

Dover-Sherborn Regional School Committee

Meeting Agenda

May 10, 2022

7:00 pm

Middle School Library

The meeting will be live streamed

[YouTube.com/doversherborncabletv](https://www.youtube.com/doversherborncabletv)

1. Call to Order
2. Community Comments- Join Zoom Meeting
us02web.zoom.us/j/89390395767?pwd...
3. Reports:
 - Superintendent Update
 - DSHS Principal and Student Report -John Smith and Caroline Harvey
 - DSMS Principal Report – Frank Tiano
 - Warrant Report
4. Monthly Financial Reports
 - FY22 Operating Budget
6. Proposed changes to 2022-23 Student Handbooks – First Read
7. School Improvement Plans – First Read
8. Consent Agenda **A.R.**
 - Approval of Minutes March 8, 2022
 - Field Trip
 - Donations
9. Communications
 - Dover School Committee January 25, 2022 Minutes
 - Sherborn School Committee February 8, 2022 Minutes
10. Recognition
11. 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.

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The Public Schools of Dover and Sherborn

*Memo from
Kathleen A. Smith, Interim Superintendent*

To: Dover-Sherborn School Committee

From: Kathleen A. Smith, Interim Superintendent

Date: May 6, 2022

RE: Superintendent Report

- Update from DESE

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

John Smith
Principal



Ellen Chagnon
Director of Guidance

Ann Dever-Keegan
Assistant Principal

Emily Sullivan
Athletic Director

TO: Kathleen Smith JD, Interim Superintendent
FROM: John G. Smith, Principal, DSHS
RE: Regional School Committee Report
DATE: May 3, 2022

Principal's Reflections:

Beginning with the prom on Friday April 29th, the busy spring season is upon us. We will have our full slate of AP exams beginning at the start of May and ending on the 13th. The seniors will kick off their series of events with the traditional boat cruise in Boston Harbor on May 12th. The last day of classes for seniors this year will be May 20th and we will once again hold our senior project presentations in person on Thursday May 19th in the High School beginning after school ends.

There will be a new face to welcome students, parents and guardians in the main office. Kathleen White has been hired to replace Tracey DiFlaminio as the Administrative Assistant for the Principal. Tracey is moving to the DS Central Office where she is replacing the recently retired Tricia Schmidt.

HS Events:

Monday May 3- May 13 AP Exams
Thursday May 12th- Senior Boat Cruise Boston Harbor 5 PM
Tuesday May 17th- Community Forum- Student Safety 7PM
Thursday May 19th- Senior Project Presentations
Friday May 20th- Senior class BBQ- Boosters Pavilion
Sunday May 22nd-DS student TEDex presentation 1 PM Mudge
Wednesday May 25th- Teacher Appreciation Assembly-School Day
Monday May 30th- No School Memorial Day

Guidance:

LOCAL SCHOLARSHIP INFORMATION

Local scholarship opportunities are available online through the guidance office from April 1st – April 30th. Most scholarships have a deadline of May 1st. Emails have been sent home to students and parents with a list of available local scholarships and reminder information is on the morning announcements. We have also directed students and families to other scholarship websites including Naviance.

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SENIOR LUNCHESES

All seniors have been invited to attend a luncheon meeting with Mr. Smith and Ms. Chagnon to discuss their DSHS experience. Seniors provide great feedback on many topics including: senior privilege, parking concerns, classes they loved, guidance services, extra-curricular activities, things they would change and what they like best about DSHS. This year we are seeing a little less participation than in years past but the students who are attending are sharing great feedback so they are still very worthwhile.

JUNIOR SEMINARS

Junior seminars are scheduled for every junior once a week throughout fourth quarter. In these seminars, counselors start introducing the college admissions process. Students participate in activities that help them begin to think about what colleges will be the best fit using Naviance and a college descriptor activity. Students update their resumes, start thinking about interviews and essays and begin filling out The Common App. Every year we try and make improvements and this year we have added a student to student piece. We have invited current seniors who are interested and available to sign up for a junior seminar during a DR. We are asking the seniors to share advice with the junior around anything that was helpful to them as they entered senior year and navigated the college application process.

SENIOR TRANSITION ASSEMBLY

The guidance department is currently reaching out to college freshmen and sophomores and asking our recent graduates to answer a couple of post-secondary transition questions in video format. We will then embed the videos into a Google slide presentation and share that with seniors and their families so that they can view it (hopefully together) as they begin their transition to life after high school.

Before the pandemic we would invite recent DS graduates in to talk in person to our seniors about their experiences at college, trade school and the workforce. We had to use a similar video format last year and found it allows us more access to our graduates as they don't have to be at

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home in Dover or Sherborn to participate and it also allowed us to share the presentation with families and not just senior students.

Fine and Performing Arts:

Our Music Ensembles are looking forward to their end of year concerts and events in May, showcasing performances by our high school instrumental ensembles and vocal groups as well as collaborating with the middle and elementary ensembles. We also look forward to honoring our graduating seniors in the department and all they have contributed to the program.

- Thanks to the generous support of FOPA (Friends of the Performing Arts), we had several visiting artists work with our music ensembles
 - Nadav Friedman - an graduate student of New England Conservatory who worked with the Jazz Band on incorporating world rhythms into jazz improvisation
 - Dr. Pradeep Shukla, founder of Learn Quest Academy of Music, visited the Regional Chorus to share his expertise on Indian Classical Music and provide insight into a cross-cultural Indian Classical A cappella piece the choir is performing
 - Jarrit Sheel - professor at Berklee College of Music who guided our 6th & 7th Grade Chorus in a workshop of Hip-Hop music song writing.
- Senior Jenna Eiten has chosen to work with Tom Duprey and our general music curriculum as her senior project. We are blessed to both be sharing a college level student teaching experience with Jenna as well as benefiting from her skills and expertise in teaching our middle school population.
- 3D art students will be displaying their work in our DS mini golf course, where students and staff can stop by to enjoy the art and play the course.
- Thanks to the generous support of the Mudge fund, plans are underway to host a long overdue DS Arts Homecoming next Fall

Athletics:

April 2022 School Committee Report - Athletics

Spring sports are in the middle of their seasons with 322 student athletes competing across nine sport offerings, and 15 levels across the nine sports offered. Varsity sports records are as follows:

1. Boys track and field 3-0

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2. Girls track and field 3-0
3. Baseball 4-2
4. Softball 0-7
5. Boys lacrosse 2-6
6. Girls lacrosse 4-2
7. Boys tennis 5-0
8. Girls tennis 3-0
9. Sailing 0-2

A few highlights from the Spring season include: the girls track and field team is on pace to win the schools first TVL Small Title in a long time. The team had a huge win at home over defending champions, Norton, on Tuesday, April 12th. Point leaders for the team include Margaret Bowles, Elliana Scalabrino, and Alex Martinovitch. The baseball team came back from being down 7-0 vs. Bellingham to win in eight innings with a score of 8-7. The comeback was led by Daniel Sullivan's three run home run. Boys' tennis has won 98 matches in a row with Hopkinton on Thursday, April 28th and Medfield on Monday, May 2nd. Fingers crossed they can get to 100 with two big TVL large opponent crossover matches! The girls lacrosse team is on pace to win the TVL small with wins vs. all four TVL small opponents Medway, Bellingham, Dedham, and Norton.

Juniors, Marielle Goganian and Caroline Harvey, were selected to attend the MIAA Women in Sports Day at Faneuil Hall. They will celebrate the 50 year anniversary of Title IX. Marielle and Caroline are both three sport student athletes, and will be captains in multiple sports as seniors next year.

On June 1st after graduation practice around 10 am we will celebrate a "Signing Day" with all seniors playing athletics at the next level. This will take place outside the main office in the courtyard area. The following seniors are playing sports at the next level:

Class of 2022 Athletic Commitments

Females:

1. Rachel Herman: Women's Soccer: Pennsylvania University: D1
2. Ava Yablonski: Women's Swimming: University of Minnesota: D1
3. Abby DeSalvo: Women's Soccer: Florida Southern College: D2
4. Corinne Forman: Women's XC/T&F: Colorado College: D3
5. Loren Root: Women's Field Hockey: Clark University: D3
6. Irene Yang: Women's Swimming: Williams College: D3

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7. Katie Ritzer: Women's Track and Field: Endicott University: D3

Males:

1. Ethan Lynch: Baseball: Pace University: D2
2. Henry Murphy: Men's Lacrosse: Bentley University: D2
3. Sawyer Garrett: Track and Field: MIT: D3
4. John Bennett: Football: Hotchkiss School: PG
5. Cameron Thompson: Men's XC/T&F: Indiana Tech: NAIA
6. Efosa Imade: Football: Umass Dartmouth: D3
7. Derek Daly: Football: Trinity Pawling School: PG
8. Will Bowen: Men's Lacrosse: Franklin and Marshall: D3
9. Derek Roman: Baseball: Central Maine Community College: JC

Fall sports sign up for the 2022-2023 school year will open up on Family ID in late May. Before April break an email was sent out to all 8-11th graders regarding their interest in playing a sport for the 2022-2023 school year. There were 340 responses. AD, Emily Sullivan, is going to send out one more reminder to fill out the form and then she will share the numbers in the next school committee report.

DSMS Monthly Report RSC 2021-2022

Date: April 28, 2022
Submitted by: Dr. Frank Tiano

[Link to 2021-2022 School Improvement Plan](#)

SIP Goals Updates

Goal 1: *Health and Wellbeing of Students and Staff*

Working collectively with staff and school council to assess our needs in supporting students academically and emotionally for the remainder of this year, and next year, and revise our strategies as necessary.

Goal 2: *Innovative Teaching and Learning 2.0, Merging the lessons of the pandemic with what we know to be the best in learning and teaching.*

Teachers continue to leverage the tools of Google Classroom and Weekly Learning Plans to provide clear and consistent instructional materials for students and families. As you will see below many authentic and innovative lessons are happening here on a daily basis. Students and staff have also done an amazing job with the MCAS ELA administration. Math MCAS will begin this week!

Department Updates

English:

Sixth grade students are learning about figurative language by reading poems and novels in verse. They will participate in scavenger hunts where they look for examples of similes, metaphors, hyperbole, onomatopoeia and more. Additionally, they will use close reading strategies to examine and discuss how writers use these literary devices for effect in their works.

Seventh grade students are finishing a unit about enduring challenging environments, by examining Linda Sue Park's *A Long Walk to Water*. As a way to culminate the unit, they will be creating an oral collage that explores the various themes of the novel and the essential question "How do challenging environments propel an individual to persevere?" and sharing them with their classmates.

Eighth grade students are beginning the next round of book clubs, this time focusing on the idea of citizenship, including what makes a good citizen and what obligations citizens have to the world around them. Groups will consider these questions and more as they discuss and analyze their chosen texts after participating in a Socratic Circle discussion to begin the unit. Eighth graders are also examining the uses of phrases and clauses and practicing using them in their own writing to vary their sentence structure.

Science

6th: Grade six is focused on learning and demonstrating an understanding of inner earth's structure and surface landforms. Topics of study included: plate boundaries, seafloor spreading, subduction, rift valleys with new associated vocabulary. Students are being asked to explain how plates move, how crust is made and subsequently broken down as part of the rock cycle. We are making use of Apps such as NewsEla, Edutopia and podcasts such as Ted Talks. Students are once again modeling what we study by producing detailed drawings of the ocean floor and plate boundaries.

7th: In the month of March, the 7th grade students were simultaneously continuing their study of genetics while pollinating their Fast Plants. They used their understanding of probability and Punnett squares to build their own organism. After the unit assessment, students learned about the Human Genome Project. They used their understanding of the map of the human genome to research specific chromosomes. In completing their research, they presented their findings, including chromosomal diseases and disorders, to their peers. Finally, the students engaged in conversation surrounding the social construction of race stemming from scientific ideas in the 1700's. They were able to compare the

knowledge of the scientists at that time to the discoveries of the Human Genome Project to come to a deeper understanding of how these racist ideas still affect institutions and people today.

