Sherborn School Committee

Tuesday, February 4. 2025
5:30 PM

Dover-Sherborn Middle School Library
Live stream via Dover-Sherborn Cable Television

AGENDA

1. **Call to Order**
2. **Community Comments**
   https://meet.google.com/gre-owyp-oeu (will close after Community Comments)
3. **Superintendent Comments**
4. **Financial Reports**
   - Warrant Report
   - FY25 Monthly Report and Capital Project Update
5. **Discussion Items**
   - Proposed FY26 Budget
6. **Action Items**
   - Approve ACED Recommendations **A.R.**
   - Approve District Bullying Prevention Plan (2nd read) **A.R.**
7. **Consent Items** **A.R.**
   - Approval of Minutes – November 12, 2024
   - Approval of FY26 Pre-School Tuition Rates
   - Approval of Grant
   - Approval of Gift
8. **Informational Items**
   - Dover School Committee Minutes – October 22, 2024 & November 19, 2024
   - Dover-Sherborn Regional School Committee Minutes – November 5, 2024 & December 3, 2024
9. **Items for March 11, 2025**
10. **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 race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

The Public Schools of Dover and Sherborn
157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Sherborn School Committee
FROM: Dawn Fattore, Business Administrator
DATE: January 31, 2025
RE: FY25 Approved Warrants

The following FY25 Accounts Payable Warrants were approved by one of the Committee's designated signers:

#	Date	Amount	Fund
1045	11/21/2024	$141,820.06	General-School
1046	11/21/2024	$53,053.69	General-OOD
1047	11/21/2024	$20,061.32	Circuit Breaker
1048	11/21/2024	$1,200.00	Title IV
1049	11/21/2024	$2,374.90	Reap Grant
1050	11/21/2024	$65,901.60	General-School
1053	12/5/2024	$38,746.29	General-OOD
1054	12/5/2024	$21,020.28	Circuit Breaker
1055	12/5/2024	$206.08	Sawin Fund
1056	12/5/2024	$650.00	Title IV
1057	12/5/2024	$12,623.74	General-School
1059	12/19/2024	$8,283.96	Circuit Breaker
1060	12/19/2024	$66,540.61	General-OOD
1061	12/19/2024	$4,927.82	Food Service
1062	12/19/2024	$60,146.36	General-School
1064	12/20/2024	$8,055.00	Bldg Rental Fund
1065	1/6/2025	$23,249.48	General-School
1068	1/16/2025	$83.52	Title IV
1069	1/16/2025	$31,333.15	Circuit Breaker
1070	1/16/2025	$67,772.83	General-OOD
1071	1/16/2025	$30,201.92	General-School
1073	1/30/2025	$5,375.87	Food Service
1074	1/30/2025	$3,395.98	General-OOD
1075	1/30/2025	$14,468.22	General-School
1076	1/30/2025	$31,765.00	Bldg Rental Fund

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Sherborn School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY25 Monthly Financial Update
DATE: January 31, 2025

Attached for your review is the Status of Appropriations as of January 31, 2025.

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

Status of Appropriations

Salaries

We had significant Post-FY25 Budget staffing changes which have resulted in salary savings. These changes included two mid-year retirements and several other staffing shifts. The net savings reflected in the Status of Appropriations is approx. **$200,000**. In addition, further reductions of .3 FTE of OT coverage and summer programming **($55,000)** are reflected based on moving the Connections Program to Chickering.

Post-FY25 Budget Staffing additions included a .2 FTE EL Educator, a .2 FTE Pre-School Director and two (2) SPED EAs due to the needs of the current cohort of students. These additions resulted in additional salary expense of approx. **$100,000**.

Substitute and Custodial overtime are reflected as incurred. These balances will continue to decrease during the school year.

Expenditures

There are no material variances to report to date except for Classroom Instructional Software. Several instructional programs were expanded to include the K-5 cohort to enhance assessment capabilities. Transportation and utilities expenses have been encumbered. We will continue to review and update estimates as warranted.

Out-of-District

Costs for FY25 placements known to date have been encumbered. **We budgeted for 13 placements and at this time have 14. The additional placement has increased tuition costs by approx. $65,000. We remain under-budget for tuition costs but the variance has been reduced to $89,000. Transportation costs (due to placement changes) continue to be over-budget by $162,000 resulting in a negative OOD variance of approx. $70,000 at this date. We will continue to monitor the activity but at this time have positive variances in the in-district budget to cover the additional costs.**

Circuit Breaker reimbursement for FY25 (based on FY24 expenditures) has been posted. Sherborn will be receiving **$509,786**, comprised of eligible tuition costs reimbursed at 75% and transportation cost at 44%. Current year expenses charged against the Circuit Breaker Fund are **$378,161**.

Update on Pine Hill Cooling Capital Project (new information)

The Project Team from CES Engineering has completed the initial design work and the bid will be posted as of February 4th. With the more thorough work that takes place in the design process, it appears the actual cost of the project exceeds the approved amount of $400,000. The bid is being posted with a base bid for the Library unit, first alternate for the Cafeteria unit and second alternate for the Auditorium unit. This will allow is to evaluate potential next steps based on available funding. As a reminder, the purpose of this project was to provide for cooling solutions to sections of the building used throughout the day and thus the priority of the units as listed in the bid. The bid opening date is March 13th. We will update the Committee once the bids have been opened and evaluated. We have shared this information with the Sherborn Capital Committee.

