

**Dover School Committee**  
**Meeting Agenda**  
**October 18, 2016**  
**6:30 pm**  
**Chickering Elementary School**  
**Library**

1. Call to Order
2. Community Comments -6:30-6:40 pm
3. Chickering PTO Report – Ms. Sarah Puerini, President 6:40 – 6:50 pm
4. Reports:
  - Principal’s Report – Ms. Dayal 6:50-7:00 pm
  - Assistant Superintendent Report – Dr. LeDuc 7:00 – 7:10 pm
  - Special Education Director’s Report – Ms. Smith 7:10 – 7:20 pm
  - Interim Superintendent’s Report – Mr. McAlduff 7:20 – 7:30 pm
5. 2016 MCAS Report 7:30 -8:00 pm
6. FY17 Monthly Financial Report 8:30 – 8:40 pm
7. Capital Subcommittee Report 8:40 -8:50 pm A.R.
  - FY 18 Capital Plan Approval
8. October 1 Enrollment/Class Size Report 8:50 -9:00pm
9. School Committee FY18 Budget Guidance 9:00 -9:05 pm
10. Consent Agenda 9:05-9:10 pm A.R.
  - Approval of FY18 Technology Plan Supplement
  - METCO Donation
  - Dover School Committee Minutes September 20, 2016 and October 6, 2016
11. Communications (For Members Information) 9:10 -9:15 pm
  - Update on Educator Evaluation Regulations
  - Regional School Committee Minutes September 6, 2016
  - Sherborn School Committee Minutes September 13, 2016
12. Items for November 22, 2016 Meeting (Reminder: 8:15 am start)9:15 -9:20 pm
13. 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 Dover Sherborn Public Schools do not discriminate on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

# *The Public Schools of Dover and Sherborn*

*Memo from  
Interim Superintendent Bill McAlduff*

TO: Dover School Committee

From: William H. McAlduff, Jr.  
Interim Superintendent

Date: October 14, 2016

RE: Agenda Item #4

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Attached please find the following reports:

- Principal's Report – Ms. Dayal
- Assistant Superintendent Report – Dr. LeDuc
- Special Education Director's Report- Ms. Smith
- Interim Superintendent's Report – Mr. McAlduff



The Public Schools of Dover and Sherborn  
157 Farm Street  
Dover, MA 02030  
Phone: 508-785-0036 Fax :508-785-2239  
URL: [www.doversherborn.org](http://www.doversherborn.org)  
Mr. William H. McAlduff, Jr., Interim Superintendent  
Dr. Karen L. LeDuc, Assistant Superintendent  
Ms. Christine Smith, Director of Special Education  
Ms. Dawn Fattore, Interim Business Manager

Chickering School  
29 Cross Street  
Dover, MA 02030  
Phone: 508-785-0480  
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Ms. Laura Dayal  
Principal

Dr. Deb Reinemann  
Assistant Principal

Ms. Christine Cronin-Tocci  
Special Education  
Interim Team Chair

To: Mr. William McAlduff, Interim Superintendent  
From: Ms. Laura Dayal, Chickering Principal  
Re: Principal's Monthly Report  
Date: 10-14-16

### **Principal's Reflections**

At Chickering we are all deeply engrossed in our work as educators, setting team and individual goals for the year, launching several types of professional development, setting priorities on the School Advisory Committee, bringing the METCO volunteers and staff together, welcoming Curriculum Enrichment presenters, guiding new families in the district, and building positive connections throughout our community. I fully appreciate the high level of involvement and dedication of staff and am excited about our work ahead with families and the community.

### **Curriculum & Learning**

This year administration is dedicating one of every two staff meetings per month to Professional Learning Communities, providing significant time to teams to work together on their goals for the year, revising and creating curriculum. We also have three Professional Development afternoons the second half of the year dedicated to PLC work. These teams also collaborate weekly during Common Planning Time (CPT), depending on the makeup of the group (within Chickering or across schools). Goals are being finalized for an October 14th deadline and include a wide range of valuable targets, from revising a grade-level Social Studies unit to adopting a research-based supplemental ELA program to be infused across the grades by a Special Education team, to creating an interdisciplinary approach and units on technology skills needed for the new state digital assessments for Next Generation MCAS this spring. Across the board, goals are rigorous and meaningful, build our capacity to serve students well, and continually increase our effectiveness as educators.

### **Professional Development**

In addition to the school-based PD mentioned above, largely directed by PLC Leaders and the professionals within each group, Chickering is creating a Positive Behavior Interventions and Supports program (PBIS) this year. We started off with

Family Style meals in the lunchroom, with shared expectations and new routines established to create a calm and pleasant lunchtime experience for all. During a recent PD day we identified existing positive interventions and supports which are implemented throughout the school in different places and shared them out to build awareness. Many good practices are already in place and we will synthesize those into common PBIS practices at Chickering, as well as adding new expectations and positive supports.

On September 28th Chickering and Pine Hill educators met in Sherborn to launch a collaborative curriculum review and revision, with each grade level working as a team to review the standards and frameworks, build cohesiveness as a team, and examine one unit to be revised for both schools. This is a big step toward alignment to the standards and between elementary schools. Educators are glad to be working together toward a common goal.

Educational assistants have 6 hours of PD built into their contract, beyond the 6 hours required before school opens for students, and this year we have arranged for long-time Newton Public Schools Psychologist and Professional Development leader David Gotthelf to conduct sessions on working with a diverse range of learners and supporting them within the classroom. Dr. Gotthelf was well received at his first session and we look forward to having him back in the coming months.