8th: March has been a busy month for the 8th graders. We completed Matter & Chemistry with a Unit Test and then moved right into our new Unit called Forces and Motion. Students made the transition well into Physics beginning with learning about the different types of forces and how forces are translated into our daily activities. The students have had hands-on practice with forces including determining what balanced and unbalanced means, making a boat float and sink in water to test buoyancy, and stacking books on a paper tower to demonstrate normal and gravitational forces. The students will round out the month learning about speed and how to calculate speed.

In addition in March, 20 - 8th graders completed their projects that began in early October for Science Fair. The culmination of all their hard work is now with the Regional Fair judges who will review all the presentations and science journals. The students will wait to hear the results on April 8th. The projects were fantastic and we are super proud of each of the team members

Math:

6th : Some of our 6th grade students are wrapping up a geometry unit that focuses on area of polygons and composite figures and surface area and volume of rectangular and triangular prisms. Some of the other 6th grade students are reviewing order of operations and basic properties as well as solving equations with algebra steps. Next up will be a statistical unit that incorporates real world applications of data analysis.

7th: Our 7th grade students were introduced to circumference and area of circles with some hands-on explorations of circumference that led to discussion of what is the meaning of PI and the relationships between diameter, radius and circumference of the circle formulas. Next we discussed the concept of area of a circle and the use of square and square roots in algebraic equations. Our knowledge of area led us into the multi step problems of finding the area of many detailed composite figures. Next up will be the exploration of 3D figures and the concept of slicing 3D figures and the volume and surface area of prisms, cylinders and cones.

8th: Some of our 8th grade students are working on solving and graphing linear functions. Another group of students just finished the concept of exponents and how to work with exponents in all types of operations. Our third group of students just finished a unit on exponents and are currently working on polynomials and how to factor a polynomial. Our 8th grade math teachers submitted their math level recommendations for incoming DSHS 9th grade students to the DSHS guidance department over the last two weeks.

Physical Education

New unit created by Dara Johnson with support and appreciation from Beth Harvey- parent, JB Harvey and Beck Shutte- students
Olympic/Paralympic Unit

Paralympic Sports in our class: Sitting Volleyball, Goalball, Volt Hockey

Olympic Sports in our class: Basketball and Hockey

Why we added Paralympic sports.....in the words of Beck....Watching Paralympic sports on TV does not show you how difficult it is to play these sports with a disability. Waking in other's shoes is important. We all have challenges be it vision, anxiety or a physical disability and being resilient is important. Knowing you can be physically active is important. In the words of JB...I want students to know how I ski and how I participate in soccer. I want them to see me compete.

VALUE

Respect and acceptance of individual differences

SPECIFIC GOALS

- To become aware of individual attitudes towards people with a disability.

- To become aware of athletes with a disability and encompass a newly found respect for their athletic and personal achievements.
- To hear what it is like to live with a disability.
- To gain appreciation for the fact that disability does not equate to limitation or inability.
- To overcome any preconceived notions towards “disability”
- To become aware that a person with a disability can experience enjoyment through sport.
- To overcome any possible reservations concerning the verbal expression of disability.
- To recognize that we are all differently abled and sport and competition should be available to all.

Health Education

Grade 7 Health - The students are learning about the short term and long term effects of smoking and vaping. Information was presented on the marketing strategies practiced by the Big Tobacco companies to target teens. The issue of social justice and intentional targeting of African American communities to increase market share for menthol cigarette products was also discussed. Next week the students will create a postcard convincing someone to never smoke or vape.

Grade 8 Health - The students are exploring the idea of identity as one of the primary tasks of adolescent development. Students will be creating a series of slides or a hand-drawn design including information related to their own sense of identity. Students will also create a slide that educates their peers about an issue or topic that matters most to them. The objective is to answer these questions: Who am I? Where am I going? How will I get there?

Social Studies:

6th grade students are exploring ancient China. After mapping the country’s geography, we analyzed the Dynastic Cycle & the Mandate of Heaven to understand concepts of government legitimacy, the Chinese cyclical view of history, and applied these to modern life. We then evaluated the 3 Chinese Warring States Philosophies of Confucianism, Daoism, and Legalism and applied their lessons to real-world situations. After delving into the Qin and Han Dynasties, students finished the month engaged in Historical Simulations of the Warring States Period and the Silk Road.

7th grade students are focusing on the countries and important physical features of Eastern Asia. They will also compare and contrast three of China’s prominent religions/philosophies – Buddhism, Taoism, and Confucianism. Students will also learn about early Chinese history through achievements made during the Sheng, Zhou, and Qin dynasties. In addition, they will look at the consequences of high population density and the ways in which Japan’s culture is influenced by its physical geography.

8th grade students are preparing for their Mock Trials of President Andrew Jackson which will occur over the next week. In this exercise, students put President Andrew Jackson on trial for abuse of the Constitution. While the actual trial never occurred, the issues were hotly debated at the time! Students are examining the intersecting roles of the three branches of government and the two party system during the Jacksonian Era and how they impacted the Bank War, Spoils System, Indian Removal Act and Trail of Tears and the Nullification Crisis. Throughout, they are considering the following essential questions: Should majority always rule? and What is the common good? After several days of practice and preparation, students will play the roles of Judges, Lawyers, and Witnesses in classroom trials. Witnesses range from Andrew Jackson to the head of the National Bank to various Native American Leaders and other government officials. Students are researching and developing arguments using historical documents and evidence, and witnesses will try to recreate historical characters as they "testify" in court. Lawyers will develop arguments, prep witnesses and argue their cases. Judges will set up the rules, apply the law for each charge, listen to the cases presented, and make their rulings. In the past, the results have varied widely from class to class with a pretty even split between those voting to convict and those finding him innocent of all or most charges.

Technology, Computer Science and Engineering:

DS 6-12 Girls Who Code Club: During the month of March, Women's History Month, the Girls Who Code club celebrated Women working in Cybersecurity and Technology. This month we highlighted Google's Cybersecurity Queen, Parisa Tabriz, Tracy Chou, Times Woman of the Year who is involved in STEM and Chief Security/Founder of Thistle, Window Snyder. GWC also spotlighted women inventors and women of color changing the "Tech Game". DS GWC Mentor, Nicole Mayer, will be stepping down from her DS Girls Who Code Lead Mentor as she graduates this Spring. We are happy to announce that incoming Freshman, Raina Patel will be our new DS GWC Mentor who will continue meeting with the GWC group monthly for the school year 2022-2023.

Technology Literacy/Computer Science Grades 6 and 7: Students are wrapping up term 3 applying their knowledge and skills to a variety of programming challenges, using Python, JavaScript programming languages and Animation tools. Discussions and collaborations have been extremely collaborative in both grades around Internet Safety, Cyber Security and Digital Citizenship topics.

Engineering Grade 8: Students presented their Architecture research models to the MS community during the quarterly Architecture Expo. If you missed this exciting event please stop in the MS Library to see the models on display. Currently, 8th graders are applying the Engineering Design Process to the STEM Unit-Programming Maze/Circuits Game. Dave and Busters Game Day presentation will be announced during the month of April to wrap up term 3.

H Block Coding Lab: The month of March was busy with students in grades 6, 7 and 8 dropping into the coding lab to program a variety of puzzles ranging from Saint Patricks Day to Mario and Minecraft themes.

MassTec (Massachusetts Technology Education/Engineering Collaborative) recognized DSMS, Technology/Engineering & Computer Science Teacher, Sandra Sammarco as the November recipient for the Exemplary Innovative Teacher of the Month Award for her outstanding teaching practices during unprecedented times. Ms. Sammarco received the award at Patriots Hall of Fame at Gillette Stadium in Foxborough on Thursday, March 24, 2022 at MassTEC's Annual STEM event.

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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: Regional 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:

<u>Voucher #</u>	<u>Date</u>	<u>Amount</u>	
1155	3/9/2022	\$68,851.94	
1164	3/19/2022	\$221,457.42	
1166	3/26/2022	\$368,804.69	
1165	3/26/2022	\$160,732.98	Capital
1173	4/6/2022	\$522,618.79	
1180	4/13/2022	\$329,523.31	
1189	4/28/2022	\$103,065.49	
1190	4/29/2022	\$380,000.87	

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Dawn Fattore, Business Administrator

Kate McCarthy, Director of Student Services

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

Attached please find:

- a. General Fund Revenues as of April 30, 2022
- b. Status of Appropriations as of April 30, 2022
- c. Pro Forma Roll-forward of Excess & Deficiency as of June 30, 2022
- d. Special Revenue/Revolving Funds of March 31, 2022

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

Revenues

The current statement reflects the return of funds (\$642,691) to the two Towns based on the certification of the Region's E&D as of January 24th. The February assessment payments were reduced by the applicable amounts. The actual net revenue variance is shown at the bottom of the statement for your reference. The small variance in Chapter 70 is due to student enrollment in school choice districts and charter schools that were not included in preliminary cherry sheets. We have received our first Chapter 71 transportation payment which reflects an 80% reimbursement of our FY21 transportation costs. Based on this we are reflecting an approx. \$110,000 positive variance (this is being applied to the FY23 budget through the use of E&D). **With yearend approaching, we have adjusted projections for high school and middle school fees. All have a negative variance for FY22 which can be attributed to the nature of COVID operations experienced throughout the year.** As a reminder, the high school activity fee is \$75 as approved by the Committee in the last budget cycle. We have adjusted projected bank interest as interest rates have continued to decline.

Operating Expenditures

Salaries

The majority of salaries for FY22 have been encumbered. The current statement recognizes savings from various extended leaves resulting in the increase in the positive variance in Teacher, Classroom and Guidance line items. We filled the vacancy in the Business Office in March (encumbrance reflected) however we continue to have an open custodial position resulting in positive variances. The negative variance in School Leadership represents the transition costs associated with the Middle School principal position. The costs associated with the addition of the Middle School Academic Specialist (included in Teacher, Classroom) is offset by savings from post-budget staffing changes. **We have experienced multiple vacancies in educational assistant positions throughout the year resulting in accumulated savings.** We have added additional nursing support across all four schools. The Region's portion of the added costs is \$27,500 and is reflected in the negative variance on the Medical/Health Services line. The majority of stipends have been recorded including all coaching positions. Custodial overtime and substitute costs are expensed as incurred. Due to several long-term leaves, we are seeing a negative variance in the Substitutes

line item as those placements are encumbered however this is being offset in salary savings from various extended leaves as noted above.

Expenditures

At this time we are not projecting any material variances in operating expenses. We have encumbered employer related health insurance expenses and based on the October 1st subscriber enrollment are on target with the FY22 budgeted amount. In addition, we are on target to contribute our funding goal of a minimum of \$100,000 to the OPEB Trust Fund based on the balance remaining in the retired employee insurance budget line item. **The current statement reflects a contribution of \$150,000.** Utility projections are reflected but could fluctuate given the variance in operations since March 2020.

Pro Forma Roll-forward of Excess and Deficiency

With June 30th right around the corner, we are providing the Committee with a pro forma roll-forward of E&D based on projections to date from operations. You will note an estimate of funds to be used for capital projects. We will present the proposed projects and required funding to the Committee in June for approval. At this time, we anticipate being within our allowed E&D threshold (5% of FY23 Operating Budget) and do not foresee any funds being returned to the Towns for FY22.

Special Revenue/Revolving Funds

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

FY21 Wrap-up

The Region's EOYR was filed with DESE by the October 1st deadline. We are required to undergo a compliance audit each year to ensure our data reporting is in-line with their directives. This work is underway.

Our auditors completed their field work. We have been delayed in completing the FY21 Audit but plan to have the final financial statements ready to share with the Committee in **June**.

