Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee

Tuesday, April 29, 2025

5:30 pm

Dover-Sherborn MS Library

Livestream via Dover-Sherborn Cable Television

AGENDA

1. **Call to Order**
2. **Community Comments**

   https://meet.google.com/gre-owyp-oeu (session will close after Community Comments)
3. **Superintendent Comments**
4. **Superintendent's Evaluation**
5. **Discussion Items**
6. **Action Item**
   - Approval of Superintendents' Contract **A.R.**
7. **Consent Agenda** **A.R.**
   - Approval of Joint SC Minutes April 1, 2025
8. **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 following document reflects the input from (all) school committee members.

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

	Name	Signature	Date
Superintendent:	Beth McCoy		
Evaluator:	Joint School Committee, % Eval Sub-Committee		April 27 , 2025

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	✓ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	✓ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	✓ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = ***Proficient*** **practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	✓	☐
Standard II: Management and Operations	☐	☐	✓	☐
Standard III: Family and Community Engagement	☐	☐	✓	☐
Standard IV: Professional Culture	☐	☐	✓	☐

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory ☐ Needs Improvement ✓ **Proficient** ☐ Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent McCoy has demonstrated notable progress and achievement toward her goals for the year. For the **Student Learning Goal**, which focused on calibrating and refining educator observations to provide focused and constructive feedback, commentators highlighted specific actions taken. These included orchestrating monthly walkthroughs with administrators to observe and calibrate feedback related to the district's Best Practices. Efforts were made to ensure these practices were integrated into the daily work of educators, observed in teaching practices, and discussed during evaluations. The goal was linked to using data and information gathering to assess school strengths and areas for improvement and ensuring students felt empowered to discuss how and what they learned. Clear systems and standards for educators were established, and the evaluation tool was seen as a key leverage point for improving classroom instruction.

Superintendent McCoy has met her **Professional Practice Goal** related to professional networking. At a time where public school systems and individual student subgroups are being targeted, it is critical to have strong leadership within the district. Superintendent McCoy has demonstrated such leadership and support of students and families amid challenging waters. Superintendent McCoy has worked with students, families, legal counsel, law enforcement and others to ensure that she is approaching today's issues faced by schools with care and accountability.

The Superintendent also focused on several **District Improvement Goals**, with commentators remarking positively on the progress. The implementation of the 9 Best Practices was noted as driving instruction and evaluation at all levels, with a clear structure established with administrators and teachers. Significant strides were observed in creating tangible ways for these practices to be implemented, measured, and shared with colleagues. Actions included: identifying Core Indicators and continuing the work through "look fors", and showcasing the district's work at a statewide level (MASS conference). Elevating student voice was another area of focus, with initiatives like student focus group opportunities, advisory councils, student shadowing, and lunches with elementary students mentioned as ways to build leaders and understand the student perspective. One representative comment indicates the impact of these efforts: " I am especially impressed with the student voice component that has been brought into the communication - both the shadowing of students to understand workload as well as the creation of the advisory council to get feedback from middle and high school students." Additionally, student-friendly surveys and campaigns like "I Wish" demonstrate a genuine interest in caring for all students, while empowering them and using their feedback to inform policy and practice.

The goal of streamlined communication was significantly advanced, particularly through the successful rollout and adoption of ParentSquare, which was described as a major improvement for clearer, easier, timely, and relevant communication with families. Efforts also included improving the district website and hosting community engagement nights on relevant topics. That said, there were still suggestions for improvement. One

cogent suggestion was to streamline and make changes in the communication strategy to help teachers get their messages out and to help parents to ensure the messages that are relevant to them can be saved and accessed easily.

Overall, commentators frequently used terms such as "excellent" or "outstanding job", and noted that the Superintendent "meets and often exceeds the Superintendent and District goals". Superintendent McCoy was described as leading with humility, being calm and skilled during difficult times, and fostering a collaborative and high-performing culture. Her ability to define and communicate her vision was highlighted on several occasions. Superintendent McCoy was praised for her profound knowledge, ability to guide the district through challenges, her organizational style, dedication to assimilating data, and her approachability, warmth, passion, patience, and intelligence. These comments collectively indicate that Superintendent McCoy is seen as effectively leading the district, building relationships, and making substantial progress on her stated goals. She often exceeded expectations in implementing key initiatives and improving communication and professional practice within the schools. One terrific summary, articulated by one respondent, but echoed in many other comments, reads as follows: "Beth meets [these] challenges head-on, getting down in the weeds with families no matter what they are going through. She is a listener, an investigator, a problem-solver, and a compassionate supporter, always leading with integrity and holding herself to standards so high it often makes us wonder when she ever sleeps. Beth is a connector, reaching across school systems, districts, and the state to learn, collaborate, and inspire others, while also taking inspiration from her peers. I trust Beth — and I have trusted her — with my two most precious gifts: my children. I feel so proud and deeply grateful to have her leadership, her heart, and her steady presence in our lives." In short, Beth has the insight for great ideas, and the strategy to turn those ideas into action.

Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	*Educator Feedback 1-D*	Calibrate and refine educator observations to ensure focused and constructive feedback relative to educator, school and district goals.	☐	☐	☐	✓	☐
Professional Practice Goal	*Professional Networking*	Engage with local, state and national superintendents to gain additional strategies to communicate with stakeholders, navigate challenges and maintain momentum on district goals and initiatives.	☐	☐	☐	✓	☐
District Improvement Goal 1	*Best Practices*	Further implement the District's 9 Best Practices to engage students as active learners in the development of skills depicted in the Dover-Sherborn Portrait of a Graduate.	☐	☐	☐	☐	✓
District Improvement Goal 2	*Student Voice*	Elevate student voice as a means to increase students' sense of belonging and inform classroom, school and district policy and practice.	☐	☐	☐	✓	☐
District Improvement Goal 3	*Streamlined Communication*	Streamline tools and strategies to improve communication, increase collaboration and strengthen engagement with families and the community.	☐	☐	☐	☐	✓
District Improvement Goal 4	—-	—-	☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision Making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. **Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-B. **Instruction:** Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	✓	☐
I-C. **Assessment:** Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	✓	☐
I-E. **Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-F. **Student Learning:** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	✓	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent McCoy has made significant progress in implementing the district's instructional vision. A key component noted across several reports is the implementation of the 9 Best Practices, which drive instruction and evaluation at all levels. We observed that significant strides have been made in creating tangible ways for these Best Practices to be implemented, measured, and integrated into the daily work of educators. Actions included identifying Core Indicators and continuing the work through classroom "look fors" , allowing educators to fully understand and apply these practices in their classrooms. The Best Practices are well understood and implemented, assessed in regular mini-observations, and used to drive more impactful opportunities in the classroom.

Superintendent McCoy is noted for orchestrating monthly walkthroughs with administrators to observe and calibrate feedback related to the 9 Best Practices. This process uses the evaluation tool as a leverage point to propel and improve classroom instruction. The Superintendent and her staff observe teaching practices and use data and information gathering to evaluate school strengths and areas for improvement. Efforts have also been made to embolden students to discuss how and what they learn, integrating student voice into discussions about teaching and learning. Also, Beth provides curricular support where needed. As one example, she and the Assistant Superintendent of Curriculum have hired two math coaches to respond to teacher feedback regarding the rollout of new math curriculum at the elementary level.

Superintendent's Performance Rating for Standard II: Management & Operations

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. ☐ Focus Indicator (check if yes)	☐	☐	✓	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. □ Focus Indicator (check if yes)	☐	☐	✓	☐
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	✓	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent McCoy has demonstrated strong capabilities in ensuring a safe, efficient, and effective learning environment. One commentator highlighted her profound knowledge of the administrative inner workings of the district and her ability to guide the district through challenges, such as a new math curriculum and re-evaluating the elementary ELA curriculum. This standard is seen as one of Superintendent McCoy's strong suits, noting her ability to build strong relationships with other exceptional leaders in finance, student services, and curriculum. Through these collaborative work relationships, Beth ensures the district is well-positioned to provide sustainable and impactful experiences for all stakeholders. Despite challenges like budget constraints and the impact of technology on student well-being, Ms. McCoy maintains a professional, empathetic, and thoughtful understanding of problems facing schools, families and students, while communicating clearly on complex issues. Additionally, she has scheduled leadership team meetings, norm setting, and retreats to ensure leaders have a shared focus and accountability.

Beth's organizational style and effective use of data and information gathering ensures high efficiency in programming and communication.

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☐ Focus Indicator (check if yes)	☐	☐	✓	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	✓	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	✓	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	✓

OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	✓	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent McCoy received significant positive feedback for her efforts in connecting with families and the community. Evaluators described her performance in this area as an "outstanding job", noting her success in bringing families in for feedback and diligently working to find the "right methods and timing for communication". Beth supports new programs and opportunities (e.g. rollout of new math curriculum and ParentSquare) with community info sessions. She is seen as consistently and energetically showing up at events, which demonstrates "authentic engagement and deep caring for [the] community". The district has also coordinated several community nights related to the Anxious Generation (book read), and the impact of technology on today's kids. Beyond specific events, Superintendent McCoy regularly incorporates diverse perspectives in her decision-making and facilitates a welcoming environment for all. Communication methods like her newsletters were found to be "informative and interesting". It was noted that Beth has a consistent and welcoming presence at PTO meetings, GAC meetings, school plays, sporting events, and countless other school celebrations, showing the community through her actions that she is truly there for the kids and their families.

