

NOTICE

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE MEETING

SEPTEMBER 15, 2020

6:30 P.M.

Join Zoom Meeting

<https://us02web.zoom.us/j/89622928129?pwd=ZUJ6L3k1TUI4WGgrS2NmZ043bi9vdz09>

Meeting ID: 896 2292 8129

Passcode: 9rLFPz

AGENDA

1. Call to Order
2. Community Comments
3. Reports:
 - Assistant Superintendent Update– Ms. Beth McCoy
 - Superintendent Update - Dr. Andrew Keough
 - DSHS Headmaster’s Report –Mr. Smith
 - DSMS Headmaster’s Report- Mr. Kellett
 - Warrant Report
4. Financial Reports
 - FY20 Closeout
 - FY21 Operating and Capital Update
5. Consent Agenda **A.R.**
 - Approval of Minutes August 14, 2020
6. Communication (For Members Information)
 - 2020-21 School Committee Meeting Schedule
 - Subcommittee Assignments
8. Items for October 6, 2020 Meeting
9. Adjournment

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

The Public Schools of Dover and Sherborn

157 Farm Street

Dover, MA 02030

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

www.doversherborn.org

Dr. Andrew W. Keough, Superintendent

Ms. Dawn Fattore, Business Administrator

Ms. Elizabeth M. McCoy, Asst. Superintendent

Ms. Kate McCarthy, Director of Student Services

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

To: Dr. Andrew Keough, Superintendent
From: Elizabeth McCoy, Assistant Superintendent
Re: September Regional School Committee Meeting
Date: September 10, 2020

I will provide a verbal update on the following items at the September 15 Regional School Committee meeting:

- District launch of teaching & learning goals
- Ten days of educator preparation
- Faculty and student devices
- Standardized assessments (SATs, ACT, PSATs)

I am happy to address any questions you or the Committee may have at that time.

The Public Schools of Dover and Sherborn

*Memo from
Superintendent Dr. Andrew Keough*

To: Dover Sherborn Regional School Committee

From: Andrew Keough, Superintendent

Date: September 10, 2020

RE: Superintendent Update

I will be providing a verbal update at the meeting on the following items:

- Opening Day
- Transportation
- HVAC
- Athletics

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

John Smith
Headmaster



Ellen Chagnon
Director of Guidance

Ann Dever-Keegan
Assistant Headmaster

Emily Sullivan
Athletic Director

TO: Dr. Andrew Keough, Superintendent
FROM: John G. Smith, Headmaster, DSHS
RE: Headmaster's Monthly Report
DATE: September 15, 2020

Headmaster's Reflections:

This has been a summer like no other. The administration and teachers have been busy preparing for the hybrid model by participating in numerous professional development opportunities, safety trainings as well reconfiguring our high school to meet the expectations for safety, social distancing and curricular protocols. Although there are many adjustments that have been made, I wanted to make you aware of five pieces of information.

1. Ann Keegan has developed a QR code that will allow students in grades 9-12 to sign in and sign out without crowding in the main office and maintaining social distancing. Students will use their cell phone to pull up a Google form which will be redirected to the attendance Administrative Assistant.
2. We are adding an additional interim report for students and families as a means of increased communication and focusing in on progress over a semester and not just a term. As a result, grades will be semesterized into two semesters instead four quarters. This will give teachers and students more flexibility at the start of school to build relationships instead of worrying about having equal amounts of assessments for all four quarters. Each semester will be weighed 50%.
3. All teachers will have a live Zoom extra help session on Wednesdays (full remote day for students and teachers) for 30 minute blocks. Students may log in at any time during the thirty minutes to speak to the teacher and receive additional support.
4. Parents/guardians must call into the main office to report their child absent whether they are in person or remote. The State is requiring all schools to accurately take and report attendance.
5. 677 students are currently enrolled at DS with 23 new students and 177 members of the freshmen class.

HS Events:

Tuesday September 15th- First Day of School- Grades 9/10 in person and grades 11/12 remote
Wednesday September 16th Fall Athletics meeting via Zoom 6 PM
Friday September 18th- Golf tryouts begin
Saturday September 26th- B/G Soccer, B/G Cross Country and Field Hockey practices/tryouts begin
Monday September 28th- No School Yom Kippur

Curriculum:

On Thursday September 10th, the High School faculty participated in ninety minute training on teaching in an eight minute long block. This training was done by educational consultant Dr. Katie Novak. It was conducted via Zoom and was outstanding. She offered practical and inspirational ideas for teachers to ensure engagement both in the in person model as well as remotely. She focuses on the Universal Design for Learning platform. UDL is a framework for inclusive education that aims to lower barriers to learning and optimize each individual's opportunity to learn. Faculty feedback was extremely positive. Dr. Novak is also the Assistant Superintendent for the Groton Dunstable Public Schools. For more information on Dr. Novak please go to <https://www.novakeducation.com/>

DSMS RSC Monthly Report

Date: September 11, 2020

Submitted by: Scott Kellett

The middle school is excited for the opening of the 2020-2021 school year

SIP Goals Updates:

Goal 1: *Innovative Teaching and Learning*

Evidence of accomplishment:

We are incredibly proud to report that all of our teachers have adopted a streamlined and comprehensive Google Classroom template model for ease of use and access, for all students. Built from the Teaching and Learning Subcommittee of the Reopening Task Force, we are so excited to launch a robust and rigorous new version of blended learning. Teachers have been phenomenal with the exploration and adoption of new technologies and digital tools to support student engagement and learning. With care and concern for some of the remote learning struggles experienced by students and families in the spring, our educators have made great strides to improve and enhance their digital organization and approaches to instruction.

Our IT department is in the process of facilitating the distribution of Chromebooks as part of our 1:1 initiative. Students that will be learning remotely on the first day of school will be able to pick their new device up on Monday, September 14th. In person students will be given their device on September 15th. This is exciting! Thanks to Anthony and his team for making it happen with a quick turn around from receipt of the devices to distribution.

Kudos to the Teaching and Learning subcommittee for their work on creating Google Guidelines for educators and students. We are confident that our teachers have a solid framework to move forward in the Hybrid Learning Model.

Through work and oversight of Beth McCoy, our staff was provided numerous opportunities to enhance the ability to provide our students with a strong digital learning environment. In addition to the workshops and courses she arranged with AJ Juliani and Katie Novak, Beth oversaw the development of an extensive video learning library recorded by staff from the district. Many of our teachers have integrated several of the practices shared in these many channels and we are grateful to Beth for procuring all of these wonderful opportunities.