### **DS Professional Growth & Evaluation System Update**

Educators' draft goals were due September 30th and over the past two weeks we have all had extensive and rich conversations about the goals for our students and school, and the many possibilities among our teams of professional educators. A tremendous amount of work has gone into shaping the goals and laying out plans for collaborative teamwork over the course of the year. I truly look forward to seeing teams and individuals address their goals and the opportunities for all of us to learn from them.

### **Plant and Facilities**

The hydraulic lift ordered for elevated work around the school was delivered and is ready for the next job. A number of projectors and screens were also repaired or installed as needed in September and we appreciate the resources.

### **School Advisory Council**

The School Advisory Council had its initial meeting October 5th and members organized themselves into two groups to gather information and conceive plans in preparation for the next meeting. One group is focusing on Communication and Technology and the other on Wellness. With a larger group this year and a more participatory lens, SAC members will be able to have a greater impact on our understanding of needs and possibilities, and to impact the school community.

### **Extracurricular Happenings**

The PTO has kindly taken on the mission of providing a meaningful leadership experience for our 4th and 5th graders in collaboration with administrators, called the "Make a Difference" Club. The purpose is to help promote leadership skills, build awareness of needs in our communities, and find ways to make a difference, be it raising money or contributing time and work at an organization. The club will

meet on early release days and requires parent involvement this year as the club is launched. We look forward to shaping the experience for children so that it is positive, engaging, and informative.

This year we have another special opportunity to build leadership and collaboration skills with our fifth graders by having our Chickering students join Pine Hill students at Hale Reservation in nearby Westwood for the end-of-year fifth grade experience. Hale Reservation programming runs for three consecutive days and would replace the Nature's Classroom three-day overnight experience. Included in the mix are ropes courses, rock climbing, environmental studies, and teambuilding. Last June two of our fifth grade teachers visited the Hale Reservation program while students from Pine Hill attended and our teachers noted many similarities with the Nature's Classroom experience, with the added benefit of a nearby day program. This would allow all students to attend, and to do so with Pine Hill students prior to their merging at the Dover-Sherborn Middle School. Pine Hill and Chickering staff embrace the opportunity to bring our students together for this experience and we have received positive feedback thus far from parents, after having shared it with families at Open House as a possible new direction.

### **Nutrition/School Lunch**

Family style lunches are going well, and thanks to Educational Assistant Jeannie Ensor, fifth grade students, and Librarian Cheryl Chase, we will have posters up next week showing our PBIS shared expectations for a positive experience, and the schedule and routines established to help everyone manage their time and enjoy a good lunch. Many thanks to the parents who have volunteered their time to help with recycling during lunches and also sit at tables with students to engage in healthy conversations. Thank you also to staff who are not on duty during that time but who come to join the students and get to know them better. It has been lovely to see everyone connecting on a different level this year during lunchtime.

# *The Public Schools of Dover and Sherborn*

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Mr. William H. McAlduff, Jr., Interim Superintendent  
Dr. Karen L. LeDuc, Assistant Superintendent  
Ms. Christine Smith, Director of Special Education  
Ms. Dawn Fattore, Interim Business Manager

To: William McAlduff, Jr.

From: Karen LeDuc

Re: School Committee report

Date: October 5, 2016

## **K-12 Science and Technology/Engineering (STE) and Computer Science (CS) Curriculum**

The review is well underway. Teams of educators/administrators/curriculum leaders met during the September 28<sup>th</sup> early release day to review the newly adopted January 2016 Massachusetts Department of Elementary and Secondary Education STE and CS standards to determine alignment and to identify next steps for resources/new curriculum standards. As a reminder, the curriculum review looks at the areas of curriculum, instruction, assessment, leadership and professional development.

The survey component is also underway. Parent/family surveys are sent through each school's eblasts through the week of October 21<sup>st</sup>. Educators have begun to complete surveys and students in grades 5, 7 and 10 will complete surveys in their science class. Completing the cycle, administrators will complete their surveys by October 24<sup>th</sup>.

Information will be collated and a final report drafted for presentation to the School Committees sometime this fall.

Thank you for your support of this comprehensive process, which is aligned to our district goal 3, curriculum revision cycle.

## **Qualified Peer Observers**

Educators completed applications to be paired with a Qualified Peer Observer (QPOs.) Teams of QPOs at each building reviewed applications and paired educators with a QPO. These "pairs" will work collaboratively over the school year on defined goals as generated by the initial meetings. Since this is our second year of QPOs working with educators, we still do not have enough QPOs to institute a full year pairing. Some educators will work on a semester basis with their QPOs.

In October and March, I will meet with QPOs to discuss how things are going, and what is needed for future work. If needed, we will offer the Qualified Peer Observer training with Teachers 21.

## **Wellness**

A team of educators and administrators from across all four schools and selected parents and one student attended the Challenge Success workshop in Stanford September 30-October 1 (thank you to the Dover Sherborn Education Foundation), continuing the district's goal 1 in the area of wellness.