A major highlight under this standard was the work to streamline communication tools and strategies. The implementation of ParentSquare was widely praised, described as having "revolutionized the way that families receive notifications from school" and providing "much cleaner, easier communication". This tool ensures information is "concise and not overwhelming", and "clear, timely and relevant". These efforts collectively underscore a strong focus on improving how the district interacts with and informs its families and community.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. □ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. □ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. □ Focus Indicator (check if yes)	☐	☐	☐	✓

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. □ Focus Indicator (check if yes)	☐	☐	✓	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. □ Focus Indicator (check if yes)	☐	☐	☐	✓
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. □ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	✓	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent McCoy is recognized for nurturing a positive and high-performing environment within the district. School Committee members highlighted her success in defining and communicating a clear vision for the school system, including the work on the Portrait of a Graduate and the 9 Best Practices, and effectively bringing this vision into the "lived realities of the DS school system". Her approach involves setting "high expectations and standards for DS, and this is felt across all schools". Comments noted Superintendent McCoy's ability to lead by involving others and collaborating, with one evaluator stating, "She knows how to build a team, and she understands the notion of being stronger together".

Furthermore, the Superintendent is seen as fostering a collaborative and high-performing culture through actions like leadership retreats, reflecting on the 9 Best Practices, and coordinating collaborative classroom walkthroughs. Her leadership style was described as humble, calm, and skilled during difficult times. She is praised for her dedication to using data and information to drive improvement and decision-making, and for being "approachable, warm, passionate about education, patient with her time, and incredibly bright". These comments collectively demonstrate Superintendent McCoy's strengths as a leader who effectively builds a strong professional culture, sets high expectations, and inspires collaboration and continuous improvement.

Approved 4/29/25

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes April 1, 2025

Present:

Dover School Committee
Jeff Cassidy
Kate Cook
Goli Sepehr
Jessica Hole

Sherborn School Committee
Christine Walsh
Becca Hammond
Kristen Aberle
Megha Kadiyala
Nathanial Jackson

Dover-Sherborn Regional School Committee
Mark Healey
Colleen Burt
Angie Johnson
Kevin Crotty
Toa Ashk

1. **Call to order – The** meeting was called to order at 6:34 PM in the DSMS Library.
2. **Community Comments -** none
3. **Superintendent Comments -**
   - Superintendent McCoy spoke about recent and upcoming events in the district including: the recent performance of "Into the Woods" at the high school, Seminar Day at the high school, MCAS testing, and hiring.
   - Assistant Superintendent Conklin reviewed the Challenge Success Survey results broken down by race & ethnicity; the launch of ELA and FLES program reviews at the elementary level; the Elementary Instructional Time Study is in progress; and the reorganization of the Middle School Science curriculum.
4. **Superintendent's Evaluation -** Mark Healey reviewed the evaluation process. Superintendent Beth McCoy provided and highlighted evidence relative to each of the District and Superintendent goals as well as the six prioritized Standards of Effective Leadership. Evaluation forms and feedback will be discussed at the April 29th meeting.
5. **Discussion Items**
   - Update on Capital Projects - Dawn Fattore highlighted the capital projects for all 3 districts. At Pine Hill, the bids for the HVAC came in at $1.1 million for all 3 alternates (library, cafeteria, and auditorium). The library portion of the project is $475,000 and the original amount allowed to the project is $400,000. Sherborn is going to provide the additional $75,000 from through a Reserve Fund Transfer. Installing HVAC in the cafeteria will cost $125,000. Those funds will be a combination of the Lunch Fund and pre-billing SHEDA rent.
   - Amend FY26 Capital Project Funding: Region only - the bid opening for the Turf/Track/Lights/Fencing project was March 27th and bids for the base project ranged from $1,530,000 to $1,948,514. There were three alternates included in the bid

specifications: 1) blue track surfacing ($19,500); 2) colored exchange zones ($36,000); and brock fill/sand ($96,000) in place of the existing crumb rubber/sand. The Region is moving forward with all three alternates (alternate 3 is only available if alternates 1 & 2 are done) resulting in a potential contract of $1,681,500. The School Committee voted to utilize $350,000 of the June 30, 2024 Excess & Deficiency balance toward the project leaving $1,331,500 to be funded by the Towns. Next step will be to meet with Dover's Board of Selectmen and Sherborn's Select Board to approve the IMA. In addition the project will need to be approved by both Towns at the Annual town Meetings.

