are committed to producing graduates who are ready for college, career, and life in a diverse world. We are committed to ensuring that every student has the greatest opportunity to learn through equitable access to the resources and supports that they need to meet our district's standard of excellence. We recognize that <i>equity</i> is essential to achieving <i>equality</i> and as such, we are committed to closing the racial opportunity gap through measures including:</p> <ul style="list-style-type: none"> • Creating learning communities rooted in culturally responsive pedagogy; • Empowering all learners with the understanding of how -- whether it be through action or inaction --- systemic and institutional inequities are created and/or perpetuated and the role and responsibility 	<p>All educators and support staff</p>	<p>Pine Hill educators will:</p> <ol style="list-style-type: none"> 1. Re-evaluate teaching materials 2. Get to know students 3. Be willing to address inequality 4. Connect with families and community 5. Meet diverse learning needs 6. Hire diversely 7. Engage in professional development opportunities 8. Make it personal - Provide opportunities for students to share their own experiences and perspectives 9. Include various perspectives 10. Provide a variety of perspectives on the topics you teach 11. Know their students 12. Watch for problematic assumptions 13. Respect diverse people 14. Respect diverse talents 15. Foster a community predicated on connectedness, care, and respect for all



<p>making adjustments as necessary.</p>	<p>Assess and improve resources used to develop safe space a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm - "school must be a safe space for LGBTQ students"</p> <p>Assess and improve resources used to develop safe space by integrating Pollyanna Curriculum K-5 and standards for Social Justice</p> <p>https://pollyannainc.org/</p> <p>https://www.learningforjustice.org/frameworks/social-justice-standards</p>	<p>of every citizen to identify and dismantle such inequities;</p> <ul style="list-style-type: none"> ● Fostering a school climate and culture in which all students feel a sense of belonging and safety; and ● Providing learners with the resources and academic support necessary to eliminate barriers to equitable participation in courses and programs. <p>It is, therefore, the expectation of the School Committees that District educators are committed to working daily to dismantle systems that perpetuate historical inequities. Toward this end, the School Committees commit to supporting and partnering with our educators in the examination of systemic, institutional, and individual biases that serve to reinforce these inequities.</p>		
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School Improvement Goal #3: SUPPORTING ALL STUDENTS

We will continue to expand and clarify the multi-tiered system of support (MTSS) to ensure that all students have access to differentiated instruction, targeted interventions, and evidence-based resources in support of their academic, social and emotional development.

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<p>Supporting All Students - The District will continue to refine its multi-tiered system of support (MTSS) to ensure that all students have access to differentiated instruction, targeted interventions and evidence-based resources in support of their academic, social and emotional development</p>	<p>Tier 1: Strengthen the PLC model through honing our protocols for looking at student work and sharing best practices.</p>		<p>Principal Assistant Principal Instructional Coaches PLC Teacher Leaders Educators and support staff</p>	<p>Robust model of response through MTSS</p> <p>Common language and understanding for expected learning outcomes and student behavior</p> <p>Data driven decision making for SEL that parallels the structures/approach used for academic assessment and response</p>
	<p>Implement the tenets of PBIS and Responsive Classroom through consistent morning meeting, interactive modeling, and positive based language in order to promote autonomy, responsibility, and high engagement in learning for all students.</p> <p>Implement a SEL data collection system through Panorama to bring together social-emotional learning, a multi-tiered system of support, response to intervention, school climate, and student voice.</p>			<p>Systematic and effective MTSS</p>
	<p>TIER 2: Implement and refine school-based MTSS data team and intervention processes with focus on consistency with respect to academic assessment,</p>			



	entrance and exit criteria, and intervention tools and strategies.			
	Tier 3: Implement an intervention model designed to support students with high levels of behavioral regulation and school anxiety.			



DRAFT

Sherborn School Committee Meeting of March 15, 2022

Members Present: Nancy Cordell
Dennis Quandt
Amanda Brown
Sangita Rousseau

Also Present: Kathleen Smith, Interim Superintendent
Dawn Fattore, Business Administrator

1) Call to Order

Nancy Cordell called the meeting to order at 6:32 pm in the Pine Hill Library. Two members of the Committee participated in the meeting remotely.

2) Community Comments - none

Dawn Fattore informed the Committee that the FY23 Budget has been updated since the February meeting to reflect an additional \$60,000 in Circuit Breaker funds.

FY23 Sherborn Schools Budget Hearing

Dawn Fattore presented the FY23 Budget. FY23 Budget Drivers include: contractual payroll increases of approximately 2-2.25% across all bargaining units in addition to step and lane increases for educators ranging from 4-13%; student enrollment at 20 classroom sections; and continued trend budgeting.

FY23 Out of District Budget Drivers include: projected placements of 10 (vs 9 in FY22).

The proposed FY23 Operating Budget is \$7,327,067 made up of \$6,752,067 in in-district costs and \$575,000 in out-of-district costs. This budget is \$325,181 or 4.64% higher than the FY22 Budget.

The FY23 Capital request has been reduced to \$68,000 due to firm cost estimates coming in lower than expected.

3) Discussion and Vote on FY23 Budget

Sangita Rousseau made a motion to approve the FY23 Budget as presented. Dennis Quandt seconded.

22-03 VOTE: Rousseau - yea, Brown - yea, Quandt - yea, Cordell - yea

Sangita Rousseau made a motion to approve the FY23 Capital requests as presented. Dennis Quandt seconded.