Following the theme of innovative teaching practices, our World Language teachers have drafted reporting standards for student skills and performance, and are hoping to start using these by no later than the second quarter. This is especially exciting as our emphasis has been on constructive and useful feedback and we are elated that yet another department has independently initiated a shift from traditional grading to competency based reporting. We have a wonderfully dedicated and innovative staff. We are so proud of these grassroots efforts and commitments.

Goal 2: *Health and Wellbeing of Students and Staff*

Evidence of accomplishment:

The guidance staff, team leaders, and administration have recently hosted four one hour informational Zoom question and answer sessions for our new families, in addition to our three grades with parents and students. With over 200 families participating, the energy and response was fantastic. Several families reached out regarding how helpful and responsive the sessions were and we were thrilled to see so many students participating. In addition, our guidance department along with administration provided more than twenty of our new students both an in-person tour of the

building. We would like to give a special thank you to RSC member, Michael Jaffe, for his extensive work welcoming families through phone calls, Zooms, email communications and so many additional outreach channels. Thank you, Mr. Jaffe for your dedication to making DSMS an inviting and supportive environment to our new families- your efforts are greatly appreciated.

Part of the Reopening Task Force was an SEL Subcommittee, and several DSMS staff members participated and gave up hours of their summer time to contribute to many different reflections and plans for a more holistic school year and to be responsive to the needs of our students and the potential trauma responses they might present this fall. Thank you to our many counselors and advisors who served in this capacity.

Scott Kellett and Ana Hurley both participated in a twelve hour IDEAS course for Culturally Proficient Leadership in July. After several Zoom sessions with our Boston students and ongoing conversations with our BIPOC families, our commitment to creating and sustaining an equitable and inclusive community continues to strengthen. As we open for another year, we are eager to continually reflect and improve our practice for all of our students: Boston, Dover and Sherborn.

Team leaders arranged times for their incoming students to tour the building before the start of school. These six orientation sessions highlighted the many changes to our school for safety and also student cohesion and connection. Teachers took full advantage of the ten preparation days to learn about procedures, protocols and plan for the hybrid models. In addition, the majority of staff needed to move belongings as we assigned rooms in a manner that clustered each grade in the same area. Furthermore, to minimize interactions between grade levels, we have assigned each grade a dedicated entrance and staircase to use, in navigating their way through their schedule. Our teachers have done a great job moving classrooms and materials to allow for students to work in smaller clusters throughout the building and creating smaller pods for smooth and safe transitions. We are grateful for everyone's understanding and flexibility regarding this complex situation.

Working with Ms. Monique and Mr. Bonavire, we have been able to create a wonderful new comfortable lounge space for our METCO students to safely gather and relax while they are waiting for the start of the school day. The new furniture and library arrangement looks fabulous! Thank you to the RSC for this furniture!









To ease everyone's worries and concerns about reopening, Mrs. Hurley created a detailed "DS Family Guide- DSMS" that was shared with students and their families to explain many of the new protocols and procedures we will be following this year. ([DS Family Guide- DSMS](#)) We see this guide as a foundation for all school community members to rely on for how school will function and flow this year.

We would like to thank POSITIVE for providing wonderful and festive 'Welcome Back' decorations for our students. After six months off campus we are so happy to celebrate the return of children to DSMS. The balloons, banners, signs and accoutrements made this opening really joyful for kids and teachers alike.

Goal 3: Content Review and Research of Social Studies

Evidence of accomplishment:

The Social Studies Department has spent a significant amount of time this summer enhancing their skills to deliver their curriculum in the hybrid model. In particular, they participated in workshops offered by both Katie Novak and AJ Juliani to enhance their online instruction skills and assessment strategies. Going even further, our Social Studies department is very enthusiastic about the addition of Cyber Civics software and database to their resources. Cyber Civics is a tremendously robust

Group Updates:

English: Leigh Simon and Laura Sukys attended the week long virtual June Reading Institute at Teachers College, Columbia University. Through large and small group instruction and discussions with experts and other educators from around the world, they learned effective and enriching ways to further develop reading instruction, both in the classroom and virtually.

Teachers participated in the Katie Novak webinar, AJ Juliani workshop, the AJ Juliani Online Learning Master Course, and the Assessment Strategies Course. They are excited to incorporate new strategies into their instruction, such as Choice Boards, to prepare for remote and blended learning.

Julie McKee, Janel Pudelka and Brigid Mullen-Richards worked together to add a unit of book clubs featuring dystopian literature written by diverse authors. This incorporated strategies featured in the Reading Institute that Julie and Janel attended at Teachers College, Columbia University, in January of 2020.

Mathematics: The Math Department participated in training on the IXL Math program in August. The training was created and taught by Erin Newman and Carmel Bergeron who piloted the program last school year. The Math Department has purchased accounts in the IXL personal learning platform for all DSMS math students this year. Students will use IXL to practice prerequisite and current math skills and teachers will be able to access student data to inform their teaching.

Math teachers also participated in the AJ Juliani workshop, AJ Juliani master course, Katie Novak webinar and the Assessment Strategies Course. They are sharing and collaborating to create and incorporate new blended learning strategies and assessment strategies.

Social Studies: Social Studies teachers are continually working to revise their curriculum based on the state guidelines and Covid-driven changes to how we deliver curriculum. Our focus is on collaborating to use our content as a vehicle and engagement tool for developing essential student skills in critical thinking, reading, writing and collaborating.

Staff participated in various seminars this summer and members of the department were part of the Teaching and Learning subcommittee. They are very excited about the variety of new tools that we can use, in person and remotely, to engage and challenge students such as Bookcreator, Whiteboard.Fi, Nearpod, Explain Everything and more, which will allow them to better “see” student thinking. The 7th grade is thrilled with their newly upgraded online atlas and mapping program which has moved from Stratologica to NYSTROM. Sixth grade is looking forward to students seeing their new water bottle stations that they wrote grants for last year. We will continue to expand their use of platforms such as NEWSELA, Junior Scholastic and New York Times Upfront along withi-Civics.

Science: Teachers in 6th grade participated in the Katie Novak webinar and the AJ Juliani workshop to help with remote and blended learning. They also attended their grade level workshop that concentrated on thematic and interdisciplinary planning.