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

Dover-Sherborn Regional School District
General Fund Revenues
as of April 30, 2022

	<u>FY22</u> <u>BUDGET</u>	<u>YTD</u> <u>RECEIVED</u>	<u>EST. TO BE</u> <u>RECEIVED</u>	<u>OPERATING</u> <u>VARIANCE</u>	<u>% OF</u> <u>BUDGET</u>
DOVER ASSESSMENTS	\$12,693,092	\$9,831,699	\$3,218,472	(\$357,079)	-2.81% *
SHERBORN ASSESSMENTS	10,205,111	7,907,790	2,582,933	(\$285,612)	-2.80% *
CHAPTER 70, net	2,404,773	2,040,163	425,796	\$61,186	2.54%
CHAPTER 71 (Transportation)	499,965	304,880	304,880	\$109,795	21.96%
H/S ATHLETIC FEES	255,000	246,950	0	(\$8,050)	-3.16%
H/S PARKING FEES	52,500	45,052	2,448	(\$5,000)	-9.52%
H/S ACTIVITY FEE	22,500	10,200	3,750	(\$8,550)	-38.00%
M/S ACTIVITY FEE	11,250	8,640	0	(\$2,610)	-23.20%
MISC REVENUE	5,000	738	0	(\$4,262)	-85.25%
BANK INTEREST	20,000	3,679	2,500	(\$13,821)	-69.10%
NON-CASH ACTIVITY	0	0	0	\$0	na
E&D UTILIZATION	210,000	210,000	0	\$0	0.00%
TOTAL REVENUES	\$26,379,191	\$20,609,791	\$6,540,779	(\$514,003)	-1.95%
				\$128,688	net of E&D turnback

*Reflects excess FY21 E&D returned to Towns

**Dover-Sherborn Regional School District
Status of Appropriations as of April 30, 2022**

	FY22	EXPENDED		TOTAL	OPERATING VARIANCE/	% OF
<u>SALARIES</u>	<u>BUDGET</u>	<u>THRU 4/30</u>	<u>ENCUMBRANCES</u>	<u>PROJECTED</u>	<u>BUD. REMAINING</u>	<u>BUDGET</u>
SCHOOL COMMITTEE	22,090	18,627	5,050	23,676	(1,586)	-7.18%
SUPERINTENDENT	212,121	178,743	31,688	210,431	1,690	0.80%
BUSINESS AND FINANCE	210,647	141,368	34,671	176,039	34,608	16.43%
DISTRICTWIDE INFORMATION MGMT	229,811	193,721	34,853	228,574	1,237	0.54%
SPED/GUIDANCE ADMINISTRATION	543,521	405,818	113,870	519,688	23,833	4.38%
SCHOOL LEADERSHIP - BUILDING	737,169	630,542	121,263	751,805	(14,636)	-1.99%
ACADEMIC LEADERS	147,414	70,914	71,371	142,285	5,129	3.48%
TEACHERS, CLASSROOM	9,985,367	6,873,291	3,016,159	9,889,449	95,918	0.96%
TEACHERS, SPED	1,701,898	1,149,708	502,065	1,651,773	50,125	2.95%
SUBSTITUTES	110,000	182,749	33,223	215,972	(105,972)	-96.34%
EDUCATIONAL ASSISTANTS, SPED	525,051	379,686	100,416	480,102	44,949	8.56%
LIBRARIANS	235,326	162,918	72,408	235,326	0	0.00%
BUILDING BASED PD	38,250	47,289	10,000	57,289	(19,039)	-49.78%
GUIDANCE	1,031,931	702,664	305,033	1,007,698	24,233	2.35%
PSYCHOLOGICAL SERVICES	217,013	150,240	66,773	217,013	0	0.00%
MEDICAL / HEALTH SERVICES	167,306	138,778	63,336	202,114	(34,808)	-20.80%
ATHLETICS	433,825	292,818	121,858	414,675	19,150	4.41%
OTHER STUDENT ACTIVITIES	184,559	102,671	76,888	179,559	4,999	2.71%
CUSTODIAL & GROUNDS SERVICES	789,449	620,705	123,388	744,094	45,356	5.75%
TOTAL SALARIES	\$ 17,522,749	\$ 12,443,248	\$ 4,904,314	\$ 17,347,562	\$175,187	1.00%
 <u>EXPENDITURES</u>						
SCHOOL COMMITTEE	40,500	36,288	10,900	47,188	(6,688)	-16.51%
SUPERINTENDENT	55,000	36,837	15,407	52,245	2,755	5.01%
LEGAL SERVICES	38,000	21,544	8,456	30,000	8,000	21.05%
DISTRICTWIDE INFO MGMT	86,225	86,139	5,049	91,188	(4,963)	-5.76%
SCHOOL LEADERSHIP - BUILDING	84,000	51,037	23,631	74,669	9,331	11.11%
CLASSROOM SUPPLIES	28,185	10,745	7,874	18,619	9,566	33.94%
SPED SERVICES/SUPPLIES	123,500	65,188	42,244	107,433	16,067	13.01%
LIBRARIES & MEDIA CENTER	4,775	3,443	0	3,443	1,332	27.89%
COURSE REIMBURSEMENT/PD	92,900	42,162	10,585	52,747	40,153	43.22%
TEXTBOOKS	54,235	22,357	18,154	40,511	13,724	25.30%
LIBRARY INSTRUCTIONAL MATERIAL	29,800	22,105	5,321	27,426	2,374	7.97%
INSTRUCTIONAL EQUIPMENT	81,700	49,303	13,923	63,227	18,473	22.61%
GENERAL SUPPLIES	157,575	82,016	29,071	111,087	46,488	29.50%
OTHER INSTRUCTIONAL SERVICES	19,500	13,497	4,269	17,766	1,734	8.89%
CLASSROOM INSTRUCTIONAL TECH.	136,574	143,325	23,704	167,029	(30,455)	-22.30%
GUIDANCE	41,100	22,422	7,209	29,632	11,468	27.90%
MEDICAL / HEALTH SERVICES	8,800	4,103	463	4,567	4,233	48.11%
TRANSPORTATION SERVICES	984,350	718,537	285,726	1,004,262	(19,912)	-2.02%
ATHLETICS	224,500	182,730	40,217	222,947	1,553	0.69%
CUSTODIAL SERVICES	58,000	29,921	15,905	45,827	12,173	20.99%
MAINTENANCE OF BUILDINGS	585,250	365,088	145,291	510,379	74,871	12.79%
MAINTENANCE OF GROUNDS	60,000	37,875	20,353	58,228	1,772	2.95%
UTILITIES	566,100	399,441	120,282	519,724	46,376	8.19%
ER RETIREMENT CONTRIBUTION	751,893	730,223	0	730,223	21,670	2.88%
ER INSURANCE ACTIVE EMPLOYEES	2,817,950	2,322,803	458,793	2,781,596	36,354	1.29%
ER INSURANCE RETIRED EMPLOYEES	770,000	542,419	263,000	805,419	(35,419)	-4.60%
OTHER NON EMPLOYEE INSURANCE	79,530	85,917	0	85,917	(6,387)	-8.03%
LONG TERM DEBT RETIREMENT	815,000	0	815,000	815,000	0	0.00%
LONG TERM DEBT SERVICE	61,500	30,750	30,750	61,500	0	0.00%
TOTAL EXPENDITURES	\$8,856,442	\$6,158,218	\$2,421,579	\$8,579,797	\$276,644	3.12%
 TOTAL OPERATING	 \$26,379,190	 \$18,601,467	 \$7,325,893	 \$25,927,359	 \$451,831	 1.71%

Dover-Sherborn Regional School District
Pro Forma Roll-forward of Excess and Deficiency
as of June 30, 2022

Certified E&D as of June 30, 2021		\$1,318,960
Results of operations:		
Revenue Surplus	128,688	
Operating Surplus	451,831	
	<u>total surplus</u>	\$580,519
Uses of E&D:		
Est to be approved for FY23 Capital	(450,000)	
Approved for FY23 Operating Budget	(110,000)	
	<u>total uses</u>	(\$560,000)
Projected E&D as of June 30, 2022		<u>\$1,339,479</u>
Projected Allowed E&D as of June 30, 2022		\$1,351,191
Projected Excess E&D as of June 30, 2022		<u>(\$11,712)</u>

Dover-Sherborn Regional School District
Special Revenue/Revolving Funds as of March 31, 2022

	FUND BALANCE			FUND BALANCE		
<u>SPECIAL REVENUE / REVOLVING FUNDS</u>	<u>@ 07/01/2021</u>	<u>REVENUE</u>	<u>EXPENDITURES / ENCUMBRANCES</u>	<u>@ 03/31/2022</u>	<u>NOTES:</u>	
ATHLETICS	\$ 152,547	\$ 20,650	\$ 1,408	171,789		
BUILDING/PARKING	115,902	4,088	11,856	108,134		
CAFETERIA	13,001	565,341	509,787	68,555	Net of deposits in advance - \$40,055	
CIRCUIT BREAKER	48,412	32,994	42,860	38,546		
HEALTH GRANTS	0	14,000	14,000	-		
MISCELLANEOUS GIFTS - see detail pg 2	109,032	10,625	56,723	62,933		
REGIONAL TRANSPORTATION	0			0		
SPORTS GIFTS	11,604	33,312	37,372	7,545		
UNEMPLOYMENT	58,477	52	8,731	49,798		
<u>FIDUCIARY / TRUST FUNDS</u>						
H/S STUDENT ACTIVITY				139,321	Only Net Activity Reported	
M/S STUDENT ACTIVITY	66,566	92,809	29,496	129,879		
OPEB INVESTMENT TRUST	863,209	(11,153)	1,982	850,073		
TRUST/SCHOLARSHIP FUNDS	42,366	3		42,369		

FUND 63	FY 22 Miscellaneous Donations					3/31/2022	
Gift/Donor	Purpose	Bal Fwd @7/1/21	Revenue	Expenditures	Encumbered	Ending Balance	Notes
RESTRICTED GIFTS							
Alan Mudge Memorial Fund	Various - per Board Directives	51,000.00	8,300.00	20,635.01	30,000.00	8,664.99	2/9/2022 gift for lighting board replacement Encumbrance - NYU Equity Audit
CS Gift & DSEF	Challenge Success	12,295.20				12,295.20	
D Family via Town Dover	Dugouts	16,522.00				16,522.00	
SPAN DS	Wellness Programs	10,392.78				10,392.78	
Metco Gifts	Metco Support	8,933.17	1,200.00	3,152.41		6,980.76	01/2022 Needham Bank Gift
Anonymous Family	SpEd or Assistive Tech	6,000.00				6,000.00	
N.E. Patriots Foundation	Football Program		1,000.00			1,000.00	Steve Ryan - Coach of the Week
Leuders	Science	709.00	125.00			834.00	
P.O.S.I.T.I.V.E.	Rowing Club	204.45				204.45	
UNRESTRICTED GIFTS							
Various Gifts	Unrestricted	2,974.96		2,935.80		39.16	
TOTAL		109,031.56	10,625.00	26,723.22	30,000.00	62,933.34	
					3/31/2022	62,933.34	
					FUND BALANCE	62,933.34	

Proposed Changes DS High School Student Handbook '22-'23

Eligibility for Extracurricular Activities

P. 30 Current Verbiage DSHS Handbook

Eligibility for Extracurricular Activities

To be academically eligible to participate in athletics, clubs, and drama/musical performances during the second, third and fourth terms, a student cannot fail more than one major academic course (English, Math, Science, Social Studies, World Language) for the term immediately preceding. Academic eligibility for second, third and fourth terms is determined at the end of first, second and third quarters respectively when report cards are distributed.

To be academically eligible to participate for the first term, a student is required to have passed 30 credits (the equivalent of five traditional year-long courses) in the previous academic year and to have not failed more than one academic course. Eligibility for the first quarter is determined by a student's final grades from the previous school year.

Student-athletes may not participate in games or scrimmages until they have met these eligibility requirements and been granted clearance by the Athletic Director.

A student entering Grade 9 from a middle or junior high school is eligible at the start of the ninth grade school year.

Proposed Verbiage (due to semester grading now in place)

Eligibility for Extracurricular Activities

To be academically eligible to participate in athletics, clubs, and drama/musical performances during the second, third and fourth **quarters**, a student cannot fail more than one major academic course (English, Math, Science, Social Studies, World Language) for the **quarter** immediately preceding. Academic eligibility for second, third and fourth **quarters** is determined at the end of first, second and third quarters respectively when **grade-reports are available**.

To be academically eligible to participate for the first **quarter**, a student is required to have passed 30 credits (the equivalent of five traditional year-long courses) in the previous academic year and to have not failed more than one academic course. Eligibility for the first quarter is determined by a student's final grades from the previous school year.

Student-athletes may not participate in games or scrimmages until they have met these eligibility requirements and been granted clearance by **Administration and the Athletic Director**.