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

Sherborn Public Schools
Status of Appropriations as of January 31, 2025

SALARIES	FY25 BUDGET	EXPENDED 31-Jan	ENCUMBRANCES	TOTAL PROJECTED	OPERATING VARIANCE/ BUD.REMAINING	% of BUDGET
SUPERINTENDENT	$142,711	$47,571	$95,141	$142,712	(1)	0.00%
BUSINESS AND FINANCE	119,935	38,937	77,875	116,812	3,123	2.60%
DISTRICT INFO MANAGEMENT	81,610	27,193	54,386	81,578	32	0.04%
SPED ADMINISTRATION	219,893	104,503	129,257	233,760	(13,867)	- 6.31%
SCHOOL LEADERSHIP-BUILDING	350,888	208,446	137,204	345,650	5,238	1.49%
ACADEMIC LEADERS	35,746	18,113	18,382	36,494	(748)	- 2.09%
EDUCATORS, CLASSROOM	3,108,513	1,213,489	1,717,641	2,931,130	177,384	5.71%
EDUCATORS, SPED	1,039,608	390,138	536,951	927,089	112,519	10.82%
SUBSTITUTES	34,000	14,216	2,000	16,216	17,784	52.31%
EDUCATIONAL ASSISTANTS	394,948	246,491	226,579	473,069	(78,121)	-19.78%
LIBRARIANS & MEDIA CENTER	127,553	91,210	63,878	155,088	(27,535)	-21.59%
BUILDING BASED PD	20,250	16,425	0	16,425	3,825	18.89%
GUIDANCE COUNSELORS	145,120	63,583	86,705	150,288	(5,168)	- 3.56%
PSYCHOLOGICAL SERVICES	118,925	50,314	68,611	118,925	0	0.00%
MEDICAL/HEALTH SERVICES	102,556	39,447	64,529	103,976	(1,420)	- 1.38%
CUSTODIAL SERVICES	256,925	142,551	105,798	248,348	8,577	3.34%
TOTAL SALARIES	**$6,299,181**	**$2,712,627**	**$3,384,934**	**$6,097,561**	**$201,620**	**3.20%**
EXPENDITURES						
SCHOOL COMMITTEE	$6,800	$4,616	$0	$4,616	2,184	32.12%
SUPERINTENDENT	17,950	17,618	0	17,618	332	1.85%
LEGAL SERVICES	8,000	5,000	0	5,000	3,000	37.50%
DISTRICT INFO MANAGEMENT	67,700	67,277	0	67,277	423	0.62%
SCHOOL LEADERSHIP-BUILDING	22,900	22,110	1,889	23,999	(1,099)	- 4.80%
SPED SERVICES/SUPPLIES	96,000	12,025	4,673	16,698	79,302	82.61%
LIBRARIANS & MEDIA CENTER	3,850	4,622	0	4,622	(772)	-20.06%
COURSE REIMBURSEMENT/PD	27,600	8,970	4,150	13,120	14,480	52.47%
TEXTBOOKS	60,000	66,375	76	66,451	(6,451)	-10.75%
LIBRARY INSTRUCTIONAL MATERIALS	6,000	1,640	1,745	3,386	2,615	43.58%
INSTRUCTIONAL EQUIPMENT	12,700	5,368	4,957	10,325	2,375	18.70%
GENERAL SUPPLIES	49,000	27,726	2,443	30,170	18,831	38.43%
CLASSROOM INSTRUCT TECHNOLOGY	22,500	30,213	1,875	32,088	(9,588)	-42.61%
GUIDANCE	3,500	5,200	0	5,200	(1,700)	-48.57%
MEDICAL/HEALTH SERVICES	2,275	1,394	0	1,394	881	38.71%
TRANSPORTATION SERVICES	245,854	101,145	144,709	245,854	0	0.00%
CUSTODIAL SERVICES	21,500	12,831	3,980	16,811	4,689	21.81%
UTILITIES	133,000	69,015	68,060	137,074	(4,074)	- 3.06%
MAINTENANCE OF BUILDINGS	126,500	101,446	23,227	124,672	1,828	1.44%
TOTAL EXPENDITURES	**$933,629**	**$564,591**	**$261,784**	**$826,375**	**$107,254**	**11.49%**
TOTAL INDISTRICT OPERATING	**$7,232,810**	**$3,277,217**	**$3,646,719**	**$6,923,936**	**$308,874**	**4.27%**
OOD TUITION & TRANSPORTATION						
TUITION TO NON-PUBLIC/OUT-OF-STATE	$352,000	$75,413	$84,525	$159,937	$192,063	54.56%
TUITION TO COLLABORATIVES/MA PUBLIC	512,000	248,110	366,731	614,840	(102,840)	-20.09%
Total Tuition	864,000	323,523	451,255	774,778	89,222	10.33%
TRANSPORTATION SERVICES	145,000	129,927	176,906	306,832	(161,832)	-111.61%
TOTAL OOD	**$1,009,000**	**$453,450**	**$628,161**	**$1,081,610**	**($72,610)**	**- 7.20%**
TOTAL OPERATING	**$8,241,810**	**$3,730,667**	**$4,274,880**	**$8,005,546**	**$236,264**	**2.87%**
** Total Charged to CB*	*375,000*	*161,067*	*217,094*	*378,161*	*(3,161)*	

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Sherborn School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY26 Operating Budget – Continued Discussions
DATE: January 31, 2025

The following documents are included for your review:

- Summary of FY26 Proposed Budget Adjustments
- FY26 Operating Expense Summary V2.0

The proposed FY26 Operating Budget V2.0 reflects a reduction of **$10,000** from V1.0 and an overall proposed increase of 2.31% versus 2.43% in V1.0.

The in-district adjustments reflect the recognition of salary savings from a confirmed retirement. The OOD adjustments reflect updated placement projections as well as an increase in proposed use of CB funds.

We do anticipate presenting a V3.0 on **March 11th** prior to the Open Hearing to reflect any other new information we may obtain that impacts the FY26 Budget. The Committee's final approval will take place after the Open Hearing.

Budget Meetings with the Town

We will be meeting with Sherborn Advisory to discuss the Operating Budget on **February 12th**. The Chair attends this meeting along with the Superintendent and Business Administrator. Additional discussions will also take place as needed at Advisory's Budget Hearing scheduled for **Saturday, March 22nd**.

One last date for your calendar is Sherborn's Annual Town Meeting scheduled for **April 29th**.

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

Sherborn Public Schools
FY26 Proposed Budget
Summary of Budget Adjustments

	FC	FY25 Budget	FY26 Proposed Draft	Change $	Change %
Presented November 12, 2024					
Pine Hill In-District		$7,232,810	$7,333,285	$100,475	1.39%
OOD Tuition and Transportation*:					
Tuition		864,000	850,000	(14,000)	-1.62%
Transportation		145,000	259,000	114,000	78.62%
Total OOD		$1,009,000	$1,109,000	$100,000	9.91%
Total Sherborn Public Schools		**$8,241,810**	**$8,442,285**	**$200,475**	**2.43%**
****Net of $300,000 of Circuit Breaker funds***					
Presented February 4, 2025					
Pine Hill In-District			$7,333,285		
Salary Reduction from Educator Retirement	2310		($50,000)		
In-District Increase (Decrease):			**($50,000)**		
Revised Pine Hill In-District		$7,232,810	$7,283,285	$50,475	0.70%
OOD Tuition & Transportation**			$1,109,000		
Increase in Tuition cost			$140,000		
Increase use of Circuit Breaker Reimbursement			($100,000)		
OOD Increase (Decrease):			**$40,000**		
Revised OOD		$1,009,000	$1,149,000	$140,000	13.88%
Total Sherborn Public Schools		**$8,241,810**	**$8,432,285**	**$190,475**	**2.31%**
net change as of 2/4/2025				**($10,000)**	
****Net of $400,000 of Circuit Breaker funds***					

Sherborn Public Schools

FY26 OPERATING EXPENSE SUMMARY

Description	FY22 Expended	FY23 Expended	FY24 Expended	FY25 Budget	V2.0 FY26 Proposed	$ CHANGE	% CHANGE	% SUB BUDGET	% TOTAL BUDGET
SALARIES & OTHER COMPENSATION	5,564,495	5,837,191	6,035,294	6,299,181	6,331,606	32,425	0.51%	86.93%	
OTHER EDUCATIONAL EXPENDITURES	359,085	382,334	370,796	406,725	364,325	(42,400)	-10.42%	5.00%	
GENERAL EDUCATION TRANSPORTATION	239,628	237,783	237,783	245,854	293,854	48,000	19.52%	4.03%	
BUILDINGS & GROUND EXPENDITURES	246,690	269,227	279,323	281,050	293,500	12,450	4.43%	4.03%	
Sub-total In-District	6,409,898	6,726,535	6,923,196	7,232,810	7,283,285	50,475	0.70%		86.37%
TUITION*	473,820	722,669	795,356	864,000	890,000	26,000	3.01%	77.46%	
TRANSPORTATION	131,183	163,781	178,900	145,000	259,000	114,000	78.62%	22.54%	
Sub-total OOD	605,003	886,450	974,255	1,009,000	1,149,000	140,000	13.88%		13.63%
TOTAL SCHOOL DEPARTMENT	$7,014,901	$7,612,985	$7,897,452	$8,241,810	$8,432,285	$190,475	2.31%		100.00%
CB Funds Used/Budgeted	*$343,957*	*$458,620*	*$393,908*	*$375,000*	*$400,000*				

Based on Proposed Budget of **February 4, 2025**

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

To: Sherborn School Committee

From: Elizabeth McCoy, Superintendent

Date: January 30, 2025

Re: Appendix C Recommendation

The Advisory Committee for Extra-compensatory Duties (ACED) met on November 14, 2024, reviewed all submissions and voted to move the following proposal forward for funding consideration by the Sherborn School Committee. If approved, the position will be included in Appendix C of the Educators' Contract.