Teachers in the 7th grade attended Teach for Justice webinars, the AJ Juliani workshop, and the AJ Juliani Online Learning Master Course. They also spent time going over curriculum for the remote and blended learning.

Teachers in 8th grade worked together as a grade to cover: innovative learning, interdisciplinary planning, policy and procedure details and grade level planning for the remote and blended learning.

World Language:

Teachers participated in both the A.J. Juliani workshop and the Katie Novak webinar. Each of them took other workshops for Book Creator, webquests, and many other technology-related courses. Both Laura and Alison also participated in ACTFL webinars. They have been strategizing on how to integrate conversational practices in this new remote world.

Wellness:

Teachers participated in the AJ Juliani and Katie Novak webinars. Some completed the AJ Juliani 30 hour course on Online Master Course as well as The Culturally Responsive Teacher. We met to discuss how to repurpose our lessons for the Hybrid Schedule. We will be rolling out Net Sports for unit 1 which will include: tennis, soccer, tennis, speedminton, pickleball, and badminton.

Guidance: The counselors have been very busy this spring/summer assisting with scheduling and engaging in many discussions around social-emotional wellness. Some counselors participated in Katie Novak's webinar and the Becoming a Culturally Responsive Teacher course, while others served on the Teaching & Learning/SEL Task force. Several counselors also participated in the Jessica Minahan training on reducing anxiety and challenging behavior back in June.

Technology: Teachers in the Engineering and Computer Science department had a busy summer, preparing for the new school year. Teachers attended the district's professional development with AJ Juliani and also the Katie Novak workshop. They also offered an online summer camp for middle school students to attend and prepared countless documents and instructional videos to help teachers adapt to this year's hybrid learning. Some of the highlights from this summer include Sandra Sammarco's collaboration with Technology Integrators from PH, CH and the HS to develop and create technology resources ([Top 20+ Apps Slidedeck](#)). They held summer tech office hours/training sessions in August to support staff with technology tool integration, Google Classroom and Learning Template, new teacher laptop rollout and any other Q's & A's. Sandra and Brett met with students over the summer for SEL connections around Computer Science. Each week students had the opportunity to discuss different programming tools/languages and apply these basic skills to computer programming activities. Students also had the opportunity to share their coding projects online in Google Classroom. Sandra also served on the reopening task force, collaborated with MS colleagues weekly on Hybrid and Remote teaching and learning; create content, tutorials and resources for DSMS staff to model in terms of teacher [Google Classroom format](#), Weekly Learning [Template](#) as well as "[Tech Help Videos](#)"

Fine and Performing Arts: Recognizing the unique challenges that the summer presented for students and families, the visual and performing arts staff collaborated with the technology, engineering and media departments to design and implement a virtual summer camp. The camp provided a wide range of creative opportunities each week for students to actively participate in with their peers. Most importantly, it helped students stay connected to their school community and staff during the long absence from in person instruction.

In addition to the camp, teachers worked to modify their curriculum to meet the needs of the new hybrid and remote leaning models. In the visual arts department, teachers shifted focus to include more SEL units while working to ensure student safety by creating over 100 individual art kits to minimize supply sharing.

The competency based rubric piloted in the 2019-20 school year has been modified to meet the needs of students in a fully remote or hybrid teaching model. This assessment tool provides meaningful authentic feedback to students and families.

Library/Media Center: Tech, Art, Music, and Library held a virtual summer camp for students. It ran six weeks and had weekly meetings of one hour each, in each discipline. Olive Woodward ran a book club where they read *The True Meaning of Smekday* out loud, had weekly reading assignments, as well as shared other books we were reading. *Smekday* counted as one of their summer reading books. The students enjoyed the reading, and the social/emotional connection was also really valuable.

Olive also participated in the half day AJ Juliani STEM workshop, which brought some valuable ideas to implement for the remote learning courses she will be teaching.

Student Council: Student Council is developing a plan to hold elections for the 2020-2021 school year when students return. We are looking forward to working with the elected students on building community in the school within the new hybrid model.

Sixth Grade: Members of the sixth grade teams met together this summer with a focus on interdisciplinary work and smooth integration of our 1:1 device initiative. As a grade, we have decided to focus on the UN Sustainable Development Goal of Clean Water and Sanitation as an interdisciplinary thread throughout the year. Sixth grade teachers are working together to create a cohesive, interdisciplinary welcome project for students to share about themselves. We are exploring a team approach to introducing the Top 20 DS Apps to students. In the first week of our professional development time at DSMS, we modeled concurrent instruction in our grade level meetings with the aid of Mr. Ritacco

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TO: Regional School Committee
FROM: Dawn Fattore, Business Administrator
DATE: September 14, 2020
RE: Remaining FY20 Approved Warrants

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

Voucher # Date Amount Fund

1204	5/18/2020	\$160,961.89	General
1213	5/31/2020	\$1,254,764.72	General
1214	6/2/2020	\$80,680.23	General
1221	6/11/2020	\$92,191.61	General
1222	6/11/2020	\$112,933.64	Capital
1223	6/11/2020	\$30,424.03	General
1224	6/19/2020	\$338,597.48	General
1225	6/23/2020	\$74,259.99	General
1234	6/25/2020	\$324,199.00	General
1235	6/27/2020	\$500,000.00	General
1236	6/30/2020	\$89,343.40	General
1237	6/30/2020	\$7,200.00	General
1238	6/30/2020	\$43,876.42	General
1239	6/30/2020	\$5,433.27	Capital

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*Commitment to Community
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TO: Regional School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY20 Financial Results and Year-End Requirements
DATE: September 14, 2020

The following reports as of June 30, 2020 are attached for your review:

- a. General Fund Revenues
- b. Status of Appropriations
- c. Roll-forward of Excess and Deficiency
- d. Special Revenue/Revolving Funds

General Revenues

In summary, we realized significant increases in revenues for Chapter 71 (transportation) reimbursement (\$85,989) and interest income (approx. \$32,500). Our FY20 transportation reimbursement resulted in an 84% overall reimbursement rate on allowable FY19 expenses. The interest income positive variance is a result of a favorable CD rate we were able to realize through most of FY20 that was not included in our budget. The negative variance in athletic fees is offset by the spring coaching stipends that were not expended. Other revenue variances are immaterial resulting in an overall positive variance of \$121,791, excluding athletic fees. Overall variance per the General Fund Revenues statement is \$28,041 (.11% of budget).