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Mr. William H. McAlduff, Jr., Interim Superintendent  
Dr. Karen L. LeDuc, Assistant Superintendent  
Ms. Christine Smith, Director of Special Education  
Ms. Dawn Fattore, Interim Business Manager

To: William McAlduff, Interim Superintendent  
From: Christine J. Smith, Director of Special Education  
RE: Progress and Activities  
Date: October 14, 2016

### **Building a base at Chickering**

Since beginning my work on July 1st a good deal of my time has been spent engaged in conversation with building administration and teachers. My understanding of the strengths and practices used at Chickering has deepened and I feel we are establishing a solid base to our working relationships. Additionally, I was able to attend Professional Development and a mentor meeting at Chickering

### **Regularly scheduled meetings**

In addition to visits and evaluation sessions, I am scheduled for a weekly meeting with the Team Chair and a weekly meeting with the Chickering Administration. Additionally, I review the IEP schedule and try to find annual and re-evaluation meetings to join. This work has led to an understanding about the intricacies of practice and growth at Chickering. These conversations are rich with understanding for all of us as we are all asked to stretch our practices from “What we do at Chickering” to an articulation of “Why we do what we do at Chickering.” These rather philosophical conversations boil down to real life practices with our students and facilitate collaborative problem solving and planning.

### **Moving forward**

As we begin to build the budget and consider needs for the 17-18 school year, I will continue to evaluate the strengths and concerns at Chickering, gather data on student needs, and review the ways in which we allocate fiscal resources. This will be done with all constituents in order to understand the history of Chickering’s priorities and the direction of the future as impacted by the budget.

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Mr. William H. McAlduff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

**TO: Dover School Committee**

**FROM: William H. McAlduff, Jr.  
Interim Superintendent of Schools**

**DATE: October 14, 2016**

**RE: Interim Superintendent Report**

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In your packet you will find information from DESE regarding the 2014-2015 Educator Evaluation Performance Ratings for Dover. This annual report, first distributed in December 2014 (for the 2013-2014 school year), provides district data related to the evaluation performance ratings assigned to professional staff at the conclusion of the yearly evaluation cycle. This data is submitted to DESE as part of our annual year end information management and statistical report.

You will note that there is no data indicating the percentage of educators by performance rating. I do not know why this data was left off this report. I have reached out to DESE for an explanation and am awaiting a response. Hopefully I will have that bit of information to share with you on Tuesday night.

I have also included the 2013-2014 report for your information.

## Massachusetts School and District Profiles

### Dover

#### 2014-15 - Educator Evaluation Performance Rating for Dover

During the 2014-2015 school year, districts were required to implement educator evaluation systems aligned to the [Educator Evaluation framework](#) with all educators district-wide. Please note that some district and school data are not shown due to confidentiality reasons. In instances where a cell is blank, ESE has suppressed data due to one of the following reasons: (1) the number of staff evaluated was fewer than 6, (2) all staff evaluated in the group received the same rating, (3) all educators were evaluated and a single educator had a rating different from all other educators with the same rating in the group, (4) if the "Administrators" or "Teachers" row is suppressed, all group rows are suppressed with the exception of "All Educators", or (5) if either the "Teachers-Professional Status" or "Teachers-Non-Professional Status" row is suppressed, both rows are suppressed.

  [More information about the data](#)

	# of Educators to be Evaluated	# Evaluated	% Evaluated	% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
All Educators	53	51	96.2				
Administrators	9	7	77.8				
Teachers	40	40	100.0				
Teachers-Professional Status	34	34	100.0				
Teachers-Non-Professional Status	6	6	100.0				

## Massachusetts School and District Profiles

### Dover

#### 2013-14 - Educator Evaluation Performance Rating for Dover

During the 2013-2014 school year, Race to the Top (RTTT) districts were required to implement educator evaluation systems aligned to the new [Educator Evaluation framework](#) with all educators district-wide. Non-RTTT districts were required to implement with at least 50 percent of their educators. Please note that some district and school data are not shown due to confidentiality reasons. In instances where a cell is blank, ESE has suppressed data due to one of the following reasons: (1) the number of staff evaluated was fewer than 6, (2) all staff evaluated in the group received the same rating, (3) all educators were evaluated and a single educator had a rating different from all other educators with the same rating in the group, (4) if the "Administrators" or "Teachers" row is suppressed, all group rows are suppressed with the exception of "All Educators", or (5) if either the "Teachers-Professional Status" or "Teachers-Non-Professional Status" row is suppressed, both rows are suppressed.

  More information about the data

	# of Educators to be Evaluated	# Evaluated	% Evaluated	% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
All Educators	54	29	53.7	0.0	93.1	6.9	0.0
Administrators	8	6	75.0				
Teachers	41	20	48.8				
Teachers-Professional Status	39	20	51.3				
Teachers-Non-Professional Status	2	0	0.0				

## EDUCATOR EVALUATION DATA

During the 2014-2015 school year, districts were required to implement educator evaluation systems aligned to the educator evaluation framework with all educators district-wide.<sup>1</sup> Districts that failed to implement a new educator evaluation system in accordance with the timelines established in the regulations are noted as “Did not implement.”

Please note that some district and school data are not shown due to confidentiality reasons. In instances where a cell is blank, ESE has suppressed data due to one of the following reasons: (1) the number of staff evaluated was fewer than 6, (2) all staff evaluated in the group received the same rating, (3) all educators were evaluated and a single educator had a rating different from all other educators with the same rating in the group, (4) if the “Administrators” or “Teachers” row is suppressed, all group rows are suppressed with the exception of “All Educators”, or (5) if either the “Teachers-Professional Status” or “Teachers-Non-Professional Status” row is suppressed, both rows are suppressed.