A student entering Grade 9 from a middle or junior high school is eligible at the start of the ninth grade school year.

Homework Policy

Proposed Additional Language:

In our multi-cultural district, we understand that there will be religious and cultural days when homework completion will be limited for some students. Teachers will give appropriate consideration to students unable to complete homework assignments and to those who are unable to participate in other activities that interfere with religious holidays and observances.

Directed Research/Open Campus Release Information

Current Verbiage

P. 60 DSHS Student Handbook

Signing off electronically (the form will be sent via email in August) allows my son/daughter, who is a member of the Senior Class and in good academic standing, release from Directed Research. I understand that Open Campus is optional, and I am not required to allow my child the privilege of Open Campus. I acknowledge that if I allow my child to have Open Campus privileges, and my child signs out of school during his/her Directed Research time, she/he will not be supervised by school staff while off campus and release Dover-Sherborn Regional Schools from any liability or claim arising from my child's use of the Open Campus privilege. I understand that my child will be responsible for following the Open Campus rules set forth herein and that this privilege may be revoked by the school administration. A parent/guardian may revoke his or her consent by providing written notice to the Principal or Assistant Principal that he/she no longer consents to the Open Campus privilege.

Seniors in good standing are defined as those seniors who have submitted the official Parent/Guardian/Student Directed Research/Open Campus Release Forms to the main office with appropriate signatures affixed, having received no fourth quarter term grades (from the previous school year) below C (73), and having outstanding incompletes. Seniors must fulfill their Community Service obligation by the end of the first semester of senior year to be eligible.

Students must remain in good academic standing to enjoy this privilege for the first and second semester. Seniors not eligible during a term can attain good academic standing by receiving no deficiency notices for the subsequent quarter. Third quarter interim reports will be evaluated and any student with a grade below a C (73) will not be eligible for the remainder of that quarter.

Students ineligible due to incompletes may become eligible when the incompletes are made up and reported to the administration by the teacher, provided that the grade(s) are C or better.

The following restrictions are imposed.

- An eligible senior must sign himself/herself in or out each time he/she arrives or leaves school. If a senior is unaccounted for in writing during a Directed Research, it will be assumed that he/she is cutting their DR, and the privilege will be revoked. Therefore, seniors who are not in their classroom for Directed Research, and who fail to sign in at the library or fail to sign out for senior privilege, or who are not with a faculty member taking a test or receiving extra help, will lose the Open Campus Privilege in its entirety. If a student is with a teacher, the teacher must issue the student a pass or the student to present to their DR teacher at the beginning of the period. Students are reminded that it is their responsibility to sign in at the library and to sign out for senior privilege.
- A senior returning to campus tardy following the exercising of this privilege will be subject to the same consequences as if he/she were tardy to any other class, and that student will also be subject to the loss of this privilege in its entirety, including the privilege of arriving late and/or leaving early during periods one and/or six.
- Students must not walk through the Middle School to access the student parking lot.
- A senior returning to campus must wait in the lobby or front of the high school until the bell. Seniors are not to wander the building.

Consequences for **any** violation of the Open Campus Privilege for infractions including but not limited to failure to sign himself/herself in or out, tardiness or loitering will include **revocation of the entire privilege for that individual.**

A senior will lose the privilege if he/she is suspended from school.

The administration also reserves the authority to revoke the privilege from a student if he/she commits another offense that the administration feels warrants revocation.

Open Campus is a privilege and not a right. The Principal or Assistant Principal reserves the right to revoke the entire privilege from any student(s).

The high school administration has been granted the authority by the School Committee to suspend the Open Campus Privilege in its entirety for safety or for other reasons (weather related).

Proposed Verbiage

Directed Research/Open Campus Release Information

Signing off electronically (the form will be sent via email in August) allows my son/daughter who is a member of the Senior Class and in good academic standing, release from Directed Research periods. I understand that Open Campus is optional, and I am not required to allow my **student** the privilege of Open Campus.

I acknowledge that if I allow my student to have Open Campus privileges, **that my student may stay on campus in designated locations in school** or leave campus during their Directed Research time.

They will not be supervised by school staff while on/off campus and release Dover-Sherborn Regional Schools from any liability or claim arising from my child's use of the Open Campus privilege.

I understand that my student will be responsible for following the Open Campus rules set forth herein and that this privilege may be revoked by school administration. A parent/guardian may revoke this consent by providing written notice to the Principal or Assistant Principal that they no longer consent to the Open Campus privilege. The student will then be assigned to a Directed Research room for those periods.

Seniors in good standing are defined as those seniors who have submitted the official Parent/Guardian/Student Directed Research/Open Campus Release Forms having received no fourth quarter term grades (from the previous school year) below C (73), and have no outstanding incomplete grades.

Seniors must fulfill their Community Service obligation by the end of the first semester of senior year to be eligible.

Students must remain in good academic standing to enjoy this privilege for the first and second semester. Seniors not eligible during a quarter can attain good academic standing by receiving no deficiency notices for the subsequent quarter. Third quarter interim reports will be evaluated and any student with a grade below a C (73) will not be eligible for the remainder of that quarter.

Students ineligible due to incompletes may become eligible when the incompletes are made up and reported to the administration by the teacher, provided that the grade(s) are C or better.

The following expectations are imposed.

- A senior returning to campus tardy following the exercising of this privilege will be subject to the same consequences as if he/she were tardy to any other class, and that student will also be subject to the loss of this privilege in its entirety, including the privilege of arriving late and/or leaving early during periods one and/or six.
- Students must not walk through the DS Middle School to access the student parking lot.
- Students may not sit in their cars or remain in the parking lot area for any reason.
- A senior returning to campus must wait in the lobby or front of the high school until the bell.
- Seniors staying on campus may do so and must be in designated areas.
- Seniors may not wander halls or on the campus.

Consequences for **any** violation of the Open Campus Privilege for infractions will include **revocation of the entire privilege for that individual.**

A senior will lose the privilege if he/she is suspended from school.

The administration also reserves the authority to revoke the privilege from a student if they commit another offense that the administration feels warrants revocation.

Open Campus is a privilege and not a right. The Principal or Assistant Principal reserves the right to revoke the entire privilege from any student(s).

The high school administration has been granted the authority by the School Committee to suspend the Open Campus Privilege in its entirety for safety or for other reasons (weather related).

REMOVE Verbiage

***Junior Lunch (2021-2022 School Year only)**

During the 2020-2021 school year due to Covid precautions, juniors with parent/guardian permission were allowed to leave campus for lunch to decrease density during lunch periods. Anticipating that density during lunch periods will continue to be a concern for the 2021-2022 school year, juniors with parent/guardian permission will be allowed to leave campus for lunch.



DOVER-SHERBORN MIDDLE SCHOOL

155 Farm Street, Dover, MA 02030
Frank A. Tiano, Ed.D., Interim Principal ~ Ana B. Hurley, M.Ed., Assistant Principal
P: 508.785.0036 F: 508.785.2239

Proposed Revisions to the Dover Sherborn Middle School Student Handbook – May 2022

- Proposed deleted items are ~~stuck through~~ with a line
- Proposed additions appear in **bold**
- Housekeeping items such as name and date changes are not included in this document

Page	Topic	Proposed Revision
17	Grade Reports	Interim Reports and
18	Homework/ Religious Holidays	In our multi-cultural district, we understand that there will be religious and cultural days when homework completion will be limited for some students. Teachers will give appropriate consideration to students unable to complete homework assignments and to those who are unable to participate in other activities that interfere with religious holidays and observances.
18	Interim Reports	Interim Reports Interim reports for each student enrolled at the middle school can be accessed through the family portal approximately halfway through each term. These reports inform students and their parents/guardians of current standing in classes. An email will be sent informing parents/guardians when the portal will be open. Interim reports will be accessible via the parent portal. To access the login page of the portal, please go to the DSMS home page and click on “Aspen Family Portal Login” located under “Quick Links”. Please contact our IT department or main office if you have difficulty accessing the portal or need help with translation. Copies of these reports can be sent either in hardcopy or electronically upon request.
21	Make-up Policy: Homework and Quizzes/Tests	If you are out of school, you must make up any work you missed as soon as possible. If you are absent for only a day, you will be expected to call a reliable friend for missed assignments. Your friends' telephone numbers are listed in the POSITIVE Directory, which is available for purchase in the fall. You can also access the teachers' web sites through the school web site. If you are absent for a few days, most likely you will need to attend help sessions and remain after school in order to get this work done. If it appears you will be absent for a longer period of time, call the school to arrange to have your work sent home. It really helps if you can keep up with your work while you are ill. It is helpful to your teachers if you allow 24 hours for the Main Office to collect this work. When you return to school, you should arrange with your teachers a time table for the completion of your make-up work. As a general guide the number of days absent will be the number of days a student has to make up work. For

		absence from school for reasons other than illness, see the section on Non-School Related Absences in this handbook. While we want students to focus on getting well when they are sick, they will be able to see, in real time, what their assignments are if they are up to doing so. Students also have the ability to contact their teachers through email for clarification on their lessons.
22	Personal Electronic Devices (PEDs)	<p>The use of cell phones, smart devices, and other personal technology is not permitted in the school between the hours of 8:30 a.m. and 3:10 p.m. or during school sponsored activities unless permission is specifically granted by school administration or the classroom teacher. School sponsored activities may include off-campus activities such as field trips. Such devices should remain out of sight, locked in lockers, and powered off during these hours. Students are urged not to bring these items to school because of the risk of theft, loss, or damage. Phones found on students will be confiscated and brought to the main office. The student may pick their phone at the end of the day. After the third offense, the phone may only be picked up by a parent or guardian. Additionally, laser pointers are not allowed in school. Furthermore, use of audio/video recording devices without the express consent of the teacher or administration is not allowed.</p> <p>Students should be aware that a secret audio-recording (recording of an individual without their knowledge) or photography may be illegal under Massachusetts General Laws ch. 272, §99. Failure to follow these expectations may result in disciplinary action.</p>
35	Communication Aspen	<p>Aspen is the student information system used by the Dover-Sherborn Public School System. Families of students in grades 6 through 8 will have a unique login to access their children's information (i.e. attendance, grades, schedule, contact information, etc.). It is the parent's responsibility to maintain accurate contact information at all times.</p> <p>Aspen is also used as our community outreach and Emergency Communication system. It allows us to contact you immediately, effectively, and efficiently by phone or email should we have the need. It is critical that you provide the school office with current contact information in September and to update the information should there be any change during the course of the school year.</p>
35	Communication Contacting Teachers and Staff	<p>Our staff wants to work together with parents in solving challenging issues that may arise. If your child experiences a challenging issue in the classroom, the first step is to contact your child's teacher by telephone or email to discuss the issue. If the issue cannot be resolved with the teacher, then the principal, assistant principal, or guidance counselors are additional resources.</p> <p>If there is a situation at home that might affect your child, please let the teacher, school counselor, or administrator know. Adjustments and extra consideration can be given to your child if we understand what they are experiencing. Some common situations are the death or serious illness of a family member, the death of a pet, parent business travel, etc.</p> <p>When emailing anyone in the school system, please put "From the Parents of [your child's name]" in the subject line. Teachers typically check email once a day. Please keep in mind that teachers usually return calls at the beginning or end of school when class is not in session. If you would like to contact your child's teacher, you may:</p>



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Proposed Goals and Action Steps for Dover-Sherborn Middle School School Improvement Plan 2022-2023

School Improvement Goal 1: Continue to refine our 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.

Action Steps

Develop and implement school-wide common language for best instructional practices around student engagement that support the portrait of a graduate.

Effectively integrate data use protocols into team & curriculum leader meetings, grade level team and department meetings.

Establish Tier I practices as the first step to student intervention.

Review and revise school MTSS processes with focus on consistent procedures/protocols with respect to academic assessment criteria and intervention processes

Review and revise school MTSS processes with focus on consistent procedures/protocols with respect to SEL assessment criteria and intervention processes

Pilot co-teaching model

Create a WIN (whatever I Need) block in the 23-24 schedule to provide a more efficient and equitable way of providing supports to students

Review library purpose, program and space to provide students with opportunities to deepen their learning through skill acquisition and fostering a love of reading and maximize the use of the setting.