Kevin Crotty made a motion to approve the remaining FY26 Capital project costs of $1,331,500 to be funded by Member Towns based on FY26 Capital Costs Assessment percentages, Dover $714,350 (53.65%) and Sherborn $617,150 (46.35%). Toa Ashk seconded.
Vote in favor: Mark Healey, Colleen Burt, Toa Ashk, Angie Johnson, and Kevin Crotty

6. Action Items

- Bullying Prevention Intervention Plan: 2nd read - an updated draft with highlighted changes since the first reading was provided and discussed.

There were motions to approve the Bullying Prevention and Intervention Plan.
RSC: motion by Colleen Burt, second by Toa Ashk
Vote in favor: Mark Healey, Colleen Burt, Angie Johnson, Toa Ashk and Kevin Crotty.
SSC: motion by Becca Hammond, second by Kristin Aberle
Vote in favor: Christine Walsh, Kristen Aberle, Becca Hammond, Nathanial Jackson and Megha Kadiyala
DSC: motion by Kate Cook, second by Jessica Hole
Vote in favor: Jeff Cassidy, Goli Sepehr, Jessica Hole, and Kate Cook.

- Policies F, H, L: 2nd read -

There were motions to approve Policies F, H, and L.
RSC: motion by Kevin Crotty, second by Colleen Burt
Vote in favor: Mark Healey, Colleen Burt, Angie Johnson, Toa Ashk and Kevin Crotty.
SSC: motion by Megha Kadiyala, second by Nathanial Jackson
Vote in favor: Christine Walsh, Kristen Aberle, Becca Hammond, Nathanial Jackson and Megha Kadiyala
DSC: motion by Goli Sepehr, second by Kate Cook
Vote in favor: Jeff Cassidy, Goli Sepehr, Jessica Hole, and Kate Cook.

- Transportation Contract FY26-28 - One vendor, Michael J Connolly & Sons, Inc submitted a bid. The total cost of the three year contract is $5,092,072 with a two year extension options of $3,703,079 (overall 5 year increase of 30%). The previous 5-year contract increase for FY21-25 was 25.9% and the FY26 daily bus rate is $468 vs $405 for FY25. Other contract terms include: fuel adjustment clause of 10% over/under range based on $3.862/gallon; special trip costs (field trips/athletic buses) increase of 20%, 5.5%, and 7.4% for years 1-3; and continued flexibility of one bus differential at the elementary level.

Colleen Burt made a motion to award the Dover Sherborn Regional Schools transportation contract to Michael J. Connolly & Sons for a three-year term in the amount of $3,261,873 for the annual base bid, and all other related established prices for incidental bus transportation and the fuel adjustment cost as submitted in the bid form. Angie Johnson seconded.
Vote in favor: Mark Healey, Colleen Burt, Angie Johnson, Toa Ashk, and Kevin Crotty.

Kristin Aberle made a motion to award the Sherborn Schools transportation contract to Michael J. Connolly & Sons for a three-year term in the amount of $861,270 for the annual base bid, and all other related established prices for incidental bus transportation and the fuel adjustment cost as submitted in the bid form. Megha Kadiyala seconded.
Vote in favor: Christine Walsh, Kristen Aberle, Becca Hammond, Nathanial Jackson and Megha Kadiyala

Kate Cook made a motion to award the Dover Schools transportation contract to Michael J. Connolly & Sons for a three-year term in the amount of $968,929 for the annual base bid, and all other related established prices for incidental bus transportation and the fuel adjustment cost as submitted in the bid form. Jessica Hole seconded.
Vote in favor: Jeff Cassidy, Goli Sepehr, Jessica Hole, and Kate Cook.

- Approval of Overnight Out of State Field Trip for High School - DECA International Competition to Orlando, FL, April 25-30, 2025.

Kevin Crotty made a motion to approve the DECA International Competition field trip as presented. Toa Ashk seconded.
Vote in favor: Mark Healey, Colleen Burt, Angie Johnson, Toa Ashk, and Kevin Crotty.

7. Consent Agenda

- January 28, 2025 minutes

There were motions to approve the Consent Agenda.
RSC: motion by Angie Johnson, second by Colleen Burt
Vote in favor: Mark Healey, Colleen Burt, Angie Johnson, Toa Ashk and Kevin Crotty.
SSC: motion by Becca Hammond, second by Kristin Aberle
Vote in favor: Christine Walsh, Kristen Aberle, Becca Hammond, Nathanial Jackson and Megha Kadiyala
DSC: motion by Jessie Hole, second by Goli Sepehr
Vote in favor: Jeff Cassidy, Goli Sepehr, Jessica Hole, and Kate Cook.

8. Informational Items

- Summary of FY26 Budgets

9. Items for April 29, 2025 meeting - Superintendent Evaluation

10. Adjourn at 9:05 pm

Respectfully submitted, Amy Davis