Status of Appropriations

The operating budget ended the year with a surplus of **\$1,187,804**. The key variances were:

- \$390,959 in salaries representing multiple unfilled/vacant positions throughout the year, post-budget staffing changes, cancellation of spring sports (approx. \$90,000) and savings from custodial overtime and substitute costs due to school closure as of March 13th.
- \$277,400 in transportation costs charged to the Regional Transportation Reimbursement Fund as approved by the committee as well as savings of \$116,000 from the closing of schools.
- \$246,000 in employee benefits comprised of savings from actual healthcare enrollment versus budgeted (\$145,000), savings on worker's compensation premiums (\$18,500), lower Medicare tax expense (\$10,000) versus budget and savings in retiree healthcare costs of \$60,000 resulting from the agreed upon cost share change and actual enrollment activity.
- Other significant variances include savings of \$75,000 in supplies for both classroom/general and athletics due to school closure. The negative variance of **\$57,000** in the maintenance of buildings resulting from emergency repairs of HVAC equipment and additional costs associated with the Middle School LED retrofit project are offset by the savings in utilities of \$98,000 resulting from the net metering contract (approx. \$20,000) and lower usage than budgeted including the impact of

the school closure. The negative variance in SPED services of **\$59,000** represents the services needed for the current cohort of students.

- Transportation and employee benefit costs account for over 80% of the operating expenditure variance of \$796,845.

Summary of Results

Net result of operations was a surplus of **\$1,215,845**. The Committee approved several uses of Excess & Deficiency funds for FY21 including \$575,000 for capital projects and \$375,000 for the FY21 operating budget leaving a proposed certified E&D fund balance of \$1,409,923 (5.39%) of the FY21 operating budget. We are submitting our E&D and related financial schedules this week to the Department of Revenue and will inform the Committee and Towns when we receive the certification letter. We anticipate funds of approximately **\$100,000** being returned to the Towns based on the 5% allowed E&D amount of \$1,307,622.

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

Special Revenue/Revolving Funds

The statement provided summarizes all activity for FY20. You will note the new OPEB Investment Trust is included showing the initial contribution of \$500,000. We will be happy to answer any questions on this statement at the meeting.

End-of Year DESE Report

The Business Office is in the process of completing the FY20 EOYR report which is used by the Department of Education to determine the Region's compliance with net school spending as well as determining the current year's Chapter 71 Regional Transportation Reimbursement. The reporting deadline is October 1, 2020.

Annual Audit

R.E.Brown is scheduled to begin the annual audit next week. We anticipate presenting the audited financial statements at the Committee's January meeting. The closure due to COVID-19 has delayed our completion of the Middle School Activity Audit and with the level of current activity around the reopening; we have delayed the start of the High School Activity Audit. We will keep the Committee updated on the status of all audit activity.

Dover Sherborn Regional School District
General Fund Revenues
June 30, 2020

	<u>FY20</u> <u>BUDGET</u>	<u>YTD</u> <u>RECEIVED</u>	<u>OPERATING</u> <u>VARIANCE</u>	<u>% OF</u> <u>BUDGET</u>
DOVER ASSESSMENTS	\$12,507,703	\$12,507,703	\$0	0.00%
SHERBORN ASSESSMENTS	9,569,088	9,569,088	\$0	0.00%
CHAPTER 70, net	2,272,423	2,273,165	\$742	0.03%
CHAPTER 71 (Transportation)	485,790	571,779	\$85,989	17.70%
H/S ATHLETIC FEES	255,000	161,250	(\$93,750)	-36.76%
H/S PARKING FEES	52,500	51,600	(\$900)	-1.71%
H/S ACTIVITY FEE	13,500	11,540	(\$1,960)	-14.52%
M/S ACTIVITY FEE	11,250	8,860	(\$2,390)	-21.24%
MISC REVENUE	5,000	8,115	\$3,115	62.29%
BANK INTEREST	20,000	52,543	\$32,543	162.72%
NON-CASH ACTIVITY	0	4,652	\$4,652	na
E&D UTILIZATION	100,000	100,000	\$0	0.00%
TOTAL REVENUES	\$25,292,254	\$25,320,295	\$28,041	0.11%
OPEB Funding*	500,000	500,000	\$0	0.00%
(transfer from Community Ed Funds)				
TOTAL REVENUES w/OPEB	\$25,792,254	\$25,820,295	\$28,041	0.11%

Dover Sherborn Regional School District
Status of Appropriations as of June 30, 2020