Note: As of September 1, 2025, a 1.0 ratio is equivalent to $1,600 per the DSEA contract.

Position	Ratio	Budget Implication
Mentor Leader (Elementary)	1.0 (adding a second)	$1600 ($800/school) funded by Title II grant

The stipend will be split between the two elementary schools, $800 each, covered by grant funding.

Currently, there is one paid leader to oversee the K-12 mentoring program. Given the very different needs of elementary versus secondary teachers relative to curriculum, instruction and student support, it has been recommended to assign one mentor leader to oversee the elementary program and another the secondary. This model was piloted this year and was successful given feedback from both mentors and new educators.

I am happy to address any and all questions at Tuesday's meeting.

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent
Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Dover, Sherborn and Dover-Sherborn Regional Committees

FROM: Kate McCarthy, Director of Student Services

DATE: January 30th, 2025

RE: Bullying Prevention and Intervention Plan

Attached please find drafts of the Bullying Prevention and Intervention Plan and Incident Reporting Form.

All changes are highlighted in yellow.

Revisions were made to the Investigation Flow Chart to clarify the policies focus on Bullying.

Revisions were made to the Incident Reporting and Investigation Form as follows:

- addition of the state definition of bullying;
- addition of a categorization of the report behaviors;
- formatting shifts to allow for additional information to be included in the investigation portions;
- addition of space for added interviews;
- addition of a timeline portion of the investigation; and
- addition of charts for communication and follow up.
- New Revisions from the feedback received from the committee members at the 1/28/25 Joint Meeting:
    - shift the role of Victim to Target
    - separate the interventions, supports and consequences chart for Targets and Aggressors

We respectfully request that the school committees hold a second read to review the revisions. Once the documents are approved, they will be submitted to the Department of Elementary and Secondary Education for final review.

Thank you for your continued support of student safety and well-being. We are happy to answer questions you may have at the joint meeting on January 28th, 2025.

DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION PLAN

Dover School Committee
Jeffrey Cassidy
Martha Castle
Kate Cook
Jessie Hole
Goli Sepehr

Sherborn School Committee
Kristen Aberle
Rebecca Hammond
Nathaniel Jackson
Megha Kadiyala
Christine Walsh

Dover-Sherborn Regional Schools
Toa Ashk
Colleen Burt
Kevin Crotty
Mark Healey
Angie Johnson
Kate Potter

Dover-Sherborn Public Schools
Elizabeth McCoy, Superintendent
Denny Conklin, Assistant Superintendent
Kate McCarthy, Director of Student Services

Public Comment:	January 28, 2025
School Committee First Reading:	January 28, 2025
School Committee Second Reading and Approval:	
Submitted to Department of Elementary and Secondary Education:	

DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION PLAN

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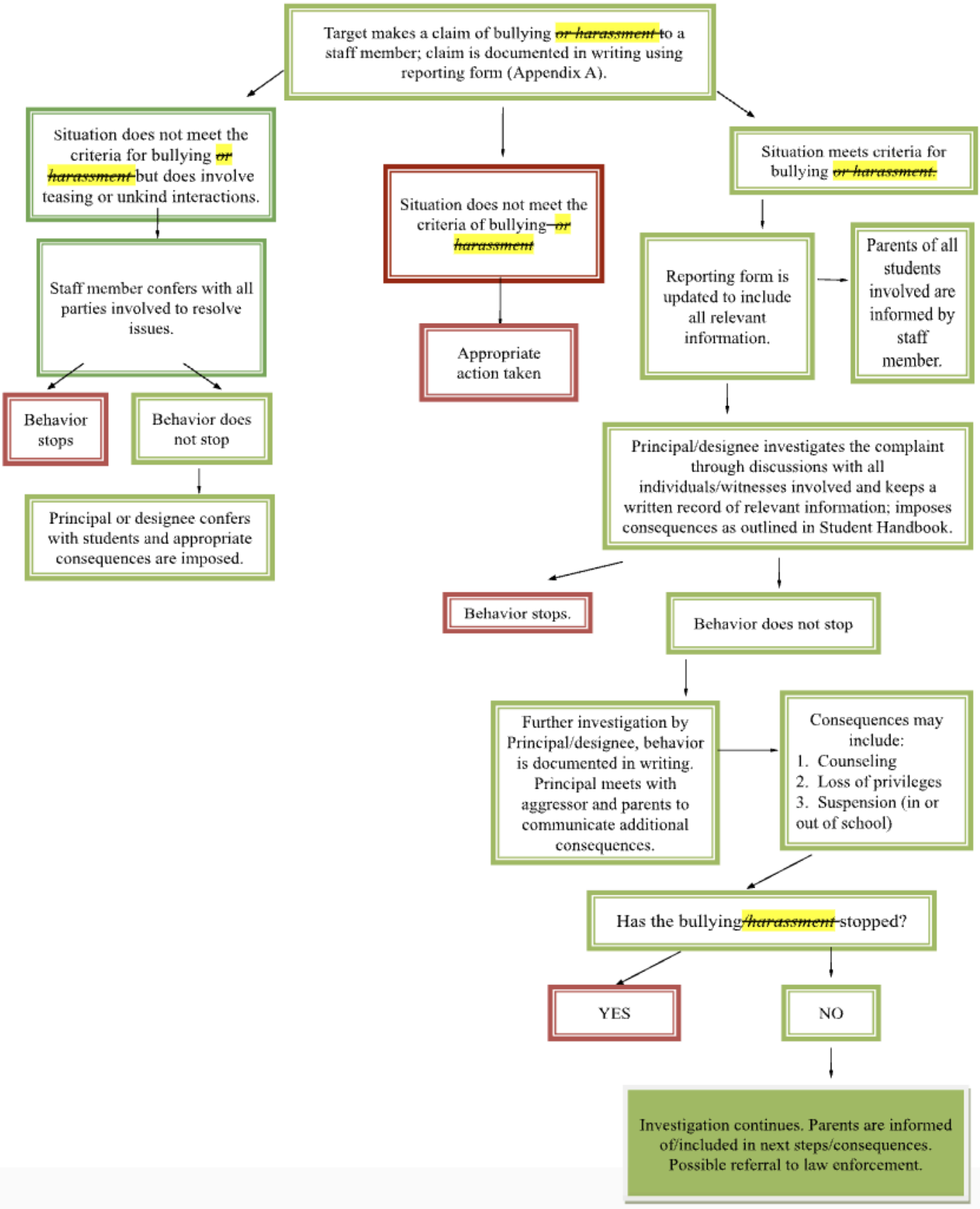
APPENDIX A (INCIDENT REPORTING FORM)……..….19

The Dover School District, the Sherborn School District and the Dover-Sherborn Regional School District are hereinafter referred to as the "Dover-Sherborn Public Schools" or the "Schools").

STATEMENT OF NONDISCRIMINATION

The Dover-Sherborn Public Schools do not discriminate on the basis of race, color, ethnicity, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, disability, pregnancy, genetic information, veteran status, homelessness, or any other category protected by law.