School Improvement Goal 2: Continue to develop and strengthen a safe and nurturing school environment in which students, and staff, are able to maximize their learning and growth potential
Action Steps
Form a SEL Advisory focused on inclusivity, cultural sensitivity, equity, and bias to guide the school in reviewing practices, curriculum and PD
Identify means to ensure that SEL strategies are explicitly taught and reinforced in order for all students and staff to have a common understanding and language regarding these strategies
Establish consistent behavioral expectations at all grade levels School wide plan -
Implement consistent procedures and protocols with respect to building-based support teams and intervention processes
Review findings from the equity audit and incorporate goals and action steps into the next iteration of our School Improvement
Create efficiencies, communicate clear vision, goals, and expectations for staff

School Improvement Goal 3: Develop procedures to ensure two-way communication and an informed and well-functioning school community
Action Steps
Follow the lead of the district in assessing current family engagement practices
Develop an external communication plan for the school including responsibilities, timelines, etc.
Develop a PD plan for parents and families to help them support their children's academic growth

School Improvement Goal 4: <i>Ensure that our buildings and grounds support strong instructional and extracurricular programs to meet all safety (and wellness) requirements.</i>
Action Steps
Ensure that each room has identified, and functioning, emergency items
Review automatic door lock times with schedule to ensure consistency and effectiveness
Schedule rooms appropriate for the subject class to be taught

The Public Schools of Dover and Sherborn Strategic Plan 2018-2022

Dover-Sherborn Middle School Improvement Plan 2022-2023 *(Draft)*

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

Resource Allocation, Attainment, and Efficiency

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

Further Strengthen Partnerships with Families and Communities

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 development of relationships with community partners.

Ensure World Class Curriculum, Instruction, and Assessment

Given the complexities and diversification of the world, the changing economic dynamic, and expansion of technology we must ensure that the offerings, programs, and experiences available in the Public Schools of Dover and Sherborn are maintaining their excellence, highly competitive, and remaining adaptive to best prepare our graduates for success in their post-secondary lives

Ensure the Health and Wellbeing of Staff and Students

Deepen our focus on student well-being both social-emotionally and physically and ensure program enhancements and re-visitation of policies or structures that may be hindering healthy student development. Recognizing that our teachers remain the life blood of our school, we will also remain cognizant of the growing pressures and raised expectations of teachers, while seeking to strengthen their health and wellbeing through professional development and other focused efforts

Maintain and Ensure Safe, Secure, State of the Art Facilities

Ensure that all Dover Sherborn students are educated in safe and secure facilities that have quality classroom, meeting, special education, and storage spaces and provide for the needs of the 21st Century learner

Dover Sherborn District Goals for 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: *Continue to refine our 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>Ensure World Class Curriculum, Instruction, and Assessment</p> <p>Given the complexities and diversification of the world, the changing economic dynamic, and expansion of technology we must ensure that the offerings, programs, and experiences available in the Public Schools of Dover and Sherborn are maintaining their excellence, highly competitive, and remaining adaptive to best prepare our graduates for success in their post-secondary lives.</p>	Develop and implement school-wide common language for best instructional practices around student engagement that support the portrait of a graduate.	When students display high levels of behavioral, emotional, and cognitive engagement, they are more likely to excel academically, form a stronger connection with their school, and a more positive sense of social-emotional well-being.	Principal, Curriculum Leaders	A collective bank of researched based strategies will be developed by October. Strategies will be demonstrated during classroom instruction and reflection upon strategies will happen at individual, department, and staff level.
	Effectively integrate data use protocols into team & curriculum leader meetings, grade level team and department meetings.	Teachers can provide interventions that match students' needs when they are able to benchmark their students against standards.	Principal, Curriculum Leaders, Academic Specialist	<p>Training on data use protocols for teachers to carry out effective use of data to measure student achievement of identified standards;</p> <p>Data use protocols will be effectively integrated to SST, grade level meetings and vertical department meetings;</p> <p>Use of formative assessments to drive instructional adaptations within the context of lessons will be consistently observed;</p> <p>Establish an assessment benchmark calendar prior to the start of the school year (ex. IXL, department benchmarks, Panorama surveys, etc.)</p>
	Review and revise school MTSS processes with focus on consistent procedures/protocols with respect to academic assessment criteria and intervention processes	Staff need the literacies around the why of this process and the importance of a school wide system of support. Staff also need training around data use tiered support for students.	Principal, Student Services Director, Acad. Specialist	<p>Training for support teams and faculty at large will be conducted on the implementation of consistent MTSS protocols by October;</p> <p>A mid year review of all practices and revision will be made by January;</p> <p>Data criteria will be established and utilized for MTSS process, including IXL</p>

	Review and revise school MTSS processes with focus on consistent procedures/protocols with respect to SEL assessment criteria and intervention processes	Staff need the literacies around the why of this process and the importance of a school wide system of support. Staff also need training around data use and providing tiered support for students.	Principal, Student Services Dir., Guidance Dir., Acad. Specialist, Counselors	Additional training in Panorama for assessment, analysis, and resources; Developed Tier 1 and Tier 2 supports for students by January.
	Pilot co-teaching model	Students with special needs learn best in a least restrictive environment with their peers and content area specialist teachers.	Principal, Student Services Director, Acad. Specialist, Team Chair	Staff members receiving co-teacher training will establish a pilot for next year. Co-teachers will reflect on their practice and work with administration by mid-year to establish a model for the middle school for the following school year
	Create a WIN (whatever I Need) block in the 23-24 schedule to provide a more efficient and equitable way of providing supports to students	There needs to be an identified time by grade level in order for staff to provide targeted interventions, general support, and opportunities for extension within the school schedule.	Principal, staff	Staff will build upon the work already completed to refine the mechanics of building this WIN block into next year's schedule. Schedule will be completed by May 2023
	Review library purpose, program and space to provide students with opportunities to deepen their learning through skill acquisition and fostering a love of reading and maximize the use of the setting.	Library services and resources need to be fully utilized and embedded into our academic and social programming for our students. The library should be utilized for study, intervention, and teaching spaces and schedules, as well as a gathering place for students and staff.	Principal, Librarian, Acad. Specialist,	A study of the role of the librarian and the best use of the library space will be completed by February 2023

School Improvement Goal 2: *Continue to develop and strengthen a safe and nurturing school environment in which students, and staff, are able to maximize their learning and growth potential*

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<p>Ensure the Health and Wellbeing of Staff and Students</p> <p>Deepen our focus on student well-being both social-emotionally and physically and ensure program enhancements and re-visitation of policies or structures that may be hindering healthy student development. Recognizing that our teachers remain the life blood of our school, we will also remain cognizant of the growing pressures and raised expectations of teachers, while seeking to strengthen their health and wellbeing through professional development and other focused efforts</p>	Form a SEL Advisory focused on inclusivity, cultural sensitivity, equity, and bias to guide the school in reviewing practices, curriculum and PD	There are many good SEL practices that are happening in our school, but they are not connected. Initial coordination of these needs is beyond one person or department.	Principal, Counselors, LGBTQ Advisory, METCO Coord., SRO, Staff	Results of equity audit will be shared and analyzed as a staff; School based plan to incorporate changes identified by equity audit; Staff meeting and professional development agendas will reflect focus on SEL and equity.
	Identify means to ensure that SEL strategies are explicitly taught and reinforced so students and staff to have a common understanding and language regarding these strategies	DESE has adopted CASEL competencies for our students. We need to understand them as a school community in order to support our students in attaining them. CASEL standards align with Panorama.	Principal, SEL Advisory	Staff training in CASEL Competencies Identify curriculum/programs where SEL competencies are taught Recommendations for Tier 1 programming for following year
	Establish consistent behavioral expectations at all grade levels School wide plan -	Inconsistency in expectations and accountability causes frustration for students, staff, and families.	Principal, SEL Advisory	Develop common language/rubric of expectations for students and staff; Revised student and staff handbooks to reflect expectations
	Implement consistent procedures and protocols with respect to building-based support teams and intervention processes	Staff need to be trained and ready when students/staff need them most. All staff know who, why, how, and when to call for additional support.		Review roles and responsibilities for Emergency Response Team, Safety Care Team, Student Update Team, MTSS
	Review findings from the equity audit and incorporate goals and action steps into the next iteration of our School Improvement	"to foster a school community free from bias and discrimination, and ensure a sense of belonging and equitable outcome for all DS students," (DS AIDE).	Principal, Curriculum Leaders, Acad. Specialist	Participate in district focused curriculum review to determine the extent to which its instructional materials and assessment tools are culturally responsive, making adjustments as necessary
	Communicate clear vision, goals, and expectations for staff	Staff need time to reflect on progress on school/district initiatives	Principal, Team/ Curriculum Leaders	Staff will review progress on school/district initiatives on a quarterly basis as a staff and departments

School Improvement Goal 3: *Develop procedures to ensure two-way communication and an informed and well-functioning school community*

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<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, Sherborn and Boston, 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 development of relationships with community partners.</p>	Follow the lead of the district in assessing current family engagement practices	Families have placed their trust in us to educate their children and keep them safe. In order to maintain that trust, we need to provide timely, accurate, and appropriate information in a variety of modes with a consistency on which they can rely, as well as, by soliciting feedback on our performance.	Principal, Team Leaders, School Council	Survey families regarding school and teacher communication; Identify communication strategies used by teams, departments, and individual staff.
	Develop an external communication plan for the school including responsibilities, timelines, etc.		Principal, Team Leaders, School Council	Incorporation of district changes to communication including website, social media, and communication templates; Communication plan that outlines responsibilities and timelines for school, department, teams.
	Develop a PD plan for parents and families to help them support their children’s academic growth	Parents are their children’s primary teachers. Sharing our expertise with them will strengthen our partnership and better support our students.	Principal, Team Leaders, Curriculum Leaders, POSITIVE Board, School Council	Generation of and implementation of a PD plan and calendar. <i>For example:</i> <ul style="list-style-type: none"> • POSITIVE Speaker series • Staff generated forums/screencasts <ul style="list-style-type: none"> ○ Subject specific ○ Understanding school data ○ Org station tips ○ Social Media Impact

School Improvement Goal 4: *Ensure that our buildings and grounds support strong instructional and extracurricular programs to meet all safety (and wellness) requirements.*

District Strategic Objective	Action tSep	Rationale	Person(s) Responsible	Evidence of Effectiveness
<p><i>Maintain and Ensure Safe, Secure, State of the Art Facilities</i></p> <p>Ensure that all Dover Sherborn students are educated in safe and secure facilities that have quality classroom, meeting, special education, and storage spaces and provide for the needs of the 21st Century learner.</p>	Ensure that each room has identified, and functioning, emergency items	It is imperative that all staff and students have access to, and training with, appropriate emergency materials for their own safety.	Principal, Head Custodian	<p>Updated spreadsheet (by Aug. 30th) of security items for every room including, but not limited to:</p> <ul style="list-style-type: none"> ● Go bags ● Lockdown keys ● Working Phone/PA System ● Door Magnet ● Strobe lights (as needed)
	Review automatic door lock times with schedule to ensure consistency and effectiveness	Ensuring that our safety measures are in place on a scheduled basis is important to proactively identify any defects in our security.	Principal, Head Custodian, Tech Director, Admin. Assistant	<p>Schedule of walkthrough checks throughout the school year</p> <p>Protocol for changes in door schedules</p>
	Schedule rooms appropriate for the subject class to be taught	It's important for staff and students have access to content	Principal	Master schedule that limits teacher movement between classrooms and ensures that classroom space is appropriate for subject

The Public Schools of Dover and Sherborn Strategic Plan 2018-2022

Dover-Sherborn High School 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

Resource Allocation, Attainment, and Efficiency	Further Strengthen Partnerships with Families and Communities	Ensure World Class Curriculum, Instruction, and Assessment	Ensure the Health and Wellbeing of Staff and Students	Maintain and Ensure Safe, Secure, State of the Art Facilities
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.	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.	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 21 st century.	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.	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.

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: DSHS 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.