### PERFORMANCE RATINGS

Educators who were evaluated under the new system earned a Performance Rating of Exemplary, Proficient, Needs Improvement, or Unsatisfactory. Each educator received an overall Performance Rating based on multiple categories of evidence, including evaluator judgments based on observations and artifacts of professional practice; evidence of fulfillment of both professional practice and student learning goals; and multiple measures of student learning, growth, and achievement. The Performance Ratings reported by districts may be either Summative Evaluation ratings, which occur at the conclusion of the full evaluation cycle, or Formative Evaluation ratings, which occur at the end of the first year of a two-year Self-Directed Growth Plan.

The performance ratings are defined by the regulations as follows:

- Exemplary shall mean that the educator's performance consistently and significantly exceeds the requirements of a standard or overall.
- Proficient shall mean that the educator's performance fully and consistently meets the requirements of a standard or overall.
- Needs improvement shall mean that the educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- Unsatisfactory shall mean that the educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

### PROFESSIONAL TEACHER STATUS

Professional Teacher Status (PTS): A teacher who has served in the public schools of a school district for the three previous consecutive school years is entitled to professional teacher status. Per the new educator evaluation regulations, professional teacher status should be granted only to educators who have achieved ratings of Proficient or Exemplary on each Performance Standard and overall. Information was not collected from any charter schools for the 2014-15 school year.

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<sup>1</sup> Commonwealth charter schools are required to evaluate their educators, but are not required to use an evaluation system that is aligned to the state framework. As a result, evaluation ratings from these schools may not be included in the reports.

## DATA REPORTING

Data reflects individuals working in the Education Personnel Information Management System (EPIMS) job classifications below as reflected by district reporting in the EPIMS end-of-the year collection. ESE did not accept any educator evaluation data for educators who did not fall into the job classifications listed below. The "# of Educators to be Evaluated" is the total number of educators in a district or school who fall into the job classifications below. The "# Evaluated" refers to the subset of those educators for whom the school or district reported a Performance Rating.

### Administrator EPIMS Job Classifications

1200	Superintendent of Schools/Charter School Leader/Collaborative Director	1215	Supervisor/Director/Coordinator of Curriculum	1224	Supervisor/Director/Coordinator: Technology - OPTIONAL
1201	Assistant/Associate/ Vice Superintendents	1216	Supervisor/Director/Coordinator: English Language Learner	1225	Supervisor/Director/Coordinator of Professional Development
1202	School Business Official	1217	Supervisor/Director/Coordinator: English	1226	School Nurse Leader (SNL)
1205	Other District Wide Administrators- <b>OPTIONAL</b>	1218	Supervisor/Director/Coordinator: Foreign Language	1305	Principal/headmaster/headmistress/head of school
1210	Supervisor/Director of Guidance	1219	Supervisor/Director/Coordinator: History/Social Studies	1310	Deputy/associate/vice-/assistance principal
1211	Supervisor/Director of Pupil Personnel	1220	Supervisor/Director/Coordinator: Library/Media	1312	School Special Education Administrator
1212	Special Education Administrator	1221	Supervisor/Director/Coordinator: Mathematics	1320	Other School Administrator/ Coordinator- <b>OPTIONAL</b>
1213	Supervisor/Director/Coordinator: Arts	1222	Supervisor/Director/Coordinator: Reading		
1214	Supervisor/Director/Coordinator of Assessment	1223	Supervisor/Director/Coordinator: Science		

### Non-Administrator EPIMS Job Classifications

2305	Teacher	2330	Instructional Coach	3361	School Psychologist -- Special Education
2306	Co-Teacher	3329	Guidance Counselor	3370	School Social Worker -- Non-Special Education
2307	Virtual Course Teacher	3330	Librarians and Media Center Directors	3371	School Social Worker -- Special Education
2308	Virtual Course Co-Teacher	3350	School Adjustment Counselor -- Non-Special Education	5020	School Nurse -- Non-Special Education
2310	Teacher – support content instruction	3351	School Adjustment Counselor -- Special Education	5021	School Nurse -- Special Education
2325	Long Term Substitute Teacher	3360	School Psychologist -- Non-Special Education		

The teacher category is comprised of the following EPIMS job classifications listed above: 2305, 2306, 2307, 2308 and 2310. For the purposes of reporting, the "Teacher – Professional Status" and "Teacher – Non-PTS" educator groups are subsets of the teacher category and only include the teacher EPIMS job classifications.

Educators working in multiple schools will be reported at each school but only once in any category in the district level figures.

***The Public Schools of Dover and Sherborn***

*Memo from  
Interim Superintendent Bill McAlduff*

TO: Dover School Committee  
From: William H. McAlduff, Jr.  
Interim Superintendent  
Date: October 14, 2016  
RE: Agenda Item #5

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In the attached documents you will find:

2016 MCAS Report

**Dover Sherborn Public Schools**  
**2016 MCAS**  
**How do we measure up?**

**MATHEMATICS**

**Elementary: Pine Hill and Chickering**

- MCAS data show we are competitive with some of the area's most highly-regarded elementary schools as detailed below.

<b>Percent of Students Performing in Proficient or Advanced Categories</b>			
<b>Math MCAS 2016</b>			
	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
State	Not reported as most students took PARCC	Not reported as most students took PARCC	Not reported as most students took PARCC
Belmont	PARCC	PARCC	PARCC
Dover (Chickering)	90% (+2) (*90%)	82% (+9)(*79%)	88% (+4)(*87%)
Lexington	84%	82%	88%
Medfield	90%	81%	83%
Sherborn (Pine Hill)	91% (+4)(*88.75%)	84% (+7)(*76.25%)	84%(+6)(*84.5%)
Wayland	PARCC	PARCC	PARCC
Wellesley	87%	79%	83%
Weston	PARCC	PARCC	PARCC
Westwood	PARCC	PARCC	PARCC

( ) Percentage change from previous year administration.