INVESTIGATION FLOW CHART



STATEMENT OF PURPOSE

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

I. DEFINITIONS

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

Aggressor is a student or member of the school Staff who engages in Bullying or Retaliation.

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

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to the target or of damage to the target's property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-Bullying is Bullying, as defined above, through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. Cyber-Bullying" includes, but is not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-Bullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person or

- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of Bullying;

- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of Bullying. M.G.L. c. 71, § 37O.

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

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

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

Target is a student against whom Bullying or Retaliation has been perpetrated.

II. LEADERSHIP

School leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Schools partner with various representatives of community leadership in promoting a positive school climate that is safe for all student learners.

A. Public involvement in developing the Plan:

As required by M.G.L. c. 71, § 37O, the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan was developed in consultation with Staff, school volunteers, community representatives, local law enforcement agencies, students, parents, and guardians. We invited all interested community members to provide public comment relative to the proposed Plan before the Plan was adopted by the Dover, Sherborn and Dover-Sherborn Regional School Committees at their respective December 2010 meetings. Additionally, the Schools solicited comments from various school organizations such as CSA, PTO, POSITIVE, Special Education Parent Advisory Councils and Guidance Advisory Council.

B. Assessing needs and resources:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of Bullying or Retaliation within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families, students and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on Bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist our Schools and districts in identifying resource gaps and the most significant areas of need. Based on these findings, our Schools will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

At least once every four years beginning with the 2015/16 school year, Dover-Sherborn Public Schools will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of Bullying in our Schools. Additionally, we will annually report Bullying incident data to the Department. In addition, our Schools will utilize surveys to obtain input from staff, parents and guardians on school climate and school safety issues. Data from each school will be collected and analyzed on the

prevalence and characteristics of Bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform future decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

C. Planning and oversight:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan has identified that the building Principal or designee is the individual who is responsible for receiving all reports on Bullying and Retaliation (see VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION). The building Principal or designee is responsible for collecting and analyzing building data on Bullying to assess the present problem and to measure improved outcomes. This same individual is also responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The Dover-Sherborn Public Schools Professional Development Committee, under the supervision of the Assistant Superintendent, as well as building Principals/Headmasters are responsible for planning for the ongoing professional development that is required by the law.

The building Principal or designee is responsible for planning supports that respond to the needs of targets and aggressors as well as for choosing and implementing the curricula that the school or district will use to instruct students about issues of Bullying. Each building Principal or designee is responsible for implementing the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan; for amending student and staff handbooks and codes of conduct; leading the parent or family engagement efforts and drafting parent information materials; and reviewing and updating these materials each year, or more frequently if necessary.

The Superintendent or designee is responsible for developing new or revising current policies and protocols under the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan, including an Internet safety policy, and for designating key staff to be in charge of reviewing and updating them on an annual basis. The School Committees are responsible for the approval of any new policy.

D. The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan Priority Statement:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing Bullying and Retaliation and each school in the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of aggression. Measures of prevention including social competency curricula help to inform our practices. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of Bullying and Retaliation. The building Principal is responsible for the implementation and oversight of the Plan except when a reported Bullying or Retaliation incident involves the Principal or the Assistant Principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee, shall be responsible for investigating the report

and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Each school in the district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

We recognize that certain students may be more vulnerable to become targets of Bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. We will identify specific steps we will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to Bullying, harassment, or teasing.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

The Dover-Sherborn Public Schools ongoing professional development plans reflect the requirements under M.G.L. c. 71, § 37O and provide ongoing professional development for all Staff, including contracted service providers.

A. Annual staff training on the Plan:

Annual training for all school staff on the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of Bullying or Retaliation, and an overview of the Bullying Prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development:

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to Bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent Bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop Bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the Bullying;
- research findings on Bullying, including information about specific categories of students who have been shown to be particularly at risk for Bullying in the school environment;
- information on the incidence and nature of Bullying; and
- Internet safety issues as they relate to Bullying.

Professional development will also address ways to prevent and respond to Bullying or Retaliation

for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and Bullying behaviors.

C. Written notice to staff:

Each school will provide all staff with an annual written notice of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the school employee handbook.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of Bullying and Retaliation. Schools will also address the emotional needs of these students' families. The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the Schools' capacity to prevent, intervene early, and respond effectively to Bullying and Retaliation, available services reflect an understanding of the dynamics of Bullying and provide approaches to address the needs of targets, aggressors and bystanders. The Schools' provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

A. Identifying resources:

School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Dover-Sherborn Public Schools work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

B. Counseling and other services:

School counselors, nurses, school psychologists and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various schools:

- one-on-one and small group counseling
- case management services
- crisis intervention
- Social Emotional Learning curriculum and skills support
- classroom meetings to resolve problems
- school counseling curriculum on issues of respect, sexual harassment and student success skills
- social thinking education groups
- MARC Student Ambassadors (Massachusetts Aggression Reduction Center)
- mindfulness groups and lessons
- lunch/friendship groups
- study skills/time management groups
- parent-teacher conferences
- parent workshops
- transition planning
- parent guidance
- behavioral plan development
- classroom observations
- teacher consultation

~~The Dover-Sherborn Public Schools consult with Dr. Elizabeth Englander, a professor of Psychology and the founder and Director of the *Massachusetts Aggression Reduction Center* at Bridgewater State University, a Center which delivers anti-violence and anti-Bullying programs, resources, and research for the Commonwealth of Massachusetts. She is a nationally recognized expert in the area of Bullying, childhood causes of violence and aggression, child development, and characteristics of juvenile and adult violent offenders. Dr. Englander provides social skills programs to parents and to students of the Dover-Sherborn Public Schools to help prevent Bullying. She offers education and training to faculty and staff on identification and intervention services for students exhibiting Bullying behaviors. In addition, trained professionals from Youthcare provide consultative services to the Dover-Sherborn Public Schools to address the needs of students on the autism spectrum.~~

C. Students with disabilities:

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to Bullying, Retaliation, harassment, or teasing because of a disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to Bullying, Retaliation, harassment, or teasing.

D. Other students who may be at risk.

The district recognizes that students may be more vulnerable to Bullying and Retaliation based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. Staff shall provide additional support to vulnerable students, as necessary, to provide them with the skills, knowledge and strategies needed to prevent or respond to Bullying, Retaliation, or harassment.

E. Referral to outside services:

Dover-Sherborn Schools have building specific referral processes in place. Parents/guardians are encouraged to contact their child's school counselor for assistance in identifying appropriate and timely services.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Dover-Sherborn Public Schools will provide age-appropriate instruction on Bullying prevention in each grade that is incorporated into the Schools' evidence-based curricula. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for Bullying prevention and social skills development.

A. Specific Bullying prevention approaches:

Bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of Bullying or Retaliation, including seeking adult assistance;
- helping students understand the dynamics of Bullying, including the underlying power imbalance;
- emphasizing Cyber safety, including safe and appropriate use of electronic communication technologies per acceptable use policies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and

- providing parents and guardians with information regarding the Schools' Bullying prevention curricula

Initiatives will also teach students about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of each school year.

B. General teaching approaches that support Bullying prevention efforts:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our Bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- communicating with parents and guardians regarding the Schools' goals and expectations for students and students' safety;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to Bullying and Retaliation, the Dover-Sherborn Public Schools have policies and procedures in place for receiving and responding to reports of Bullying and Retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of Bullying occur.