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<p><i>Ensure World Class Curriculum, Instruction, and Assessment</i></p> <p>Given the complexities and diversification of the world, the changing economic dynamic, and expansion of technology we must ensure that the offerings, programs, and experiences available in the Public Schools of Dover and Sherborn are maintaining their excellence, highly competitive, and remaining adaptive to best prepare our graduates for success in their post-secondary lives.</p>	Identify priority standards and skills, in each curriculum area, that each student needs to attain at the end of each course.	Clearly identified and accessible practice standards in each discipline/ grade level provides measurable learning targets for each student.	Administration, Department Chairs, Student Services, Full faculty	Each department will have and share Identified practice skills that each student should demonstrate at the end of school year based on MA Curriculum Standards and our Portrait of a Graduate.
	<p>Develop and implement school-wide common language for best instructional practices around student engagement that support the portrait of a graduate.</p> <p>Research and purchase reading assessment programs that give greater insight into the reading levels of all high school students</p>	When students display high levels of behavioral, emotional, and cognitive engagement, they are more likely to excel academically, form a stronger sense of connection with their school, and have a more positive sense of social-emotional well-being.	Administration, Department Heads	A collective bank of researched based strategies will be developed by December. Strategies will be demonstrated during classroom instruction and reflection upon strategies will happen at individual, department, and staff level.
	<p>Review and revise school MTSS processes with focus on consistent procedures/protocols with respect to academic assessment criteria and intervention processes</p> <p>Research effective co-teaching models</p>	Staff need the literacies around the why of this process and the importance of a school wide system of support. Staff also need training around data use and providing tiered support for students.	Administration, Student Services Director, Guidance Department	<p>Training for departments and faculty at large will be conducted on the implementation of consistent MTSS protocols by October;</p> <p>A mid year review of all practices and revision will be made by January;</p> <p>Data criteria will be established and utilized for MTSS process</p>



		Students with special needs learn best in a least restrictive environment with their peers and content area specialist teachers.	Administration, Student Services Director and Department Heads.	Staff members interested in this model will conduct research and participate in training during the 2022-23 school year. The HS will pilot this co teaching model in the 2023-2024 school year.
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School Improvement Goal 2: The High School 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. Additionally, educators will engage in a K-12 curriculum review to determine the extent to which its instructional materials and assessment tools

District Strategic Objective	Action Step	Person(s) Responsible	Evidence of Effectiveness
<i>Ensure the Health and Wellbeing of Staff and Students</i>	Review recommendations from the Equity audit and prioritize changes to our curriculum	Administration Assistant Superintendent Full Faculty	Departmental changes to titles, readings, instructional practices and placement procedures. Documented changes to student access to courses and equity in opportunities for all students.



School Improvement Goal 3: The High School will continue to examine our current instructional practices to ensure we are using innovative and forward thinking practices to prepare our students for further educational and career opportunities

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<i>Ensure World Class Curriculum, Instruction, and Assessment</i>	Examine our current Computer Science offerings, review their effectiveness and determine new courses that would enable our students to meet the expectations of our Portrait of a Graduate	Computer Science is an ever changing and integral part of the future of employment and careers in our country and our world.	Administration Department Chair for Technology, Engineering and Computer Science Guidance Department Business Director(funding)	Student feedback from surveys Reports from other schools visited Proposed new courses (ex. Robotics) Increased enrollment in Technology, Engineering and Computer Science.
	Form a working group of educators and administrators to research interdisciplinary course offerings that provide students the skills and learning as expected in our Portrait of a Graduate as well as NEASC expectations for learning.	In an ever changing world, our students need to be provided with progressive opportunities to learn new information, develop greater research skills, collaborate on multiple levels and gain experience to be successful in the modern world of work.	Administration, Department Heads, Assistant Superintendent and select faculty.	Develop a draft of some interdisciplinary course proposals to bring forward to Academic Standards by December 2022 Develop a budgetary proposal for an interdisciplinary course that can be implemented in the 2023-2024 school year.
	Visit other comparable schools to review their interdisciplinary offerings and speak to key stakeholders to assess how the course was developed and implemented.	New opportunities can often arise by sharing ideas and concepts with other comparable schools.	Administration Assistant Superintendent	Course syllabus review from other schools



School Improvement Goal # 4: Communication- *The High School will engage in a review process of communication strategies and protocols to ensure all members of the community have access to important information and have the avenues in which to communicate appropriately.*

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<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>The High School will engage the parent/guardian community in a survey that will allow us to determine the best way to provide information to families and their students.</p> <p>Work with Central Office staff to create district wide publications that provide families with updates on school accomplishments, academic data as well as new initiatives.</p>	<p>Students are most successful when there is a deliberate two way form of communication between the school and the family. Two way communication will help us to partner with our families to better understand and meet the needs of all children.</p>	<p>Administration, Central Office Director of Technology Athletics Department Guidance Department Full faculty</p>	<p>Survey families regarding school and teacher communication;</p> <p>Identify communication strategies used by administration, guidance, departments, individual teachers, advisors and coaches.</p> <p>An enhanced website that allows students and their families to access critical and useful information concerning school and student activities.</p>



DRAFT

Dover-Sherborn Regional School Committee Meeting of March 8, 2022

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

1) Call to Order

Kate Potter called the meeting to order at 6:38 pm in the Middle School Library.

2) Community Comments - none

FY23 Dover Sherborn Regional Schools Budget Hearing

Dawn Fattore presented the FY23 Budget. 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%; staffing changes/retirements which are offsetting the salary increases; continued funding provided for OPEB Liability Trust; Norfolk County Retirement assessment increase of 7%; level enrollment; and continued trend budgeting for operating accounts as prudent given the impact of COVID on operations for the last two fiscal years. The proposed FY23 Operating Budget is \$27,023,813 which is \$644,622 (2.44%) greater than FY22.

Capital requests for FY23 include: roof restoration for the Middle School (including gym) and Lindquist Commons; boiler replacements for the High School and Pump House; security system upgrade for Lindquist Commons; classroom dividing wall for the Middle School (to create an additional classroom); and continue flooring replacement in classrooms at the High School. The roof project of \$1.575 million will be funded through an Inter-Municipal Agreement (IMA) with both towns. The remaining projects totaling \$367,500 will be funding the Excess & Deficiency (E&D) funds.

3) Discussion and Vote to certify FY23 Operating Budget

Lynn Collins made a motion to adopt the FY23 budget in the amount of \$27,023,813 which is reduced by estimated receipts and available funds in the amount of \$3,570,544 for a net amount to be assessed to the member towns of \$23,453,269 (comprised of \$22,618,069 in operating expenses and \$835,200 in debt expenses) and that the Treasurer be authorized to certify this budget in the apportioned share of each town based on the statutory method. Maggie Charron seconded.

22-05 VOTE: 5 - 0

Angie Johnson made a motion to approve the utilization of \$110,000 of June 30, 2021 certified Excess & Deficiency funds for the FY23 Budget. Judi Miller seconded.

22-06 VOTE: 5 - 0

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; Systems Leadership for Equity Position Paper; and her meeting with METCO students & POSITIVE.
- Warrant Report

DRAFT

5) Financial Reports: FY22 Monthly Report as of February 28th

- Revenues - the current statement reflects the return of funds (\$642,691) to the two Towns based on the certification of the Region's E&D as of January 24th. The February assessment payments were reduced by the applicable amounts. The first Chapter 71 transportation payment has been received at an 80% reimbursement of FY21 transportation costs. Based on this, a \$110,000 positive variance is projected.
- Salaries - the current statement recognizes savings from various extended leaves resulting in the increase in the positive variance in Teacher, Classroom and Guidance line items. The vacancy in the Business Office has been filled. There remains an open custodial position. Grants have been utilized to offset the negative variance in Educational Assistants.
- Expenditures - there are no material variances projected at this time.

6) Annual Vote on MA School Choice Law

Judi Miller made a motion to have the Dover Sherborn Regional Schools not participate in the School Choice program for the 2022-23 school year. Lynn Collins seconded.

22-07 VOTE: 5 - 0

7) Consent Agenda

- Approval of Minutes: February 1 and 16, 2022
- Donations - \$2,156 from DS Varsity Field Hockey for volunteer coach; \$8,300 from Alan Thayer Mudge Fund for lighting board replacement in the auditorium.

Maggie Charron made a motion to approve the Consent Agenda. Angie Johnson seconded.

22-08 VOTE: 5 - 0

8) Communication

- DSHS Principal's Report
- DSMS Principal's Report
- Sherborn School Committee minutes of November 16, 2021

9) Items for May 3, 2022 meeting

10) Adjournment at 8:09 pm.

Respectfully submitted, Amy Davis

3/21/2022

To: Mr. John Smith
Dover Sherborn School Committee

Dear Mr. Smith & The Dover Sherborn School Committee,

I am hoping to run a trip to Spain during April vacation, 2023. I am providing this letter along with the documentation provided by the tour company in hopes of getting approval from the School Committee.

I have been in touch with a representative from ACIS and he has provided an itinerary for us. We will be visiting Madrid, Bilbao, San Sebastian, Pamplona & Barcelona. The dates of the trip are from **Thursday, April 13th to Thursday, April 20th**. We understand the students would be missing a day of school on Friday, April 14th. Flying in and out on a Thursday is cheaper as there are weekend surcharges.

The current cost of the trip is \$3875. Families that sign up by May 1st will get a \$200 early registration discount, resulting in a cost of **\$3675**. (It says April 1st on the proposal, but the representative has agreed to push it to May 1st.) Being that this is my first time using the company, they're offering \$500 scholarships to the first 5 students that register for the trip by June 1st. Although I have been talking about the trip with students, I have not shared the sign-up information with anybody. I am waiting for approval so that all families have a fair shot of grabbing these 5 scholarships.

COVID-19 vaccinations/testing. As of right now, Spain is not requiring testing for travelers that are vaccinated. Requirements may change, of course. Families who are nervous about vaccine/testing requirements can upgrade their protection plan (info attached) so that they can get a refund if they decide to withdraw from the trip.

Fundraising. Students who are registered, can create their own fundraising page. It's similar to a "Go Fund Me" kind of page where 100% of money collected by student goes toward their trip. We will also help students come up with some fundraising ideas here at school.

A few other items:

- The representative has assured me that students cannot be bumped from a flight. They have a contract with the airlines. This was one of my biggest concerns as I have had some issues in the past.
- For every 6 students, the company allows 1 chaperone. We're anticipating between 12-24 students to sign up for trip. If we get 20 students, then we're given our own tour bus to travel between cities. Mrs. Anita Lotti (Science) will be the 2nd chaperone. Others TBD.
- With this company, hotels are centrally located within the cities and close to the attractions.
- For more information regarding the company's safety and COVID-19 policies, one can visit [acis.com/our-response/](https://www.acis.com/our-response/)

I thank you all for your time. If you have any further questions, please don't hesitate to contact me. I look forward to this opportunity to watch the students experience a country that I know well and adore.