(\*) Percentages are the four year average for the '13-'16 MCAS administrations.

**Secondary: Middle School**

- MCAS data show we are competitive with some of the area's most highly-regarded middle schools as detailed below.
- A detailed review of the MCAS released items indicated an alignment to the content standards.

<b>Percent of Students Performing in Proficient or Advanced Categories</b>			
<b>Math MCAS 2016</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
State	Not reported as most students took PARCC	Not reported as most students took PARCC	Not reported as most students took PARCC
Belmont	PARCC	PARCC	PARCC
Dover-Sherborn	83% (-2) (*81.4%)	86% (+10) (*79.5%)	79% (+4) (*78.8%)
Lexington	88% (0)	88% (+2)	89% (0)
Medfield	PARCC	PARCC	PARCC
Wayland	PARCC	PARCC	PARCC
Wellesley	80% (-3)	80% (+2)	77% (-8)
Weston	PARCC	PARCC	PARCC
Westwood	PARCC	PARCC	PARCC

( ) Percentage change from previous year administration.

(\*) Percentages are the four year average for the '13-'16 MCAS administrations.

**Dover Sherborn Public Schools**  
**2016 MCAS**  
**How do we measure up?**

**Secondary: High School**

- MCAS data shows that 89% of DSHS students scored in the Advanced category-this represents a 3% increase. We continue to be one of the highest performing high schools not only among comparable districts but in the state.

<b>Percent of Students Performing in Proficient or Advanced Categories Math MCAS 2016</b>	
	<b>Grade 10</b>
State	78%
Belmont	97% (+1)
Dover-Sherborn	98% (0) (*97.6%)
Lexington	98% (0)
Medfield	97% (+3)
Wayland	96% (+2)
Wellesley	94% (-1)
Weston	97% (+1)
Westwood	95% (0)

( ) Percentage change from previous year administration.

(\* ) Percentages are the four year average for the '13-'16 MCAS administrations.

**Dover Sherborn Public Schools**  
**2016 MCAS**  
**How do we measure up?**

**ENGLISH LANGUAGE ARTS**

**Elementary: Pine Hill and Chickering**

- Internal Benchmark assessments including DIBELS (a fluency measure) or AIMSWEB, DRA, and Fountas and Pinnell (providing the appropriate reading level for each student) indicate that the majority of our students read accurately and with comprehension at or beyond their grade level.

<b>Percent of Students Performing in Proficient or Advanced Categories</b>			
<b>ELA MCAS 2016</b>			
	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
State	Not reported as most students took PARCC	Not reported as most students took PARCC	Not reported as most students took PARCC
Belmont	PARCC	PARCC	PARCC
Dover (Chickering)	70% (-12) (*82%)	88% (+4) (*79%)	94% (+7) (*87%)
Lexington	79%	81%	86%
Medfield	82%	76%	80%
Sherborn (Pine Hill)	72% (-19)(*84.5%)	86% (+5)(*82%)	88% (-4)(*90%)
Wayland	PARCC	PARCC	PARCC
Wellesley	81%	82%	89%
Weston	PARCC	PARCC	PARCC
Westwood	PARCC	PARCC	PARCC

( ) Percentage change from previous year administration.

(\*) Percentages are the four year average for the '13-'16 MCAS administrations.

**Secondary: Middle School**

- All objective measures indicate that our students consistently achieve at a high level.
- The department will continue to deliver the Common Core State Standards as we implement close reading strategies throughout the school.

<b>Percent of Students Performing in Proficient or Advanced Categories</b>			
<b>ELA MCAS 2016</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
State	Not reported as most students took PARCC	Not reported as most students took PARCC	Not reported as most students took PARCC
Belmont	PARCC	PARCC	PARCC
Dover-Sherborn	86% (-6) (*88%)	94% (+3) (*92.8%)	95% (-1) (*94.8%)
Lexington	92% (0)	95% (+4)	94% (-1)
Medfield	PARCC	PARCC	PARCC
Wayland	PARCC	PARCC	PARCC
Wellesley	88% (-1)	94% (+4)	94% (-1)
Weston	PARCC	PARCC	PARCC
Westwood	PARCC	PARCC	PARCC

( ) Percentage change from previous year administration.

(\*) Percentages are the five year average for the '13-'16 MCAS administrations.

**Dover Sherborn Public Schools**  
**2016 MCAS**  
**How do we measure up?**

**Secondary: High School**

- MCAS data shows once again that 90% of DSHS students scored in the Advanced category. We continue to be one of the highest performing high schools not only among comparable districts but in the state.
- Recent emphasis on CTA (*Close Textual Analysis*) assessments appears to correspond with an increase in the percentage of students scoring in the Advanced category.

<b>Percent of Students Performing in Proficient or Advanced Categories, ELA MCAS 2016</b>	
	<b>Grade 10</b>
State	92%
Belmont	99% (+2)
Dover-Sherborn	99% (0) (*99.2%)
Lexington	99% (0)
Medfield	99% (0)
Wayland	99% (+3)
Wellesley	99% (+1)
Weston	100% (+2)
Westwood	98% (0)

( ) Percentage change from previous year administration.