A. Reporting Bullying or Retaliation:

Reports of Bullying or Retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing by the staff member. All employees are required to report such events as soon as reasonably possible to the Principal or designee any instance of Bullying or Retaliation when the staff member becomes aware of or witnesses the incident. Reports made by students, parents or guardians, or other non-employees may be made anonymously. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. The Schools will make reporting resources available to the school community including, but not limited to, the Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form, available on the

Dover-Sherborn Public Schools' website. [1] See Appendix A for Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form.

Use of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form is not required as a condition of making a report. Schools will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the Principal or designee; and 3) post it on the school's website.

At the beginning of each school year, the Schools will provide the school community, including Staff, students, and parents or guardians, with written notice of its policies for reporting acts of Bullying and Retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan that is made available to parents or guardians.

1. Reporting by Staff

A Staff member will report such events as soon as reasonably possible to the Principal or designee when they witness or become aware of conduct that may be Bullying or Retaliation. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

Students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student shall report it to the Principal or designee. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of Bullying or Retaliation with a staff member, or with the Principal or designee.

B. Responding to a report of Bullying or Retaliation:

1. Safety

Before fully investigating the allegations of Bullying or Retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the Principal or designee contacts parents or guardians prior to an investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from Bullying or Retaliation a student who has reported Bullying or Retaliation, a student who has witnessed Bullying or Retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of Bullying or Retaliation. The confidentiality of students and witnesses reporting alleged acts of Bullying or Retaliation will be maintained to the extent possible given the school's obligation to investigate the matter.

2. Obligations to Notify Others

a. Notice to parents or guardians:

Upon determining that Bullying or Retaliation has occurred, the Principal or designee will notify the parents or guardians of the target and the student who is the alleged aggressor or the staff member who is the alleged aggressor, of this determination as soon as reasonably possible, and of the procedures for responding to it.

b. Notice to Another School or District:

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will notify by telephone as soon as reasonably possible the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR.

c. Notice to Law Enforcement:

At any point after receiving a report of Bullying or Retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds involving an individual not enrolled in the school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with local law enforcement/school resource officer, and other individuals the Principal or designee deems appropriate.

C. Investigation Procedure:

1. Pre-Investigation:

Even before fully investigating allegations of Bullying or Retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

2. Investigation:

The Principal or designee will investigate as soon as reasonably possible all reports of Bullying or Retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved and/or information related to the staff member involved.

Procedures for investigating reports of Bullying and Retaliation are consistent with district policies and procedures as detailed in each handbook. If necessary, the Principal or designee will consult with the Superintendent/Assistant Superintendent.

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address this matter.

3. Written statement of the complaint:

The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

4. Interviews:

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that Retaliation is strictly prohibited and will result in disciplinary action. The Principal or designee shall remind the alleged aggressor, target, and witnesses of the importance of the investigation and of their obligation to be truthful. The following are general guidelines for responding to a report of Bullying or Retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying or Retaliation behavior and to assess the level of need for additional social skills development.

Interviews will be conducted by the Principal or designee, or other staff members as determined by the Principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given the obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that Retaliation against persons whom they believe might have reported the incident or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

D. Determinations:

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute Bullying or Retaliation. The Principal or designee will make a determination based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).

If, after investigation, Bullying or Retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying behavior or Retaliation and to assess the level of need for additional social skills development.

If a School Principal or designee determines that Bullying or Retaliation has occurred, they shall take appropriate disciplinary action, and if it is believed that criminal charges may be pursued against the aggressor, the Principal shall notify the appropriate local law enforcement agency and notify the superintendent.

A Principal or designee, upon determining that Bullying or Retaliation has occurred, shall promptly contact the parents or guardians of the alleged target(s) and when the alleged aggressor(s) is a student or a staff member, parents or guardians of the alleged aggressor(s). Actions being taken to prevent further acts of Bullying and Retaliation shall be discussed.

If Bullying or Retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of Bullying or Retaliation:

- holding parent conferences;
- transferring student's classroom or school;
- limiting or denying student access to a part, or area, of a school;

- enhancing adult supervision on school premises;
- excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
- providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs;
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student;
- arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them; (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students;
- disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law, any applicable Collective Bargaining Agreements, and the district's policies and procedures.

E. Closing the Complaint and Possible Follow-Up

School staff will provide notice as soon as reasonably possible to the parent/guardian of the target(s) and the aggressor(s) about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of Bullying or Retaliation. Specific information about disciplinary action taken will not be released to the target's parents or guardians—unless it involves a directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the Principal or designee will contact the Target to determine whether there has been any recurrence of the prohibited conduct. The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

The Principal or designee will notify the parents or guardians of the target and the aggressor as soon as reasonably possible about the results of the investigation and, if Bullying or Retaliation is found, what action is being taken to prevent further acts of Bullying or Retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations and due process is followed in all cases as documented in school handbooks. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a directive that the target must be aware of in order to report violations.

The Principal or designee will inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the Bullying determination.

F. Responses to Bullying and Retaliation:

The Dover-Sherborn Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidences of Bullying and/or Retaliation.

1. Teaching Appropriate Behavior through Skills-Building

Upon the Principal or designee determining that Bullying or Retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-Bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-Bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and with each school's policies and procedures.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law and the Dover-Sherborn Public Schools' policies and procedures.

If the Principal or designee determines that a student knowingly made a false allegation of Bullying or Retaliation, that student may be subject to disciplinary action consistent with the school's code of conduct/student handbook.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation will be in accordance with state law and the Dover-Sherborn Public Schools' policies and procedures.

3. Promoting Safety for the Target and Others

The Principal or designee(s) will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them as soon as reasonably possible.

VII. COLLABORATION WITH FAMILIES

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of each of our Schools as well as the district to prevent and respond to Bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents or guardians about the Bullying Prevention and Intervention curricula used by the Schools include: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of Bullying; and (iii) online safety and Cyber-Bullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan.

Schools will collaborate with School Councils and overarching parent organizations (School Councils, PTO, CSA, POSITIVE, Guidance Advisory Council, and SEPAC) to create parent resource and information networks. Schools will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-Bullying curricula and any social competency curricula used by the school(s).

Schools will annually inform parents or guardians of enrolled students about the anti-Bullying curricula that are being used. This notice will include information about the dynamics of Bullying, including Cyber-Bullying and online safety. The Schools will send parents written notice each year about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and the Dover-Sherborn Network and Internet Acceptable Use Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Each school will post the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Dover-Sherborn Public Schools will not tolerate any unlawful or disruptive behavior, including any form of Bullying or Retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Schools will investigate as soon as reasonably possible all reports and complaints of Bullying and Retaliation, and take prompt action to end that behavior and restore the target's sense of safety. The Dover-Sherborn Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Acts of Bullying are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus

stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and

- at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

IX. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, ancestry, sexual orientation, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

APPENDIX A

INCIDENT REPORTING FORM

APPENDIX A
DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Please complete the form below to report an incident of bullying. Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of the school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to the target or of damage to the target's property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Person(s) completing the form: _____	Date of Report: _____	
Location of Incident: _____	Date of Incident: _____	Time of Incident:_____
Name of Target: _____	Name of Aggressor: _____	Check whether you are the: ☐ Target of the behavior ☐ Reporter (not the target)
*While reports may be made anonymously, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.		
Check whether you are the: ☐ Student ☐ Parent ☐ Other (specify) _____	If you are a student, please indicate your grade :_____ If you are a staff member, please indicate your school and/or work location: _____	
Contact Information: Email - _____	Phone - _____	

Witnesses (list people who saw the incident or have information about it):		
Name:	☐ Student ☐ Staff	Other_____
Name:	☐ Student ☐ Staff	Other_____
Name:	☐ Student ☐ Staff	Other_____
Name:	☐ Student ☐ Staff	Other_____

Please describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional pages if necessary.