	<u>OPERATING</u>			
	<u>FY20</u>	<u>EXPENDED</u>	<u>VARIANCE/</u>	<u>% OF</u>
<u>SALARIES</u>	<u>BUDGET</u>	<u>THRU 6/30</u>	<u>BUD. REMAINING</u>	<u>BUDGET</u>
SCHOOL COMMITTEE	27,998	28,264	(266)	-0.95%
SUPERINTENDENT	199,282	202,249	(2,967)	-1.49%
BUSINESS AND FINANCE	203,162	181,822	21,340	10.50%
DISTRICTWIDE INFORMATION MGMT	272,126	272,858	(732)	-0.27%
SPED/GUIDANCE ADMINISTRATION	478,319	448,959	29,359	6.14%
SCHOOL LEADERSHIP - BUILDING	712,535	715,736	(3,201)	-0.45%
ACADEMIC LEADERS/QPO	166,625	147,107	19,518	11.71%
TEACHERS, CLASSROOM	9,506,193	9,421,169	85,024	0.89%
TEACHERS, SPED	1,544,811	1,474,961	69,849	4.52%
SUBSTITUTES	110,000	84,378	25,623	23.29%
EDUCATIONAL ASSISTANTS, SPED	543,537	533,236	10,301	1.90%
LIBRARIANS	226,014	226,014	0	0.00%
BUILDING BASED PD	38,250	43,988	(5,738)	-15.00%
GUIDANCE	880,114	853,681	26,433	3.00%
PSYCHOLOGICAL SERVICES	170,286	195,233	(24,947)	-14.65%
MEDICAL / HEALTH SERVICES	175,108	163,931	11,177	6.38%
ATHLETICS	426,820	336,083	90,737	21.26%
OTHER STUDENT ACTIVITIES	183,425	173,109	10,316	5.62%
CUSTODIAL & GROUNDS SERVICES	773,059	743,927	29,132	3.77%
TOTAL SALARIES	\$ 16,637,664	\$ 16,246,705	\$390,959	2.35%
<u>EXPENDITURES</u>				
SCHOOL COMMITTEE	41,500	41,245	255	0.62%
SUPERINTENDENT	58,225	44,064	14,161	24.32%
LEGAL SERVICES	40,000	35,328	4,672	11.68%
DISTRICTWIDE INFO MGMT	77,000	80,302	(3,302)	-4.29%
SCHOOL LEADERSHIP - BUILDING	68,700	66,379	2,321	3.38%
CLASSROOM SUPPLIES	30,700	18,233	12,467	40.61%
SPED SERVICES/SUPPLIES	130,200	189,106	(58,906)	-45.24%
LIBRARIES & MEDIA CENTER	4,775	4,452	323	6.77%
COURSE REIMBURSEMENT/PD	93,900	75,261	18,639	19.85%
TEXTBOOKS & RELATED SOFTWARE	84,400	71,000	13,400	15.88%
LIBRARY INSTRUCTIONAL MATERIAL	30,000	27,540	2,460	8.20%
INSTRUCTIONAL EQUIPMENT	85,400	89,244	(3,844)	-4.50%
GENERAL SUPPLIES	155,100	117,019	38,081	24.55%
OTHER INSTRUCTIONAL SERVICES	19,850	12,203	7,647	38.52%
CLASSROOM INSTRUCTIONAL TECH.	138,029	137,961	68	0.05%
GUIDANCE	45,150	27,288	17,862	39.56%
MEDICAL / HEALTH SERVICES	8,800	4,357	4,443	50.49%
TRANSPORTATION SERVICES	817,484	406,913	410,571	50.22%
ATHLETICS	226,500	199,009	27,491	12.14%
CUSTODIAL SERVICES	55,500	45,320	10,180	18.34%
MAINTENANCE OF BUILDINGS	539,500	596,777	(57,277)	-10.62%
MAINTENANCE OF GROUNDS	60,000	57,721	2,279	3.80%
UTILITIES	591,750	493,103	98,647	16.67%
ER RETIREMENT CONTRIBUTION	716,472	735,993	(19,521)	-2.72%
ER INSURANCE ACTIVE EMPLOYEES	2,752,409	2,565,658	186,751	6.79%
ER INSURANCE RETIRED EMPLOYEES	745,000	684,773	60,227	8.08%
OTHER NON EMPLOYEE INSURANCE	72,446	65,697	6,749	9.32%
LONG TERM DEBT RETIREMENT	870,000	870,000	0	0.00%
LONG TERM DEBT SERVICE	95,800	95,800	0	0.00%
TOTAL EXPENDITURES	\$8,654,590	\$7,857,745	\$796,845	9.21%
OPEB Contribution	500,000	500,000		
TOTAL OPERATING	\$25,792,254	\$24,604,450	\$1,187,804	4.61%

Dover Sherborn Regional School District
Roll-forward of Excess and Deficiency
June 30, 2020

Certified E&D as of June 30, 2019		\$1,230,067
Results of operations:		
Revenue Surplus	28,041	
Operating Surplus	1,187,804	
total surplus		\$1,215,845
Uses of E&D:		
Approved for FY21 Captial Projects	(575,000)	
Approved for FY21 Operating Budget	(175,000)	
Approved transfer to RTRF	(85,989)	
Approved use for Chapter 70 shortfalls	(200,000)	
total uses		(\$1,035,989)
 E&D as of June 30, 2020		\$1,409,923
 Allowed E&D as of June 30, 2020		\$1,307,622
 Projected Excess E&D as of June 30, 2020		\$102,301

Dover Sherborn Regional School District
Special Revenue/Revolving Funds as of June 30, 2020

<u>SPECIAL REVENUE / REVOLVING FUNDS</u>	FUND BALANCE		EXPENDITURES / ENCUMBRANCES	FUND BALANCE		NOTES:
	@ 07/01/2019	REVENUE		@ 06/30/2020		
ATHLETICS	\$ 91,740	\$ 50,563	\$ 1,606	\$ 140,697		Net of deposits in advance - \$49,800 Spring 2020 fees credited to FY21 sports
BUILDING/PARKING	109,573	14,101	27,183	\$ 96,491		
CAFETERIA	205,282	544,984	663,775	\$ 86,490		Net of deposits in advance - \$50,288 Expenditures include cost of new servers approved last June.
CIRCUIT BREAKER	55,370	71,273	55,390	\$ 71,253		
HEALTH GRANTS	11,684	28,500	40,184	\$ -		
MISCELLANEOUS GIFTS - see detail pg 2	91,032	52,650	33,177	\$ 110,505		\$51,000 Mudge Gift - June 2020
REGIONAL TRANSPORTATION	277,400	85,989	277,400	\$ 85,989		Regional Transportation Reserve for FY21 as voted by SC
SPORTS GIFTS	3,500	21,700	21,700	\$ 3,500		
UNEMPLOYMENT	83,091	285		\$ 83,376		
<u>FIDUCIARY / TRUST FUNDS</u>						
H/S STUDENT ACTIVITY				102,633		Only Net Activity Reported.
M/S STUDENT ACTIVITY	74,889	66,705	66,359	75,236		
OPEB INVESTMENT TRUST		504,903		504,903		OPEB Trust Fund established in June 2020, per SC vote March 2020
TRUST/SCHOLARSHIP FUNDS	22,856	22,306	1,200	43,962		Hyde Scholarship Fund created in March 2020 - \$22,303 deposit

FUND 63		FY 20 Miscellaneous Donations				6/30/2020	
Gift/Donor	Purpose	Bal Fwd @7/1/19	Revenue	Expenditures	Encumbered	Ending Balance	Date/Yr
RESTRICTED GIFTS							
Alan Mudge Memorial Fund	Mudge Auditorium	27,351.00	51,000.00	27,351.00		51,000.00	6/30/2020
CS Gift & DSEF	Challenge Success	15,695.20		3,400.00		12,295.20	bal fwd
D Family via Town Dover	Dugouts	16,522.00				16,522.00	6/10/2014
SPAN DS	Wellness Programs	11,500.00		1,107.22		10,392.78	12/2018
Metco Gifts	Metco Support	5,710.80	1,500.00	503.05		6,707.75	bal fwd & 12/2019
Anonymous Family	SpEd or Assistive Tech	3,000.00				3,000.00	1/7/2014
Fidelity Match (above)	SpEd or Assistive Tech	3,000.00				3,000.00	1/7/2014
P.O.S.I.T.I.V.E.	Rowing Club	699.45				699.45	bal fwd & 3/2019
Leuders	Science	434.00	150.00			584.00	bal fwd & 12/19
K Family	DS Music Program	250.00				250.00	6/15/2018
Raytheon Math Award	Math tablets (Jim Baroody)	51.95				51.95	bal fwd 6/30/12
Anonymous	Library	18.00				18.00	6/30/2014
UNRESTRICTED GIFTS							
Various Gifts	Unrestricted	6,800.00		815.66		5,984.34	2015-2019
TOTAL		91,032.40	52,650.00	33,176.93	0.00	110,505.47	
					6/30/2020	110,505.47	
					FUND BALANCE	110,505.47	