22-04 VOTE: Rousseau - yea, Brown - yea, Quandt - yea, Cordell - yea

4) Reports

- Superintendent Report - Kathleen Smith presented an update from her office including mask optional roll out; Communication Consultant Project update; Central Office Audit update; and her Systems Leadership for Equity Position Paper.
- Principal's Report - Dr. Brown highlighted recent and upcoming events at Pine Hill.
- Warrant Report

5) FY22 Financial Report as of February 28th

- Salaries - there are no changes to report since the last meeting.

DRAFT

- Operating Expenditures - there are no changes to report since the last meeting.
- Out of District - there are no changes to report since the last meeting.

6) Annual School Committee Vote on MA School Choice Law

Sangita Rousseau made a motion to have the Sherborn Public School not participate in the School Choice program for the 2022-23 school year. Dennis Quandt seconded.
22-05 VOTE: 4 - 0 via roll call

7) Consent Agenda

- Approval of Minutes: February 8, 2022
- Donation - \$15,000 from the Sawin Fund for a Learning Lab on the front playground.

Sangita Rousseau made a motion to approve the Consent Agenda. Dennis Quandt seconded.
22-06 VOTE: 4 - 0

8) Communications

- Dover Sherborn Regional School Committee minutes of February 1 & 16, 2022

9) Adjournment at 7:25 pm.

Respectfully submitted,
Amy Davis



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. Allison Gullingsrud, Assistant Principal

MEMORANDUM

TO: Sherborn School Committee
FROM: Barbara Brown, Principal
DATE: May 10, 2022
RE: Donation from Sawin Fund

I respectfully request that Sherborn School Committee vote favorably to accept a \$10,000 donation from the Sawin Fund.

A fund to support public schools in Sherborn was established in 1858 as the “Dowse School Fund” in support of a public high school. In 1871, Martha Sawin died and left her estate to the Town to invest and apply the income to support a public school. The assets were eventually turned over to the Town and the Sawin Fund remains, which provides an annual donation to the Pine Hill School each year to support student enrichment and guidance.

Each year, the Sawin Fund makes a donation to our school in support of field trips, enrichment programs, and to supplement the naturalist experiences via Broadmoor and Hale Reservation (in cost share with the CSA).

Thank you for considering this donation.

Sincerely,

Barbara Brown, Principal
Pine Hill School

APPROVED MARCH 10, 2022

Dover School Committee
Meeting of January 25, 2022

Members Present: Sara Gutierrez-Dunn
Colleen Burt
Mark Healey
Liz Grossman
Jeff Cassidy

Also Present: Kathleen Smith, Interim Superintendent
Beth McCoy, Assistant Superintendent
Dawn Fattore, Business Manager
Deb Reinemann, Principal

1) Call to Order

Sara Gutierrez-Dunn called the meeting to order at 6:30 pm via ZOOM.

2) Community Comments - none

3) Reports

- Superintendent Update - Kathleen Smith presented an update from her office including vaccination rates, testing programs, and positive test numbers.
- Principal's Report - Dr. Reinemann reviewed her report and answered questions.
- Warrant Report

4) FY22 Financial Report as of January 20, 2022

- Salaries - additional nursing support has been added and is reflected in the Medical/Health Services line item - \$13,750. Custodial Services reflects a positive variance due to the recent retirement of the head custodian as well as savings from the open evening custodian position. An Interim Head Custodian has been appointed to serve through June 30th and a search will be conducted for a permanent replacement. As of January 31st the open position in the evening will be filled.
- Expenditures - there is a negative variance in SPED Services/Supplies due to the needs of the current cohort of students on IEPs.
- Out-of-District - there is currently a small negative variance (less than 1%) in both tuition and transportation costs.

5) ACED Recommendations FY23

- Professional Learning Community (PLC) Leader for Foreign Language in the Elementary School (FLES) Program to facilitate work among the 5 FLES educators at Chickering and Pine Hill. The stipend will be split between the schools - \$1,889.16 each.
- PLC Leader additions for specialist teaches and special educators (one each). At this time the Administration is requesting approval for the PLC for specialist teachers only. The PLC for special educators will be funded through grant money for FY23.

Jeff Cassidy made a motion to adopt the ACED recommendations for FY23. Colleen Burt seconded.

22-01 VOTE: 5 - 0 via roll call

6) Continue Discussion on Proposed FY23 Budget - the following adjustments to the draft budget have been made:

- Website & Financial System upgrade + \$12,000

APPROVED MARCH 10, 2022

- FLES PLC Leader + \$1,889
- Salary adjustments (retirements) - \$47,500
- .5 FTE SEL Specialist + \$30,300
- .5 FTE Adjustment Counselor + \$28,000
- .25 FTE Floating Nurse + \$20,600
- OOD Tuition based on projected placements - \$430,000
- OOD Transportation based on ACCEPT estimates - \$77,000
- Total Adjustments = -\$462,211

As a result, the total increase to the FY23 Budget over FY22 is \$126 or 0.0%.

Adjustments have also been made to the Capital Budget as current cost estimates are received: flooring replacement has increased to \$120,000 and the EMS Software replacement/upgrade has decreased to \$49,500.

Liz Grossman made a motion to approve the FY23 Capital Budget in the amount of \$186,500.

Jeff Cassidy seconded.

22-02 VOTE: 4 - 0 via roll call

7) Consent Agenda

- Approval of Minutes: November 23, 2021
- Town Report

Liz Grossman made a motion to approve the Consent Agenda as amended. Colleen Burt seconded.

22-03 VOTE: 4 - 0 via roll call

8) Communications

- Regional School Committee Minutes of November 9, 2021

9) Items for March 10, 2022 meeting - FY23 Budget Hearing

10) Adjournment at 7:41 pm.

Respectfully submitted,
Amy Davis