Please select the behaviors that best describe what happened(select all that apply):	
☐ Teasing ☐ Hurtful, demeaning remarks or actions ☐ Maliciously excluding from group ☐ Defacing clothes or other property ☐ Physical violence ☐ Public humiliation	☐ Cyberbullying ☐ Threat ☐ Retaliation ☐ Aggression encouraged by others ☐ Rumors or spreading of falsehoods ☐ Other_____

All of the information on this form is accurate and true to the best of my knowledge.

Signature:_____ Date:_____

FOR ADMINISTRATIVE USE ONLY

Person Receiving Report: _____	Role of Person Receiving Form: _____	Date of Report Received: _____
Location of Incident: _____	Date of Incident: _____	Time of Incident: _____

Student/Staff Interviews

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Victim ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Target ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Family Interviews

Person Being Interviewed: _____	Role: ☐ Parent/Guardian of Target ☐ Parent/Guardian of Aggressor	Date of Interview: _____
Description of Interview:		

Person Being Interviewed: _____	Role: ☐ Parent/Guardian of Target ☐ Parent/Guardian of Aggressor	Date of Interview: _____
Description of Interview:		

Timeline of Events

Historical Information

Have there been any prior documented incidents by the alleged aggressor? ❍Yes ❍ No

DOCUMENTATION AND NOTIFICATION REQUIREMENTS		
Name of Aggressor: _____	Name of Victim (s): _____	
Date of Incident: _____	Date Investigation Began: _____	Date of Investigation Completed: _____

Where did the incident happen (choose all that apply?)

❍ Classroom ❍ Lunchroom ❍ School Bus ❍ Locker Room/Area ❍ Restroom ❍ Hallway ❍ Bus Stop ❍ Parking Lot ❍ On the way to/from school ❍ Playground ❍ Internet ❍ Cell Phone ❍ At a school-sponsored activity or event off school property ❍ Other (please specify) _____

Check all items below that apply to incident:

VERBAL
❍ name-calling ❍ taunting/ridiculing ❍ mocking ❍ making offensive comments ❍ teasing ❍ demeaning comments ❍ other (please state) _____
PHYSICAL
❍ kicking ❍ hitting/punching ❍ pushing ❍ pinching ❍ stalking ❍ inappropriate touching ❍ physical Injuries (please state) _____❍ other (please state)_____
EMOTIONAL
❍ offensive graffiti ❍ excluding from group ❍ spreading rumors ❍ being forced to do something against their will ❍ taking possessions/money
EMOTIONAL DISTRESS TO VICTIM
❍ Evidence of anxiety (including physical symptoms) ❍ evidence of internalizing behavior - increased isolation, socially removed ❍ changes in school attendance: absences, tardies, ❍ changes in grades - school performance ❍ changes in affect ❍ avoidance of elements of the school day including school bus ❍ other (please state) _____
ELECTRONIC AGGRESSION
❍ offensive text messages ❍ offensive emails ❍ sending degrading images ❍ posting rumors or lies about someone ❍ assuming a person's electronic identity with the intent of causing harm ❍ other (please state) _____
IMBALANCE OF POWER
❍ bullying based on disability ❍ anonymity of online behavior ❍ perceived social status discrepancy ❍ social skills deficit/struggles exploited ❍ creation of social isolation ❍ taunting, tormenting, harassing behavior that is perceived as a power imbalance ❍ Other (please state) _____

Physical evidence, if available: ❍ graffiti ❍ notes ❍ email ❍ websites ❍ video/audio

Findings and Next Steps

Incident reported to the parent/guardian of an alleged victim within one school day of receipt of bullying complaint? ❍ Yes ❍ No Date Reported:_____ Initial of school official: _____

Incident reported to the parent/guardian of an alleged aggressor within one school day of receipt of bullying complaint? ❍ Yes ❍ No Date Reported: _____ Initial of school official: _____

Based on this investigation, the school administration determines the following:
There was a determination of bullying? ❍ Yes ❍ No

Interventions/Supports for Target (check all that apply)

Offered	Intervention/Consequences	Notes
	None were Warranted	
	Student conference(s) with administrator	
	Positive behavior interventions	
	Teacher notification plan	
	Other school staff notification	
	Parent meeting(s)	
	Referral to 504, MTSS, Special Education Team	
	Counseling/therapeutic interventions Check - in check out assigned Safety Plan School bus planning/notification	
	Other (specify):	

Interventions/Consequences for Aggressor (check all that apply)

Offered	Intervention/Consequences	Notes
	None were Warranted	
	Student conference(s) with administrator	
	Positive behavior interventions	
	Teacher notification plan	

	Other school staff notification	
	Parent meeting(s)	
	Referral to 504, MTSS, Special Education Team	
	Counseling/therapeutic interventions Check - in check out assigned Safety Plan School bus planning/notification	
	Loss of privileges Community Service In-school suspension Out-of-school suspension	
	Other (specify):	

Notification Documentation

Upon completion of an investigation, the principal/designee will notify the reporter and parents/legal guardian of the students involved in the findings and the results of the investigation.

Student	Mode of Contact	Date of Contact	Initials of Staff	Notes
Student (Target) _____				
Student (Aggressor) _____				
Parent/Guardian of Target				
Parent/Guardian of Aggressor				
Other _____				
Other _____				

Summary of Investigation

Summary of Interview: (Name of Staff Completing Interview: _____)

Details of Follow Up Plan

Individual	Follow Up Actions	Schedule for Follow Up	Initial When Completed
Student (Target)			
Student (Aggressor)			
Parent of Victim			
Parent of Aggressor			

Principal/Designee Signature: _____ Date: _____

Superintendent Signature: _____ Date : _____

DRAFT

Sherborn School Committee
Meeting of November 12, 2024

Members Present:	Christine Walsh
	Megha Kadiyala
	Nathanial Jackson
	Becca Hammond (remote)
Also Present:	Beth McCoy, Superintendent
	Denny Conklin, Assistant Superintendent

1) **Call to Order**

Cristine Walsh called the meeting to order at 6:31 pm in the DSMS Library.

2) Community Comments - Doug Kingsley requested that the Committee consider taking comments at the end of meetings as well as at the beginning so items addressed during the meeting could be responded to without waiting for the next monthly meeting.

3) **Superintendent Comments -** Beth McCoy updated recent and upcoming meeting/events in the District including the implementation of the Shadow a Student program. Denny Conklin spoke about the math curriculum roll out as well as the 2024 MCAS results.

4) Financial Reports

- Warrant Report
- FY25 Monthly Report
  - Salaries: the projected positive variance at this time is $200,000 due primarily to post-FY25 budget staffing changes including two mid-year retirements and several other staffing shifts.
  - Expenditures: there are no material variance to report to date except for Classroom Instructional Software. Several instructional programs were expanded to include the K-5 cohort to enhance assessment capabilities. Transportation and utility expenses have been encumbered.
  - Out-of-District: costs for FY25 placements known to date have been encumbered. Tuition costs are currently under-budget by $160,000 however due to placement changes, transportation costs are over-budget by $150,000. Circuit Breaker reimbursement for FY25 has been posted. Sherborn will receive $509,786 comprised of eligible tuition costs reimbursed at 75% and transportation costs at 44%. Current year expenses charged against Circuit Breaker are $402,205.