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Dover-Sherborn Regional School Committee Meeting of August 14, 2020

Members Present: Anne Hovey
Maggie Charron
Judi Miller
Kate Potter
Michael Jaffe
Lynn Collins

1) Call to Order

Ms. Charron called the virtual meeting to order at 6:00 pm and read the following into the record:

Good evening. Welcome to the August 14, 2020 meeting of the Dover-Sherborn Regional School Committee. My name is Maggie Charron. This Open Meeting is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, Information on how to join remote School Committee meetings and meeting agendas are posted on the Dover Sherborn District Website.

Please note that this meeting is being recorded. Be aware that anything that you broadcast may be captured by the recording.

We are also aware that the Zoom account we are using tonight has a capacity of 100 participants. Unfortunately, the larger capacity account was not available to us tonight and we felt that it was important to all that we hold the follow up meeting as soon as possible in order to allay confusion and allow planning for all to continue. Please share this information with anyone who can't join the meeting live and let them know that it will be made available on Dover-Sherborn Cable's You Tube Channel as soon as possible following its conclusion.

Dear members of our community, school and district leaders, educators, parents and Colleagues at the Dover, Sherborn and Regional School Committees,

Thank you for joining us here tonight. We appreciate your time today as we seek to achieve two goals:

Later in the meeting, we will clarify our vote taken at the end of the meeting on Tuesday, which approved the District's proposal to begin school in a hybrid model.

First, however, we plan to share our thoughts and understanding of the current dilemma facing our school system with you.

On Tuesday night, District leadership presented the details, as they currently exist, given the fluctuating state of an ongoing pandemic, of their return-to-school plan. The presentation focused on the hybrid model, since it is being proposed as the model we use to begin the school year.

At the Regional School Committee, we are in agreement about the merits of the hybrid plan, given the current state of community health. We are pleased that this plan allows teachers and students to learn together, both at home and in school rather than the ½ and ½ plan that is common in our neighbor districts. The fact that our buildings have generous room sizes, healthy ventilation systems and our commitment to small class sizes is the reason this plan works. We are grateful to all the boards and school leaders who have worked over the years to allow us the privilege of our hybrid plan.

This plan allows for continuity of learning and teaching with a stable cohort. It gives opportunities for students to be in school for things that are best done in person, such as lab sessions or taking tests. It also offers opportunities for teachers to work powerfully with students safely in a remote setting using the lessons learned this spring. All this can happen due to the dedication of our leadership and our committed faculty and we are extremely grateful to all those working hard this summer to make returning to school safely and productively a reality.

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As the Committee members reviewed the plans for each school, a specific concern arose. What can we do about teachers who, for specific health or family reasons can not return in person this fall? In the elementary and middle schools, the promise of a Remote Academy staffed by DS teachers solves some of the issues. We wondered what the pathway would be for a high school teacher in such a situation. We didn't see a clear path for them. Ms. Miller will speak in a moment as to how her motion addresses these concerns while supporting our needs as parents and taxpayers. Before she speaks, I would like to remind the community why it is an essential component of a safe and successful return to school this fall.

On Tuesday, I asked whether #WeAreDS was a true compact in our community, our common commitment to ensure that no person is left alone at lunch, or teased for being unique. Over the past few years, it's been the focus of assemblies and guidance lessons and thousands of Tweets. We've discussed how creating inclusive culture means to grow in our understanding of differences: learning differences, cultural differences, social differences and to become more aware and able to support one another's unique needs. We've come to understand equity and how it means that giving people what they need does not mean that everyone always gets the same. Nowhere is this more apparent than in trying to do school in a pandemic. Last spring, we came to understand that not all our students can learn equally well via remote learning. We heard on Tuesday night that we must prioritize our students with the greatest needs for the most time in person. This is absolutely true. It is also true that not all students can participate in hybrid or in-person learning during this time and we are making arrangements for those students to have a dynamic and inclusive remote program that provides opportunities for them to interact virtually with their peers at home and at school. This is equity.

And so it is also true with our educators. John D'Auria, a local education leader and former principal and Superintendent of area school systems speaks often of the Fractal Nature of schools. He explains that "A fractal is a mathematical term that refers to a self-similar pattern; that is, individual or small segments of the entire design resemble the whole. Nature abounds with fractals. Broccoli's shape is a fractal. If one breaks off a small floret from a broccoli plant it looks like a miniature version of the entire edible portion of the plant." He argues that schools are fractals. How the leaders treat their teachers, so too will the teachers respond to their students. This is not just a school phenomenon, we see this in all manner of human interactions. Thus, we are determined that we must also include our dedicated faculty as we examine learning models this year. Just as we expect to offer equity to our students based on what they need, we must respond to our educators who have a clear and present need to work remotely.

I've been told that this is crazy. "If you give folks this option, they will all take it and then who will be there to teach the children." I reject this warning. Our teachers have worked side by side with administrators to craft these plans. They want to see our children, in person. They want to teach. Our amendment isn't giving everyone a menu of how they feel like working. It is offering equity. It is trusting our teachers to know what equity is, and taking what they need, not what they see someone else "get." This is not about winners and losers, this is about creating as Dr. Keough so eloquently describes, "a community of care."

The catastrophe of COVID-19 has left each of us in a state of grief. We grieve for those ill or dead, we grieve for missed vacations, milestones, celebrations. We grieve for children who've lost opportunities to make the team, perform in the show, go to college or to that internship or that once-in-a-lifetime trip. We grieve for lost jobs, and the uncertainty of the future. Grief, as we know, has stages. Anger, denial, bargaining, depression, and someday possibly, acceptance. Grief is messy. The stages aren't linear. Grief is ugly: it robs you of patience, grace and empathy. If we are being honest with ourselves... we are all there. We must each recognize this grief in ourselves and in one another and try to offer grace to others as we move toward accepting "a new normal" nobody ever wanted.