(\*) Percentages are the five year average for the '13-'16 MCAS administrations.

**Dover Sherborn Public Schools  
2016 MCAS  
How do we measure up?**

**SCIENCE**

**Elementary: Chickering and Pine Hill**

- Recent revisions and updates in Science curriculum to align with Massachusetts and National Science Standards as well as technology integration demonstrate improved student performance on MCAS.

<b>Percent of Students Performing in Proficient or Advanced Categories, STE MCAS 2016</b>	
	<b>Grade 5</b>
State	47%
Belmont	72%
Dover (Chickering)	88% (+4) (*80.5%)
Lexington	81%
Medfield	64%
Sherborn (Pine Hill)	84% (+5)(*84.5%)
Wayland	75%
Wellesley	59%
Weston	71%
Westwood	74%

( ) Percentage change from previous year administration.

(\* ) Percentages are the five year average for the '13-'16 MCAS administrations.

**Secondary: Middle School**

- The department is reviewing the new state science standards that were adopted in January of 2016 as part of the K-12 STE Curriculum Review..
- The science department's comprehensive review of the middle school science curriculum continues to pay dividends as demonstrated by their improved results.

<b>2016</b>	<b>Grade 8</b>
State	42%
Belmont	74% (-2)
Dover-Sherborn	78% (-1) (*72%)
Lexington	81% (-1)
Medfield	60% (-2)
Wayland	76% (0)
Wellesley	71% (-1)
Weston	77% (+10)
Westwood	45% (-3)

( ) Percentage change from previous year administration.

(\* ) Percentages are the four year average for the '13-'16 MCAS administrations.

**Dover Sherborn Public Schools**  
**2016 MCAS**  
**How do we measure up?**

**Secondary: High School**

- DSHS STE MCAS data shows a consistent pattern of high performance among comparable high schools as well as within the state. Most students represented in the 2016 results tested in Biology and a small number of students tested in Chemistry and Physics.

<b>Percent of Students Performing in Proficient or Advanced Categories, SCIENCE MCAS 2016</b>	
	<b>Grade 10</b>
State	92%
Belmont	96% (+2)
Dover-Sherborn	99% (+2) (*98%)
Lexington	97% (+1)
Medfield	94% (+4)
Wayland	95% (+1)
Wellesley	92% (+9)
Weston	87% (+3)
Westwood	92% (-3)

( ) Percentage change from previous year administration.

(\* ) Percentages are the four year average for the '13-'16 MCAS administrations.

# Chickering School MCAS Report: Results & Action Items

October 18, 2016

Mrs. Laura Dayal, Principal

Dr. Deborah Reinemann, Assistant Principal

# MCAS/PARCC/Next Generation MCAS

2014: Schools may choose PARCC or MCAS. D-S chooses MCAS (untimed)

2015: Schools may choose PARCC or MCAS. D-S chooses MCAS (untimed)

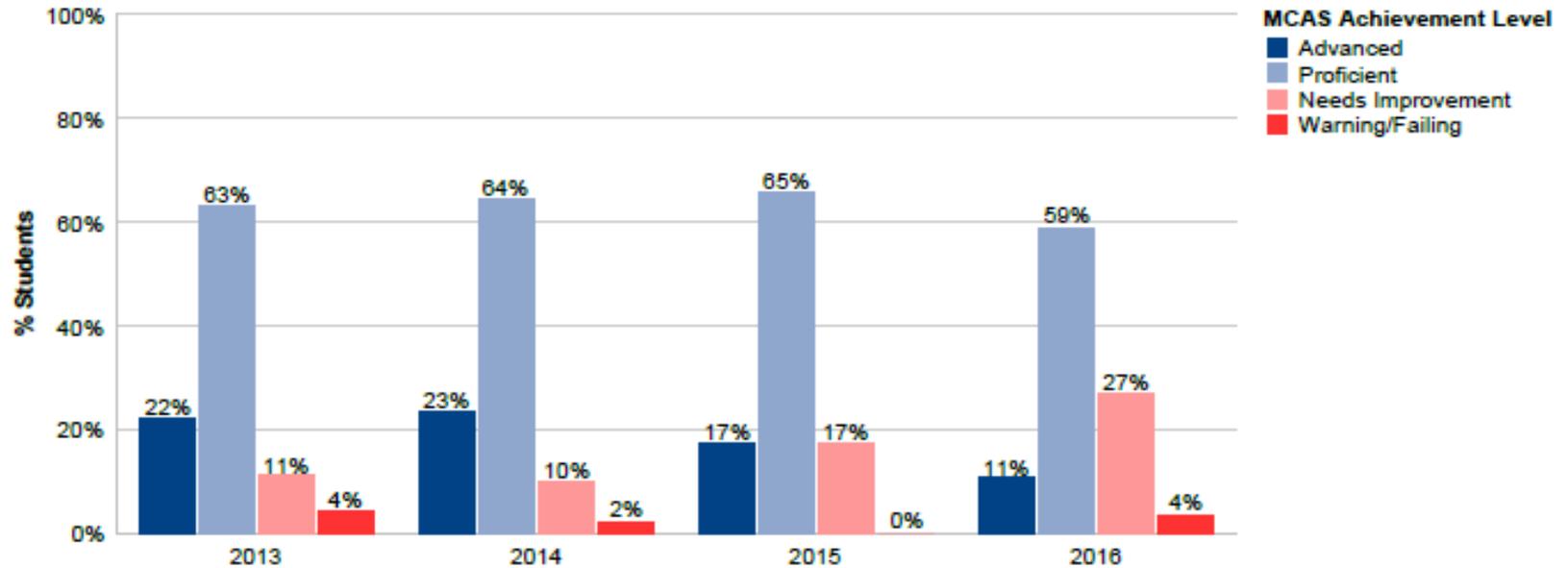
2016: MCAS 2.0 introduced, includes portions from PARCC which are timed

2017: All MA schools must use MCAS 2.0. All fourth and eighth graders must test online. Optional for grade 3 and 5. DS chooses paper testing for grade 3 and 5.