5) **Discussion Items**

6) **Action Items**

- Proposed FY26 Budget
  - Operating: the overall operating budget increase is $200,475 or 2.43% (FY25 increase was 3.99%). The In-District operating increase is $100,475 or 1.39% (FY25 was 2.73%) and the OOD operating increase is $100,000 or 9.91% (FY25 was 14.01%). The In-District operating increase would have been approximately 5% without the savings from Post-FY25 Budget staffing changes. The draft FY26 Budget includes $300,000 of Circuit Breaker reimbursement.
    Key Budget Drivers: estimated enrollment of 369-373 students in 21 classroom sections; contractual increases of 3% is nearly totally offset by salary savings resulting

from post-FY25 Budget staffing changes; reduction of related services staffing and expenses due to move of Connections to Chickering (approx $93,000 savings); staff increase of .2 FTE EL Educator, .2 FTE Pre-K Director and two SPED Educational Assistants (approx $115,000 increase).

Megha Kadiyala made a motion to approve the FY26 Operating Budget as presented. Nathanial Jackson seconded.
24-19 VOTE: 3 - 0

- Capital: there is one capital project for FY26 - replacement of library classroom floor, lower level for $30,000.

Megha Kadiyala made a motion to approve the FY26 Capital Budget as presented. Nathanial Jackson seconded.
24-20 VOTE: 3 - 0

7) Consent Items
- Approval of Minutes: October 15, 2024

Megha Kadiyala made a motion to approve the Consent Agenda. Nathanial Jackson seconded.
24-21 VOTE: 3 - 0

8) **Informational Items**
- Dover Sherborn Regional Committee minutes of October 8, 2024
- Dover School Committee Minutes of September 24, 2024

9) Items for February 4, 2025

10) Adjournment at 7:57 pm.

Respectfully submitted,
Amy Davis

The Public Schools of Dover and Sherborn
157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Sherborn School Committee

FROM: Kate McCarthy, Director of Student Services
Jennifer Johnson, Pre-K Coordinator
Dawn Fattore, Business Administrator

DATE: January 31, 2025

RE: FY26 Pre-K Tuition Rates

For FY26 there will continue to be two options for our Pre-K integrated program: a 3-day or 5-day enrollment.

We are proposing a 4% increase, and the corresponding rates will be:

- 3-day rate (M,W,F) $6,460
- 5-day rate $11,430

We are requesting that the Committee approve these rates for inclusion in the FY26 application packets.

The Public Schools of Dover and Sherborn
157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Sherborn School Committee

FROM: Denny Conklin, Assistant Superintendent
Dawn Fattore, Business Administrator

RE: FY25 Grant Approval

DATE: January 31, 2025

We are requesting approval for the following grant received by the Sherborn Public Schools.

We applied for and were awarded a **$16,450** grant through the *DESE Math and Science High-Quality Instructional Materials Professional Development and Purchase Opportunity* to cover the costs of additional professional development for the new math curriculum. The funds cover both outside training consultants and educator stipends.

We appreciate this opportunity to strengthen the roll-out of the new Revel math curriculum.

The Public Schools of Dover and Sherborn
157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Sherborn School Committee

FROM: Allison Gullingsrud, Principal

RE: Donation from Sherborn Business Association

DATE: January 30, 2025

On behalf of Pine Hill School, we request your approval to accept a generous grant donation of $1,257 from the Sherborn Business Association. This grant was awarded to Pine Hill through the efforts of our Literacy Coach, who applied for the funding to support much-needed updates to the books in our Book Room. We are deeply grateful for this opportunity to enhance our literacy resources and enrich student learning experiences. Thank you for your consideration.

About the Grant:

At Pine Hill School, book clubs are a vital part of our Readers Workshop, providing students with meaningful opportunities to apply their reading skills in authentic and collaborative ways. Through thoughtful discussions with peers, students deepen their comprehension, critical thinking, and love for literature. To enrich these experiences, we are committed to regularly updating our collection, ensuring access to diverse, contemporary books that feature engaging characters and relevant themes, fostering both personal connections and a broader understanding of the world.

Approved 11.19.24

Dover School Committee
Meeting of October 22, 2024

Members Present:	Jeff Cassidy
	Jessica Hole
	Goli Sepehr
	Kate Cook
	Martha Castle
	Shanakawa Pereira
Also Present:	Denny Conklin, Assistant Superintendent
	Dawn Fattore, Business Manager

1) **Call to Order**

Jeff Cassidy called the meeting to order 6:30 pm.

2) **Community Comments -** none.
3) **PTO Update -** Claire Carey gave an update on the work of the PTO.
4) **Superintendent Comments -** Denny Conklin provided updates on behalf of Beth McCoy and then reviewed upcoming Professional Development opportunities and curriculum development.
5) **Financial Reports**

- Warrant Report
- FY25 Operating Update as of October 11th
  - Salaries: the majority of salaries have been encumbered and noted variances in several items are a result of: SPED Administration - addition of .3 FTE for Pre-School Director due to current oversight needs of the in-district programs as well as the monitoring of potential SPED identified pre-school aged students; Educators, Classroom - leave of absence, .3 FTE reduction in Multi-Language Learner educator, and conversion of SEL Coach to .5 Adjustment Counselor; Educators, SPED - addition of .2 FTE Occupational Therapist for needs in the Connections Programs; and Guidance - 1.0 Adjustment Counselor.
  - Expenditures: there are two negative variances to note at this time - SPED Services represents the additional services needed for the current cohort of students including those in the Connections Program and Instructional Software is projected to be over budget based on the extension of several curriculum/assessment-based programs expanding to cover K-5.
  - Out of District: tuition encumbrances are reflected for all placements. There are currently 19 placements, one more than budgeted. The total negative variance in tuition costs is approximately $810,000 comprised of $630,000 from new placements and $405,000 from changes in placements. There is also a savings of $225,000 from students leaving and graduating early. Transportation costs are currently projected to be under budget resulting in the changes in placements. FY25 Circuit Breaker is estimated to be at least $1.0 million so the District has the funding necessary to cover the variance at this time without requesting additional funds from the Town.
  - Capital Projects Update - the majority of the FY25 flooring project was completed over the summer. The remaining funds are for the stairwells in the 4-5 wing which will be completed during the final flooring replacement project which is on the FY26 capital

request plan. There are funds remaining on the FY23 Fire Control Panel Replacement project which were allocated for needed device replacements post-replacement. The need for these funds will be evaluated at the end of FY25 and returned to the Town as appropriate.

6) **Discussion Items**

- School Committee FY26 Budget Guidance - Dawn Fattore asked for any budgeting priorities from the committee members.

7) Action Items

- FY26-FY30 Capital Plan - the draft of the 5-year plan was provided and discussed.

Martha Castle made a motion to approve the FY26-FY30 . Jessica Hole seconded.
24-20 VOTE: 5 - 0

8) Consent Items

- Approval of Minutes: September 24, 2024 - in vote 24-18 change "Policy Manual" to "Chickering School Improvement Plan"
- FY25 Grants - IDEA-SPED 240 $163,482; Early Child SPED 262 $8,863; Title I $13,062; Title II $5,515; and Title IV $10,000.