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As we deliberate tonight, I hope that each of those listening will know that it is with complete dedication to and love for our communities that each of us votes tonight. It is with deep respect for each of those who have worked to plan for our schools' safe and successful reopening, and with hope that we can continue this important work in the weeks to come.

2) Reopening Plan 2020 Vote - Ms. Charron asked for comments by other school committee members:

Judi Miller - At the outset of this meeting, I would like to clarify why I believe, from an educational as well as humanistic standpoint, we attempted to incorporate the amendment I proposed into the hybrid model Dr. Keough presented.

At our last meeting, we were tasked with determining whether to approve, for the middle and high schools, Dr. Keough's recommendation that we begin school this fall under a Hybrid Model. In the run up to that meeting, I spent countless hours working on the reopening task force and gathering information about the three models in order to make an informed decision. As I explained in my remarks on Tuesday night, the social and emotional needs our students compelled me to support the Hybrid Model. At the same time, through my work on the reopening task force and my contact with our teachers, I learned that a small number of teachers, due to medical issues, primarily, and childcare issues, secondarily, might be unable to return to in-person teaching. In fact, the district's most recent survey of teachers revealed that the vast majority of our teachers intended to return to teaching if we chose to return under a Hybrid Model. Without intervention, these teachers who cannot teach in-person would be required to take a leave of absence and in many cases the district would be required to hold their jobs open during the first 12 weeks of their absence. At the same time, the district would be required to temporarily replace these teachers by hiring from the outside.

Based upon the caliber of teachers we would need to hire to temporarily replace staff on leave and based on the current state of the job market for teachers in Massachusetts, I am convinced that it will be difficult if not impossible, to replace teachers who need leave, and to find replacements who are certified or even qualified to teach their courses.

I base these statements regarding hiring on the following. First, for those of you who do not teach or have children at the high school, you need to know that we are a small school with small class size and we offer an extremely broad array of classes, including classes such as AP Physics, AP Calculus and AP Chemistry. Due to our small size, we have several classes for which there is only a cohort of 15 or 20 students taking those classes. These we call singleton classes. In a normal year, it is difficult to hire certified teachers in the math and science departments, much less teachers who are certified to teach these singleton courses; this year, without the proposed amendment, we would be looking to hire those teachers but offering only temporary employment, possibly only for a few weeks. If the numbers in Massachusetts get worse and the commonwealth decrees that everyone must teach remotely, our regular teacher will come off of leave and begin teaching their courses remotely, and the temporary teachers will be dismissed. I find it unlikely that any teacher worth their salt would be willing to give up a current, stable position to teach at DS with the possibility of being terminated if and when we return to remote teaching. These assumptions are borne out by the fact that other districts who are ahead of DS in this process have had great difficulty finding any qualified teachers to teach in their schools this year.

Thus, from a purely educational perspective, we are faced with two choices: (1) attempt to find replacements for all teachers who we must permit to take leave if their medical or childcare circumstances make them unable to teach in person, when we know that process will be next to impossible; or (2) allow those teachers who cannot teach in-person due to medical or childcare reasons to teach the in-person sections of their classes remotely, thus alleviating the need for

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leave. As I explained at our last meeting, I believe that, from an educational perspective, it is in the best interests of our high school students to learn remotely from those few excellent educators who cannot work in-person due to their medical and childcare issues, rather than hire inferior teachers from outside the district, and face the possibility that we may not even be able to do that.

At our last meeting, I identified two other reasons that mitigate in favor of this approach. Some of the teachers who will need to take leave rather than teach in person will be entitled to use sick leave during their leave of absence. We will be required to pay the replacement teachers as well, thus increasing our costs during a time when our towns may not be able to shoulder the financial burden imposed by this pandemic.

Lynn Collins - Each of us on this committee have read the volumes of emails from parents expressing diametrically opposed opinions on how to get our kids safely back to school, that the "remote" is the only sensible option or that "all in" is the only sensible option, or that hybrid is the only "sensible" option. I've read all of the emails admonishing us to "do what's right for the children" advising us to not base our decisions on irrational fears or emotion or to settle for a substandard education model. The fact of the matter is, however, that reasonable minds can and do differ on how best to achieve this objective. Whether you agree with us on how we do that, know that we have spent countless hours working to ensure that our decision is informed, evidence-based, and what each of us believes is in the best short and long-term interest of our school and our community.

Over the course of the last month, I became comfortable with the hybrid plan because the remote aspects of the plan became more robust and equitable for differently situated students. As I said during last Tuesday's meeting, this is a threshold issue for me because I can't vote in favor of a hybrid model that contemplates replacing teachers with substitutes simply because those teachers are unable to deliver their lessons in-person during a pandemic. Yes - having the teacher in the classroom is far superior to having those lessons delivered remotely.

But I have a deep respect for the teachers and parents who are unwilling or unable to take what they deem is an unacceptable risk of in-person learning in this matter literally of life and death. And the fact of the matter is, that based on surveys conducted last month, a number of our teachers will be unable to enter our building due to their own or a family members 'heightened risk of dying if they contract the COVID-19 virus. And a number of our teachers won't be able to teach on-site because of COVID-related child-care issues. I think our amendment to the plan offers a better alternative to using substitutes to replace these teachers.

- Remote teaching is entirely possible. In fact, there are entire institutions established around the concept of remote instruction. No, it's not ideal and in normal times, would be unacceptable for our district. But we are in a crisis right now and It's time to execute on the social contracts we have all entered with each other to make the best of this awful situation. Just as we need to trust one another to comply 100% with all safety protocols to keep our schools safe, we have to trust that our educators will continue to demonstrate the commitment, professionalism, and excellence they are known for regardless of the setting they're in.
- We need to prepare ourselves for what many believe is a certainty -- a move to all-remote education where all teachers will be teaching remotely.
- Our teachers make our school district the amazing institution that it is. Those of us who moved to Dover for the schools were not drawn here for the buildings. We were drawn here because of the education that takes place in those buildings and the teachers who have dedicated their

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careers to provide it. Employers across the country are resorting to extraordinary -- even if temporary -- measures to enable employees with childcare needs to continue working. We can and we should.