Sincerely,

Christopher Estabrook

APR 13-20, 2023

Group Leader
Christopher Estabrook

Group Leader ID
[REDACTED]



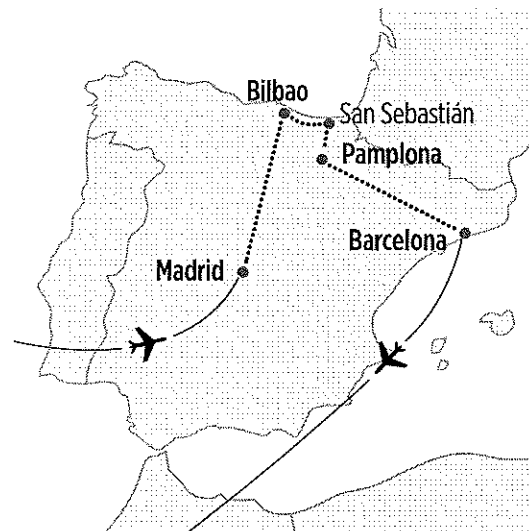
El Camino del Norte

WHAT'S INCLUDED

- ✈ Round-Trip Flights
- 🍽 Daily Breakfast and Dinner (unless otherwise noted)
- 🌟 3-Star Hotels
- 👤 24-Hour Tour Manager
- 🏠 Centrally Located Hotels
- 🌟 Start Exploring
- 🌐 Global Network
- 🚗 All Local Transportation
- 🎧 Personal Headsets Included Throughout Tour
- 🏰 Madrid Tour with Guide
- 🏛 Prado Museum with Guide and Reservation
- 🏛 Guggenheim Museum with Audio Guides
- 🎾 Basque Pelota Lesson and Demonstration
- 🏰 Barcelona Tour with Guide
- 🏰 Sagrada Familia with Guide and Reservation
- 🏞 Parc Güell with Guide and Reservation

TRIP ITINERARY

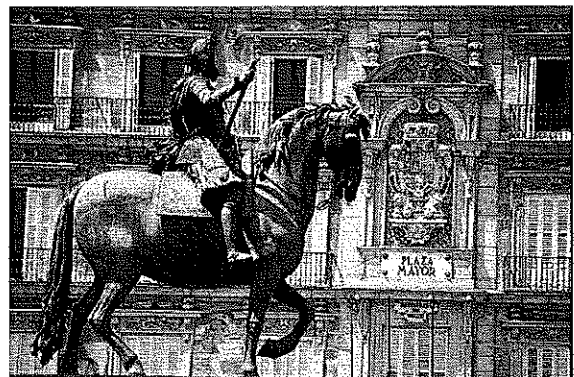
8 Days | Overnights: Overnight Flight (1), Madrid (2), Bilbao (1), Pamplona (1), Barcelona (2)

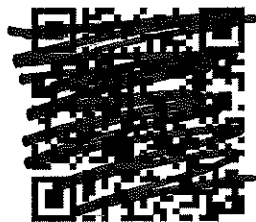
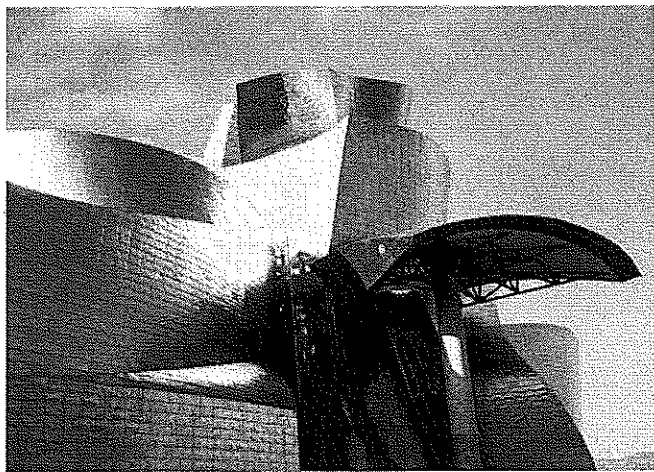


OUR PROMISE

Travel Changes Lives

In educational travel, every moment matters. Pushing the experience from “good enough” to exceptional is what we do every day. Our mission is to empower educators to introduce their students to the world beyond the classroom and inspire the next generation of global citizens.





ACIS TRIPSITE

Scan the code to view your group's Tripsite and learn more details about your upcoming trip, and to register!

TOUR COST

Depart From: Boston

Cost per Traveler

\$3675

\$322 per month using an automatic payment plan

Full Payment Deadline

12/1/2022

Cost Breakdown

Program Fee **\$3875**

Early Registration Discount **\$-200**

Total Cost \$3675

Valid through 4/1/2022

Additional Fees (as applicable)

Adult Surcharge **\$100**

Single Room Supplement **\$570**

Double Room Supplement **\$300**

Ultimate Protection Plan **\$240**

Ultimate-Plus Protection Plan **\$360**

FC Barcelona Nou Camp Stadium Tour **\$86**

NOTES FROM ACIS

Save \$50 off your Total Participant Fees if you pay for your trip through E-Check or our Automatic Payments Plan.

All registered participants can enjoy the convenience and savings of having payments automatically withdrawn from a checking account with an Automatic Payment Plan. To learn more, visit [acis.com/autopay](https://www.acis.com/autopay).

Adult travelers over 21 should add in the Adult Surcharge and Double or Single Room Supplement to calculate Total Cost.

This educational travel program is not school or district sponsored unless expressly stated by the Group Leader.

Tipping for your tour manager and bus driver is not included.

Please note that recommended tipping of \$6/person/day for the Tour Manager and \$4/person/day for the bus driver is not included.

Get Started Today

ONLINE:

Scan the above QR code or visit www.acis.com/findmytrip and enter your Group Leader's ID and last name and click Register Now when you're ready to sign up.

MAIL:

If you prefer, send your completed registration form to:
ACIS
330 Congress Street, Suite 5
Boston, MA 02210

QUESTIONS?

Contact Traveler Support via:
Live Chat on [acis.com](https://www.acis.com) or
Email accounts@acis.com

FULL ITINERARY

DAY 1, APR 13, 2023: OVERNIGHT FLIGHT

Depart from the USA.

DAY 2, APR 14, 2023: MADRID

¡Bienvenidos a España! Welcome to Spain's modern and cosmopolitan capital. Meet your ACIS Tour Manager before you begin to explore the city's wide avenues and open plazas. (D)

DAY 3, APR 15, 2023: MADRID

Madrid's rich heritage comes alive on your guided sightseeing tour of classic Spanish boulevards, grand plazas, and the diverse architecture of modern-day Madrid. Highlights include the Plaza de España with its statue of Don Quixote, the majestic Alcalá Gate, and the famous bullring Las Ventas. Then breeze past the crowds with your timed reservation to visit the magnificent Prado, one of the world's premier art museums. Here, an expert provides illuminating commentary on the artwork of Velázquez, Goya, Raphael, Rubens, and Bosch. Even the 18th-century Neo-Classical building that houses the collection is stunning. (B,D)

DAY 4, APR 16, 2023: BILBAO

Journey to Bilbao to visit the renowned Guggenheim Museum with personal audio guides. Along with the exhibitions inside, the building of the museum itself has been hailed as one of the most important structures of its time. Afterwards your tour manager will take you on a walking tour of scenic Bilbao, including the riverside, Parque Etxebarria and Casco Viejo, the beautiful medieval quarter. (B,D)

DAY 5, APR 17, 2023: PAMPLONA

Today journey to coastal San Sebastián with your tour manager. Stroll along the seaside streets and explore the neighborhoods of this delightful city. In the afternoon experience an important piece of Basque sporting culture as you try your hand at one of the world's fastest ball games, pelota. Expert players will treat you to both a pelota lesson and professional demonstration match. Then continue through the foothills of the Pyrénées mountains to Pamplona. (B,D)

DAY 6, APR 18, 2023: BARCELONA

This morning explore Pamplona, famous for its yearly San Fermín festival, which features the Running of the Bulls. Your tour manager will introduce to you the medieval city center, religious architecture and notable monuments during a walking tour. In the afternoon depart for Barcelona. (B,D)

DAY 7, APR 19, 2023: BARCELONA

Begin your day with a sightseeing tour. Our local expert will point out all the major highlights of Barcelona, including the unique Gaudí-designed houses. Antoni Gaudí, one of Catalonia's most famous sons, was a Modernist architect whose distinctive style is revered to this day. After, you'll be able to study the intricate design inside and out of his still-unfinished Sagrada Família and stroll whimsical Parc Güell. *In the afternoon you may opt to learn about Barcelona's famed football club with a tour of Nou Camp Stadium.* In the evening take a walk down La Rambla and experience the brightly lit, bustling atmosphere of Plaça de Catalunya. (B,D)

DAY 8, APR 20, 2023: DEPARTURE

Depart for the USA.

Optional Extensions and Extra Nights:

Enhance your Spanish experience with a two-night extension to Palma via flight from Barcelona, with sightseeing, including Palma's Gothic Cathedral and an excursion to Sóller by train. (B)

Protection Plans



CHOOSE A PROTECTION PLAN

Peace of mind is key—make sure you have the level of protection that's right for you. Your ACIS program fee includes Basic Protection coverage. **ACIS recommends that participants upgrade to our Ultimate or Ultimate-Plus Protection Plans, which offer enhanced on-tour coverage plus the ability to cancel for any reason and receive a full refund.**

	INSURANCE COVERAGE	CANCELLATION REFUND POLICY	RATE
ULTIMATE-PLUS PROTECTION PLAN	MOST ENHANCED health coverage, program interruption, baggage delay/loss and travel delay protection while on tour.	MOST ENHANCED cancellation refund policy. Cancel for any reason and receive a 100% cash refund (less the cost of the protection plan itself).	\$45 per day \$100 surcharge for participants age 66+ Must be selected and paid for no later than 130 days before departure.
ULTIMATE PROTECTION PLAN	ENHANCED health coverage, program interruption, baggage delay/loss and travel delay protection while on tour.	ENHANCED cancellation policy. Cancel for any reason and receive a full refund (less the cost of the protection plan itself). Note: Some of your refund will come as a future travel voucher.	\$30 per day \$100 surcharge for participants age 66+ Must be selected and paid for no later than 130 days before departure.
BASIC PROTECTION PLAN	STANDARD health coverage, program interruption, and travel delay protection while on tour. No baggage delay coverage.	STANDARD cancellation policies apply in all cases.	Included in program fee.

Plans must be purchased for the entirety of the tour, including departure and return dates.

ON-TOUR COVERAGE

Your ACIS program fee includes Basic Protection Plan coverage. Health Protection and Travel Delay/Quarantine coverage is underwritten by Crum & Forster SPC under Policy #CC001381 and supported by the Team Assist Plan. Full plan details are available at <https://acis.com/acis-on-tour-coverage/>

Coverage	Basic Protection Plan <i>Good</i>	Ultimate Protection Plan <i>Better</i>	Ultimate-Plus Protection Plan <i>Best!</i>
Health Protection Includes 24-hour medical assistance, consultation, monitoring and emergency evacuation where deemed necessary by Team Assist.	Coverage up to \$15,000. \$200 deductible.	Coverage up to \$50,000. No deductible. Team Assist will pay up to \$1,500 for an immediate family member to travel to the trip destination in the event that a participant under age 21 is hospitalized for more than 48 hours or more than 1 week if age 21 or older.	
Trip Interruption Medical and other interruption reasons as stated below.	Up to \$250 toward the cost of a one-way economy ticket to the United States.	Up to \$1,500 toward the cost of a one-way economy ticket to the United States.	
Baggage Delay/Loss	No coverage is included.	If bags are lost or delayed for more than 24 hours on your outbound journey, ACIS will pay \$200 for emergency purposes. If bags are stolen or lost, up to \$1,000 total will be reimbursed by Team Assist if a signed police or airline report accompanies the claim. (Of this, up to \$200 reserved for loss of photographic or electronic equipment.) \$50 deductible applies.	
Travel Delay Protection	If your trip is delayed 12 or more hours, up to \$150 per day of traveling expenses will be reimbursed by Team Assist up to a maximum of \$1,500. Travel Delay Protection coverage also applies if you are forced into medical isolation overseas by a recognized government authority due to having, or being suspected of having, a contagious disease.		

Protection plans must be selected and premiums paid in full in order to be activated.

ACIS Protection Plans are updated each fall for the following travel year. Once finalized, a Health and Program Cancellation/Interruption Coverage booklet that outlines the specific coverages in place for the upcoming year will be available online.

CANCELLATION & SUPPLEMENTAL COVERAGE

Cancellation coverage is underwritten by the United States Fire Insurance Company and ACIS. Full plan details are available at <https://rb.qv/fsnmqa>. Refund amounts include the cost of overseas health protection.

	Basic Protection Plan	Ultimate Protection Plan	Ultimate-Plus Protection Plan
Refunds when Cancelling for Any Reason			
130+ days prior to departure	All payments less \$350	Full refund less \$100 voucher (and the cost of the protection plan itself)	Full cash refund (less the cost of the protection plan itself)
129-90 days prior to departure	All payments less \$650	Full refund less \$175 voucher (and the cost of the protection plan itself)	
89-65 days prior to departure	All payments less \$1,100	Full refund less \$275 voucher (and the cost of the protection plan itself)	
64-30 days prior to departure	All payments less \$1,300	Full refund less \$325 voucher (and the cost of the protection plan itself)	
29-4 days prior to departure	No refunds	Full refund less voucher for 25% of total payments (and the cost of the protection plan itself)	
Less than 4 days prior to departure	No refunds	No refunds	No refunds
Refunds when Cancelling for Covered Reasons			
Any date up to departure	Standard refunds above apply	Full cash refund (less the cost of the protection plan itself)	
Supplemental On-Tour Coverage			
Increased Trip Interruption for Covered Reasons	No additional coverage	Up to 150% of trip cost to cover missed portions of your program and additional transportation costs to leave and/or re-join your program in progress.	
Increased Travel Delay Protection	No additional coverage	If your trip is delayed 6 or more hours, receive \$150/day (\$750 maximum) to cover additional expenses.	