*See also sample MCAS test items distributed at School Committee meeting.*

# Grade 3 ELA

Student Group: All Students

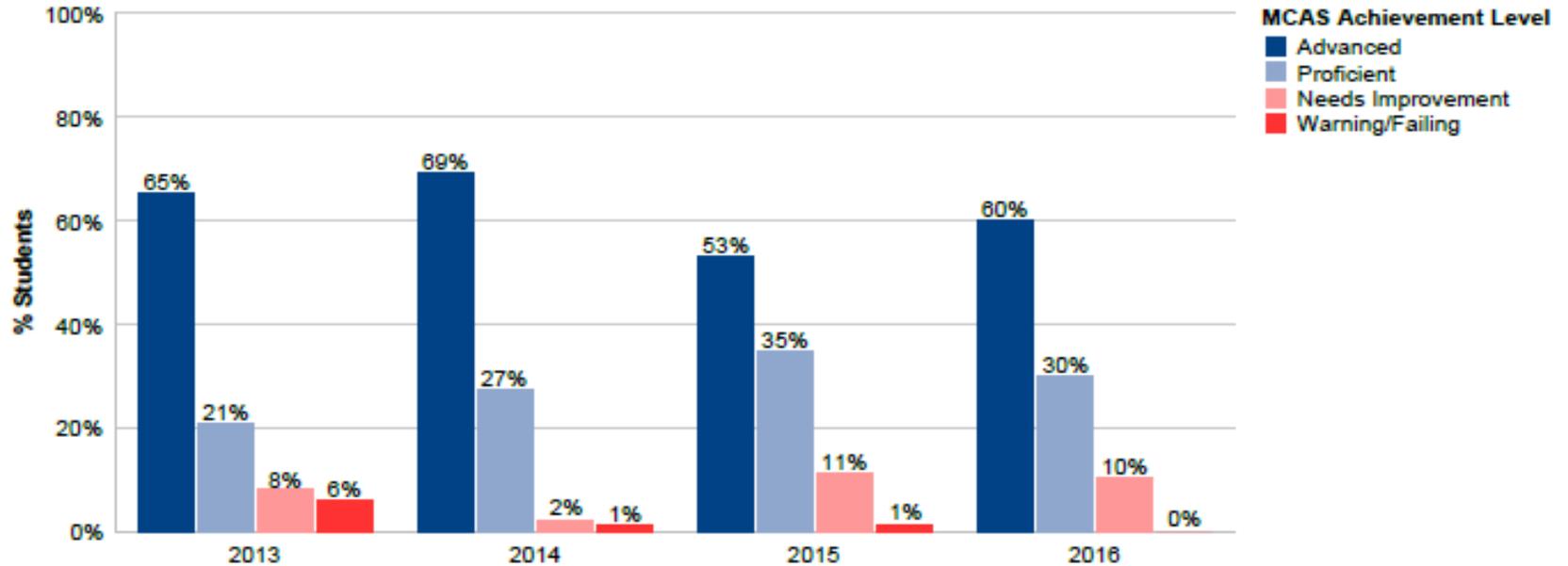


	2013	2014	2015	2016	
Advanced	22 %	23 %	17 %	11 %	
Proficient	63 %	64 %	65 %	59 %	High P: 7 Low P: 12
Needs Improvement	11 %	10%	17%	27%	High NI: 10 Low NI: 3
Warning	4 %	2 %	0 %	4 %	

The High/Low P and High/Low Ni descriptors identify the number of students who are on the border of the category, not the entire set. Data reflects district, not school data