Martha Castle made a motion to approve the Consent Agenda with amendment. Kate Cook seconded.
24-21 VOTE: 5 - 0

9) **Informational Items**

- October Enrollment
- Dover Sherborn Regional School Committee minutes of September 10, 2024
- Sherborn School Committee minutes of June 4, 2024

10) Items for November 19, 2024 - FY25 Budget

11) Adjournment at 7:23 pm.

Respectfully submitted,
Amy Davis

Approved 1.14.2025

Dover School Committee
Meeting of November 19, 2024

Members Present:	Jeff Cassidy
	Jessica Hole
	Goli Sepehr
	Martha Castle
	Shanakawa Pereira
Also Present:	Denny Conklin, Assistant Superintendent
	Dawn Fattore, Business Manager

1) **Call to Order**

Jeff Cassidy called the meeting to order 6:33 pm.

2) Community Comments - none

3) Superintendent Comments - Beth McCoy updated recent and upcoming meeting/events in the District including the implementation of the Shadow a Student program. Denny Conklin spoke about the math curriculum roll out as well as the 2024 MCAS results.

4) Financial Reports

- Warrant Report
- FY25 Operating Update
  - Out of District: FY25 Circuit Breaker has been finalized and Dover will receive $1,226,631 in reimbursement from FY24 expenses. Tuition costs are reimbursed at 75% and transportation costs at 44%.

5) **Discussion Items**

6) Action Items

- Proposed FY26 Budget
  - Operating: the overall operating budget increase is $235,450 or 2.08% (FY25 increase was 4.86%). The In-District operating increase is $560,450 or 6.51% (FY25 was 4.64%) and the OOD operating decrease is $325,000 or 12.04% (FY25 was 5.57%). Key Budget Drivers: estimated enrollment of 448-456 students in 25 classroom sections; contractual increases of 3%; addition of 1.2 FTE related to the expansion of the Connections Program; staff increase of .55 FTE for SPED related servcies; OOD student enrollment is based on FY25 actual placements.

Jessica Hole made a motion to approve the FY26 Operating Budget as presented . Martha Castle seconded.
24-22 VOTE: 4 - 0

7) Consent Items

- Approval of Minutes: October 22, 2024

Goli Sepehr made a motion to approve the Consent Agenda with amendment. Jessica Hole seconded.
24-23 VOTE: 4 - 0

8) **Informational Items**

- Dover Sherborn Regional School Committee minutes of October 8, 2024
- Sherborn School Committee minutes of September 24, 2024
- TEC Collaborative Quarterly Report
- ACCEPT Collaborative Quarterly Report

9) Items for January 14, 2025

10) Adjournment at 7:53 pm.

Respectfully submitted,
Amy Davis

Approved 12.3.2024

Dover-Sherborn Regional School Committee
Meeting of November 5, 2024

Members Present: Mark Healey
Colleen Burt
Toa Ashk
Angie Johnson
Kevin Crotty

1) **Call to Order**

Mark Healey called the meeting to order at 6:32 pm in the Middle School Library.

2) **Community Comments -** none
3) **Student Council Representative -** the representative was unable to attend the meeting
4) **Superintendent Comments -** Superintendent McCoy reviewed recent and upcoming events in the District including the implementation of the Shadow a Student program. Denny Conklin reviewed the 2024 MCAS results.
5) **Financial Reports**
   - Warrant Report
   - FY25 Monthly Operating Report
     - Revenues: no changes to report
     - Salaries: the projected positive variance at this time is $250,000
     - Expenditures: preliminary projections for health insurance and utilities have been encumbered.
6) **Discussion Items**
   - FY26 Budget Guidance
7) **Action Items**
8) **Consent Items**
   - Regional School Committee minutes of October 8, 2024
   - High School Close Up Washington DC Field Trip - Sunday March 9 - Tuesday March 13, 2025

Toa Ashk made a motion to approve the Consent Agenda. Colleen Burt seconded.
24-26 VOTE: 5 - 0

9) **Informational Items**
   - October Enrollment Report
   - Dover School Committee minutes of September 24, 2024
   - Sherborn School Committee minutes of September 24, 2024
   - TEC Collaborative Quarterly Report
   - ACCEPT Collaborative Quarterly Report
10) **Next Meeting: December 3rd -** FY26 Budget 1.0
11) **Adjournment at 7:28 pm.**

Respectfully submitted, Amy Davis

Approved 1.14.2025

Dover-Sherborn Regional School Committee
Meeting of December 3, 2024

Members Present: Mark Healey
Colleen Burt
Toa Ashk
Angie Johnson
Kevin Crotty
Kate Potter

1) **Call to Order**

Mark Healey called the meeting to order at 6:32 pm in the Middle School Library.

2) **Community Comments -** none
3) **Student Council Representative -** the representative was unable to attend the meeting
4) **Superintendent Comments -** Superintendent McCoy reviewed recent and upcoming events in the District.
5) **Financial Reports**
   - Warrant Report
   - FY25 Monthly Operating Report
     - Revenues: there are not changes to report
     - Salaries: the projected positive variance at this time is at least $250,000
     - Expenditures: there are no changes to report
6) **Action Items**
   - FY26 Budget
     - Operating: increase of $593,451 or 2.06% (vs 3.23% in FY25) with Dover assessment increase of $224,778 or 1.69% (vs 2.42% in FY25) and Sherborn assessment increase of $324,589 or 2.79% (vs 3.61% in FY25). Student enrollment impacts the annual assessment percentage and the FY26 operating and capital assessment percentages reflect increases of 0.57% and 0.29% respectively for Sherborn. Salaries are proposed to increase $660,307 primarily attributable to contractual increases. Healthcare premium increases are estimated at 9% for active employees; 6% for retiree healthcare premium increases. Expenditures are proposed to increase by $68,045 or 4.62%. Transportation costs are estimated to increase by $180,000 as a new contract goes out to bid in late December/early January.
     - Capital: estimate of $2 million to replace turf field, track, and lighting at the high school. The project cost includes the highest to date estimate plus a 20% contingency.
     - ACED Recommendations: $8,000 increase in total (MS & HS Science Olympiad, MS Help Club, HS Relay for Life, HS Volleyball Club, and HS Varsity Tennis coaches).

Kate Potter made a motion to approve the FY26 Budget as presented. Colleen Burt seconded. 24-27 VOTE: 6 - 0

Angie Johnson made a motion to approve the FY26 Capital request as presented. Kevin Crotty seconded.

24-28 VOTE: 6 - 0

Colleen Burt made a motion to approve the ACED Recommendations as presented. Kate Potter seconded.
24-29 VOTE: 6 - 0

7) Discussion Items

- Proposed changes to HS Program of Studies 2025-26: 1st read - John Smith reviewed the proposed changes and answered questions from committee members.
- Letter from Sherborn Advisory - Mark Healey will reach out to Sherborn Advisory and Capital Budget to set up a meeting to address the concerns raised in the letter.

8) Consent Items

- Regional School Committee minutes of November 5, 2024
- DS Football Gridiron Donation - $10,500 for assistant coaches
- High School Field Trips - Boys ice hockey tournament on Martha's Vineyard over February Break and baseball team trip to Cooperstown over April break (game vs Sharon HS).

Angie Johnson made a motion to approve the Consent Agenda. Kevin Crotty seconded.
24-30 VOTE: 6 - 0

9) Informational Items

- Dover School Committee minutes of October 22, 2024
- Sherborn School Committee minutes of October 15, 2024

10) Next Meeting: January 14th -

11) Adjournment at 8:18 pm.

Respectfully submitted, Amy Davis