The Ultimate-Plus Protection Plan offers a full refund in cash for any reason up to 4 days before departure. Within 4 days of departure until your trip departs, full refunds are only available for medical and job loss-related reasons as stated below.

The Ultimate Protection Plan offers a full refund up to 4 days before departure as well, but these come in a combination of cash and future travel vouchers (see chart on page 7). For the medical and job loss-related reasons stated below, refunds will be paid fully in cash at any time until your trip departs.

The Basic Protection Plan is intended to provide core health and travel delay protection on tour and does not offer any special cancellation benefits for medical or job loss-related reasons.

ACCEPTABLE MEDICAL AND JOB LOSS-RELATED REASONS:

1. If you or a member of your immediate family (spouse, domestic partner, child, parent, grandparent, sibling or legal guardian) become ill, are seriously injured or die (medical documentation required).
2. If an adult participant or either parent/legal guardian of a student participant is laid-off (which must be documented with the appropriate forms from the Social Security Administration). Notification must be made to ACIS within seven days of job termination for this benefit to be in force. Program cancellations only.
3. Additional circumstances that may trigger enhanced refunds and on-tour coverage under our Ultimate and Ultimate-Plus Protection Plans can be found in our full protection plan contract, which is available at <https://rb.qv/fsnmqa>.

PROVISION OF REFUNDS

Refunds under our Ultimate and Ultimate-Plus plans will be made in two separate payments, coming to you from United States Fire Insurance Company and ACIS. Groups from New York state, all-adult groups and non-U.S. citizens are not covered under USFIC's cancellation protection. For these individuals, the same cancellation protection is available, but it will be provided by ACIS with all refund payments coming from ACIS directly.

CANCELLATION NOTES

1. If you elect to obtain a refund, that refund shall be ACIS' sole responsibility to participants and parents/legal guardians. **All cancellations must be submitted in writing to ACIS' Boston Headquarters at 330 Congress Street, Suite 5, Boston, MA 02210, or by email to accounts@acis.com.** Any refund that you are owed will be sent within 45 days of receipt of your cancellation request.
2. Refund amounts include the cost of overseas health protection. The Ultimate-Plus and Ultimate Protection Plan Fees and any visa fees are non-refundable and non-transferable. Non-refundable fees also include, but are not limited to, ACIS Travel Credit Voucher credits, late fees and cancelled check fees. ACIS Travel Credit Vouchers are transferable, are not redeemable for cash and expire two years from the date of issue. Please contact ACIS for more details.
3. Refunds are not available for missed meals, accommodations, transportation (including flight costs) or activities once the program has started unless you have selected our Ultimate or Ultimate-Plus Protection Plan and encounter a trip interruption for a covered reason. Minor alterations in programs will not result in refunds.

REINSTATEMENT FEES

Cancelled participants who request to be reinstated must send full payment, including a \$175 Reinstatement Fee (plus any additional airline charges), in the form of a cashier's check or credit card, along with a written request to be reinstated. Reinstatements are subject to airline and hotel availability.

TRAVEL SECURITY CLAUSE

As part of the Basic Protection Plan provided by ACIS, a group's itinerary may be rerouted or rescheduled at no cost to participants if the U.S. Department of State issues a Level 4 Travel Advisory that Americans should not travel to any country scheduled on the itinerary and the official Level 4 Travel Advisory is in effect within 90 days prior to departure.

The Public Schools of Dover and Sherborn

*Memo from
Kathleen A. Smith, Interim Superintendent*

To: Dover-Sherborn Regional School Committee

From: Kathleen A. Smith, Interim Superintendent

Date: May 6, 2022

RE: Donations

I respectfully request the Dover Sherborn Regional School Committee accept donations from:

- DS Athletics physician coverage for Dr. Sara Walker \$1,600
- DS Boys Co-op Ice Hockey – Ben Butterfield \$ 800
- DS Boys Varsity Basketball- Matt Mitchel \$2,750
- Thomas Marlborough Scholarship Fund \$2,500
from Merle and Barbara Farrington
- Rogers Boylan Scholarship Fund in memory \$1,110
of Dorothy Boylan from Boston Sand and Gravel
and Jeanne Boylan

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

John Smith
Headmaster

Ann Dever-Keegan
Assistant Headmaster



Ellen Chagnon
Director of Guidance

Emily Sullivan
Athletic Director

To: John Smith, Headmaster
From: Susan Connelly, Athletic Assistant
Date: March 10, 2022
RE: Donation for Medical Coverage

The following donation is generously given to Dover-Sherborn Athletics for physician coverage at our Home football games by Dr. Mininder Kocher from Boston Children's Hospital.

Dr. Sara E. Walker will receive \$1,600.00 (Check # 1430 Bank of America)

Respectively submitted,


Susan Connelly
Athletic Assistant

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

John Smith
Headmaster

Ann Dever-Keegan
Assistant Headmaster



Ellen Chagnon
Director of Guidance

Emily Sullivan
Athletic Director

To: John Smith, Headmaster
From: Emily Sullivan, Athletic Director
Date: March 15, 2022
RE: Donations for Winter 2022 Volunteer Coaches

The following donations have been made to pay some of our volunteer coaches for our 2021 Fall Athletic Programs:

D-S Boys Varsity Co-op Ice Hockey:

Ben Butterfield will receive \$800.00 (Needham Bank, check # 261)

D-S Boys Varsity Basketball:

Matthew Mitchel will receive \$ 2,750.00 (Boston Private Banking, check # 1423)

Respectively submitted,

Emily Sullivan

Emily Sullivan
Athletic Director

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, JD, Interim Superintendent

Elizabeth M. McCoy, Asst. Superintendent

Dawn Fattore, Business Administrator

Kate McCarthy, Director of Student Services

Tom Marlborough Scholarship Fund

Tom Marlborough was employed by Dover-Sherborn Regional High School where he taught Industrial Arts and became the head football coach 1966-1971. He performed a myriad of additional duties for the two towns, serving as summer Director of the Dover playground, coaching J.V. baseball and working as the Athletic Director for DSRHS. Mr. Marlborough went on to earn his Master's degree in Education Administration which he received from Framingham State University. He then served as Assistant Headmaster at the high school from 1971 until his retirement in 1996. When he became an administrator, he was asked to relinquish his football coaching duties and after three years, he came back to coach again from 1975-1978. His team won two Tri-Valley League titles during his tenure as head coach and he was an inaugural inductee into the Dover-Sherborn Hall of Fame.

The Thomas L. Marlborough

Memorial Scholarship

To be given to a graduating senior at Dover-Sherborn, who is in the top 15% of his/her class, and who has a serious interest in teaching at the high school level, or in high school administration. The student is planning on attending a four year college program to earn a Bachelor's Degree before entering the work force.

The scholarship is to be based solely on academic merit.

The amount for 2022 thru 2026 is to be \$500 for each award. A check for \$2500
Is enclosed to cover the five year program.

Student Thank Yous should be sent to Mrs. Thomas Marlborough
at P. O. Box 49 in Bellingham, Mass. No student correspondence should come to me.

If I am still alive in 2027, talk to me about continuing the program.

Merle Farrington
Barbara Farrington

DATE 3/26/22

Merle Farrington
[REDACTED]
[REDACTED]
[REDACTED]

PAY DOVER-SHERBORN H.S. SCHOLARSHIP FUND \$ 2500.00
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TWENTY FIVE HUNDRED AND NO/100 DOLLARS

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Merle Farrington MP
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March 8, 2022

Mr. John Smith, Principal
Dover-Sherborn High School
9 Junction Street
Dover, MA 02030

Dear Principal Smith:

On behalf of the Boylan family, we are pleased to enclose our donation to the Rogers William Boylan Scholarship Fund in memory of Dorothy L. Boylan.

Sincerely,

Dean M. Boylan
President

Jeanne-Marie Boylan
Treasurer

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PAY TO THE ORDER OF Rogers William Boylan Scholarship Fund

\$ **1,000.00

One Thousand Only*****

DOLLARS

A PROTECTED AGAINST FRAUD A

Rogers William Boylan Scholarship Fund
Dover-Sherborn High School
9 Junction Street
Dover, MA 02030

In Memory of Dorothy L. Boylan

MEMO

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JEANNE MARIE BOYLAN

PAY
TO THE
ORDER OF


Jeane Marie Boylan Scholarship

\$ 100.00

DATE *December 5, 2001* 5-7615/110

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Instituto de Seguros
Banco de Chile

 **Santander**

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FOR

Jeane-Marie Boylan MP

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 teachers 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

APPROVED MARCH 15, 2022

Sherborn School Committee

Meeting of February 8, 2022

Members Present: Nancy Cordell
Dennis Quandt
Amanda Brown
Sangita Rousseau

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

1) Call to Order

Nancy Cordell called the meeting to order at 6:30 pm via ZOOM.

2) Community Comments - none

3) Reports

- Superintendent Report - Kathleen Smith's spoke about her recent visit to Pine Hill as well as COVID updates.
- Principal's Report - Dr. Brown highlighted recent and upcoming events at Pine Hill including requested information about MTSS (multi-tiered system of support) and recommendations for staffing MTSS needs for 2022-23.
- Warrant Report

4) FY22 Financial Report as of January 31st

- Salaries - two additional regular education assistants have been added to assist with intervention and will be charged to grant funds (ESSER and Title I). In addition, the Medical/Health Services line reflects Sherborn's portion of the long-term substitute nurse added in November.
- Operating Expenditures - the SPED Services/Supplies negative variance has increased as additional support services have been added for the current cohort of students. In addition, the costs of in-district SPED transportation costs being incurred based on students' IEP requirements have been encumbered.
- Out of District - Tuition costs for FY22 are encumbered based on current placements. Although there are variance in the type of placements, total costs are in line with the budgeted amount.

5) ACED Request - The ACED Committee approved the addition of one PLC (Professional Learning Community) Leader to facilitate work among the 5 FLES (Foreign Language in the Elementary School) educators at Chickering and Pine Hill. The stipend will be split between the schools; \$1,889.16 each.

Dennis Quandt made a motion to approve the ACED recommendations for FY23. Sangita Rousseau seconded.

22-01 VOTE: 4 - 0 via roll call

6) Proposed FY23 Budget - continued discussion

- Operating - Version 2.0 represents an overall operating increase of 5.5% which reflects both salary and operating related contractual increases as well as a net increase in salary costs of \$85,500 for requested new positions and a net increase in other education needs of \$40,000. The following adjustments to the budget have been made:
 - Website & Financial System upgrade + \$12,000

APPROVED MARCH 15, 2022

- FLES PLC Leader + \$1,889
 - Salary adjustments (retirements) - \$24,000
 - .5 FTE SEL Specialist + \$30,300
 - .5 FTE Adjustment Counselor + \$28,000
 - .25 FTE Floating Nurse + \$18,600
 - OOD Tuition based on projected placements + \$125,000
 - OOD Transportation adjustments + \$15,000
 - Increase use of CB Reimbursement - \$150,000
 - Total Adjustments = +\$385,181
-
- Capital - final project cost amounts are still outstanding. They will be communicated when available.

7) Consent Agenda

- Approval of Minutes: November 16, 2021

*Dennis Quandt made a motion to approve the Consent Agenda. Amanda Brown seconded.
22-02 VOTE: 3 - 1 via roll call (Sangita Rousseau abstained)*

8) Communications

- Dover Sherborn Regional School Committee minutes of November 9 & 23, 2021
- Dover School Committee minutes of October 26, 2021

9) Items for March 15, 2022 meeting - FY23 Budget Open Hearing

10) Adjournment at 8:03 pm.

Respectfully submitted,
Amy Davis