Anne Hovey - In the past few weeks I have read dozens of emails from, and have had hours of conversations with parents, teachers, administrators, students and alums from the Dover Sherborn Community. Thank you to everyone who took time to share your thoughts, fears, and suggestions; please know that each and every email was carefully read and every conversation thoughtfully considered.

While engaging with the community, a sense of there being an "us" and a "them" emerged... During these challenging and uncertain times, we draw strength from our community. All of us who are involved with the Dover Sherborn schools- parents, teachers, staff, administrators, school committee members- are in this together; we share a common goal. While we may disagree on the specifics, we all want to do right by our kids. While it remains important to continue to push each other in positive ways and to ask thoughtful questions- doing so in a supportive way raises us all up and creates a stronger, more resilient community. We are all striving toward that elusive goal of doing what's "best" for our students. This situation is new to all of us- but if we keep that common goal in mind, afford each other a lot of grace, and support each other in our endeavors, our children will benefit.

Maggie Charron - At Tuesday night's Joint School Committee Meeting, there was procedural confusion relating to the advanced motion for the Regional School Committee to approve the school reopening model. There was a seconded motion that was neither rescinded nor voted on and a subsequent seconded motion that was approved. In an abundance of caution, I am proposing that we, consistent with the voted intent of the Regional School Committee, rectify any such irregularity. To do this, I propose that we (a) rescind the reopening resolution passed by the Regional School Committee and (b) discuss (if necessary) and vote on the seconded motion that was made Tuesday.

Accordingly, I move to (a) rescind the Regional School Committee's reopening vote made at the Joint School Committee meeting on August 11, 2020 and (b) approve the Superintendent's hybrid plan as presented but with additional provisions as follows:

During the period of the COVID-19 Massachusetts State of Emergency and the phased reopening of the Commonwealth, any teacher who falls into a Hardship Category as defined below will be permitted to teach their in-person classes remotely while students zoom in from school and/or attend the Remote Academy being created at the middle school. Hardship Categories are defined as:

- Teachers who provide documentation from their health care provider that they are at high-risk for COVID-19 as defined by the CDC. See <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>
- Teachers who provide documentation from the health care provider of a family member with whom they live that the family member is at high-risk for COVID-19, as defined by the CDC.
- Teachers who provide documentation that they are unable to work due to a bona fide need for leave to care for a child whose school or childcare provider is closed or unavailable for reasons related to COVID-19.

Motion by Judi Miller, second by Michael Jaffe.

Michael Jaffe proposed amending the motion to read: "(b) approve the Superintendent's hybrid plan as presented and amended as follows:"

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The amendment to the motion was accepted.
20-28 VOTE: 6 - 0 via roll call

Maggie Charron - Because there may be additional practical details of this modification to reopening plan that the resolution does not address in detail, I'd like to move to direct the negotiating subcommittee of the Regional School Committee to seek to negotiate, together with the negotiating subcommittees of the Dover School Committee and the Sherborn School Committee, a Memorandum of Understanding with the Dover Sherborn Educational Association, that incorporates terms that are consistent with the amendment to the hybrid reopening proposal passed by the Regional School Committee on August 14, 2020.

Motion by Michael Jaffe, second by Judi Miller
20-29 VOTE: 6 - 0 via roll call

3) Adjournment at 6:52 pm.

Respectfully submitted, Amy Davis

2020-21 SCHOOL COMMITTEES MEETING SCHEDULE

Dates are subject to change

REGIONAL SCHOOL COMMITTEE MEETINGS	SHERBORN SCHOOL COMMITTEE MEETINGS	DOVER SCHOOL COMMITTEE MEETINGS	JOINT SCHOOL COMMITTEE & UNION #50 MEETINGS
			July 14, 2020 - 5:00 pm start ZOOM MEETING
			July 28, 2020 - 5:00 pm start ZOOM MEETING
			August 11, 2020 - 5:00 pm start ZOOM MEETING
			August 25, 2020 - 5:00 pm start ZOOM MEETING
Tuesday, September 15, 2020	Tuesday, September 22, 2020	Tuesday, September 29, 2020	
Tuesday, October 6, 2020	Tuesday, October 13, 2020- 5:30 start***	Tuesday, October 20, 2020	Tuesday, October 13, 2020 -7:00 pm -DSMS Library
Monday, November 2, 2020	Tuesday, November 10, 2020*	Tuesday, November 17, 2020*	
Tuesday, December 8, 2020*- starts 5:30 pm			Tuesday, December 8, 2020 7:00 pm DSMS Library
Tuesday, January 5, 2021	Tuesday, January 12, 2021	Tuesday, January 19, 2021-- 5:30 pm start ***	Tuesday, January 19, 2020 -7:00 pm DSMS Library
Tuesday, February 2, 2021			
Tuesday, February 23, 2021			
February 24, 2021*** (tentative)			
Tuesday, March 2, 2021**	Tuesday, March 9, 2021**	Thursday, March 4, 2021**	
			Tuesday, April 6, 2021 - 6:30 pm DSMS Library
			Tuesday, April 27, 2021 - 6:30 pm DSMS Library
Tuesday, May 4, 2021	Tuesday, May 11, 2021	Monday, May 17, 2021	
Tuesday, June 8, 2021- 6:30 pm start	Thursday, June 15, 2021 - 5:30 pm start***	Tuesday, June 8, 2021-- 5:30 pm start	Thursday, June 15, 2021 - 6:30 pm start DSMS Library
<i>Regional School Committee meetings begin at 6:30 p.m. in the library at DS Middle School, unless otherwise noted.</i>	<i>Sherborn School Committee meetings begin at 6:30 p.m. in Room 204B at the Sherborn Town Hall, unless otherwise noted.</i>	<i>Dover School Committee meetings begin at 6:30 p.m. in the library at Chickering School, unless otherwise noted.</i>	
* Meeting to include first pass of the FY22 Budget	* Meeting to include first pass of the FY22 Budget	* Meeting to be held in the morning to discuss the first pass of the FY22 Budget	
** Meeting to include final action on FY22 Budget	** Meeting to include final action on FY22 Budget	**Meeting to include final action on FY22 Budget	
*** Budget Meeting with Dover Warrant and Sherborn Advisory Committees	***Meeting held at DSMS Library	*** Meeting held at DSMS Library	