# Grade 3 Math

Student Group: All Students

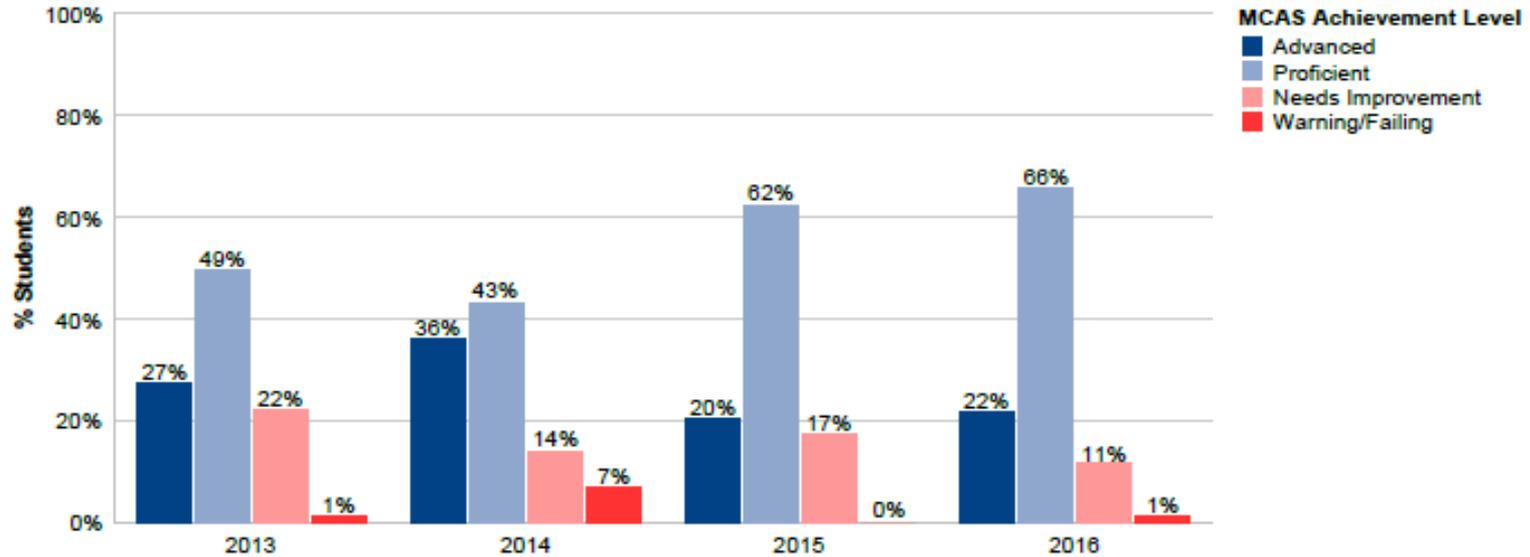


	2013	2014	2015	2016	
Advanced	65 %	69 %	53 %	60 %	
Proficient	21 %	27%	35%	30%	High P: 6 Low P: 4
Needs Improvement	8 %	2 %	11%	10%	High NI: 3 Low NI: 2
Warning	6 %	1 %	1 %	0 %	

The High/Low P and High/Low Ni descriptors identify the number of students who are on the border of the category, not the entire set. Data reflects district, not school data

# Grade 4 ELA

Student Group: All Students

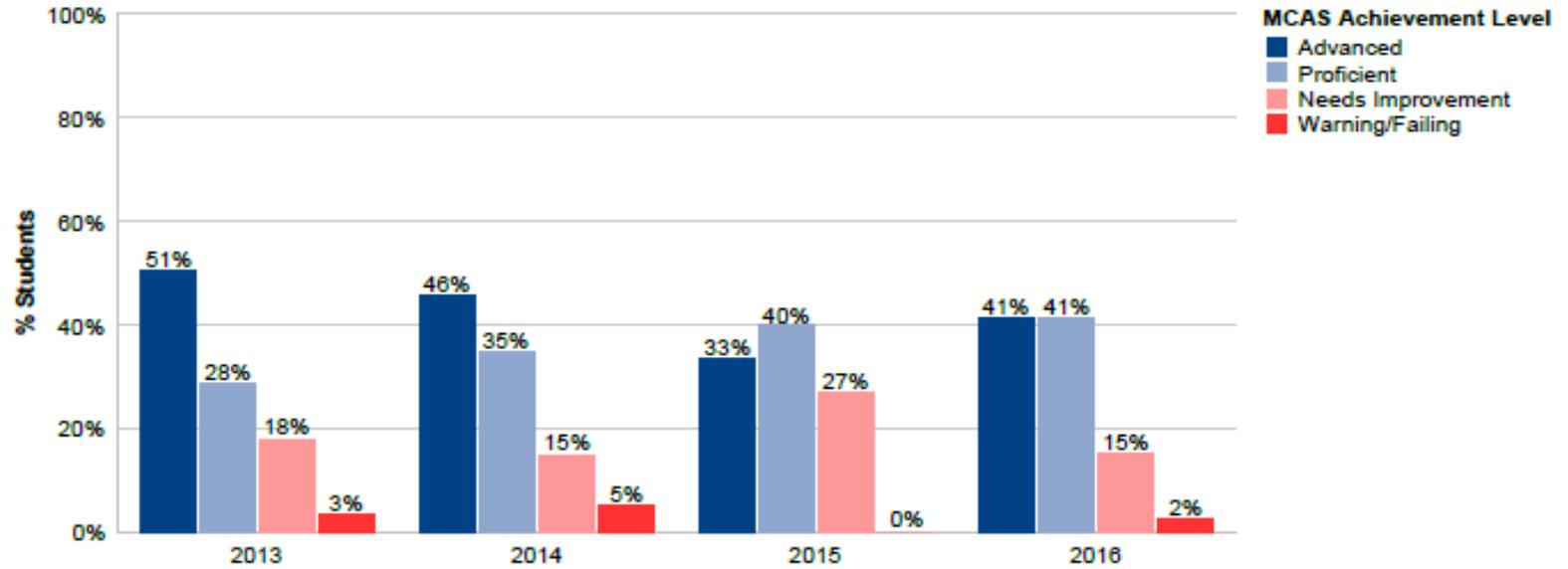


	2013	2014	2015	2016	
Advanced	27 %	36 %	20 %	22 %	
Proficient	49 %	43 %	62 %	66 %	High P: 9 Low P: 7
Needs Improvement	22 %	14 %	17 %	11 %	High NI: 1 Low NI: 0
Warning	1 %	7 %	0 %	1 %	

The High/Low P and High/Low Ni descriptors identify the number of students who are on the border of the category, not the entire set. Data reflects district, not school data

# Grade 4 Math

Student Group: All Students

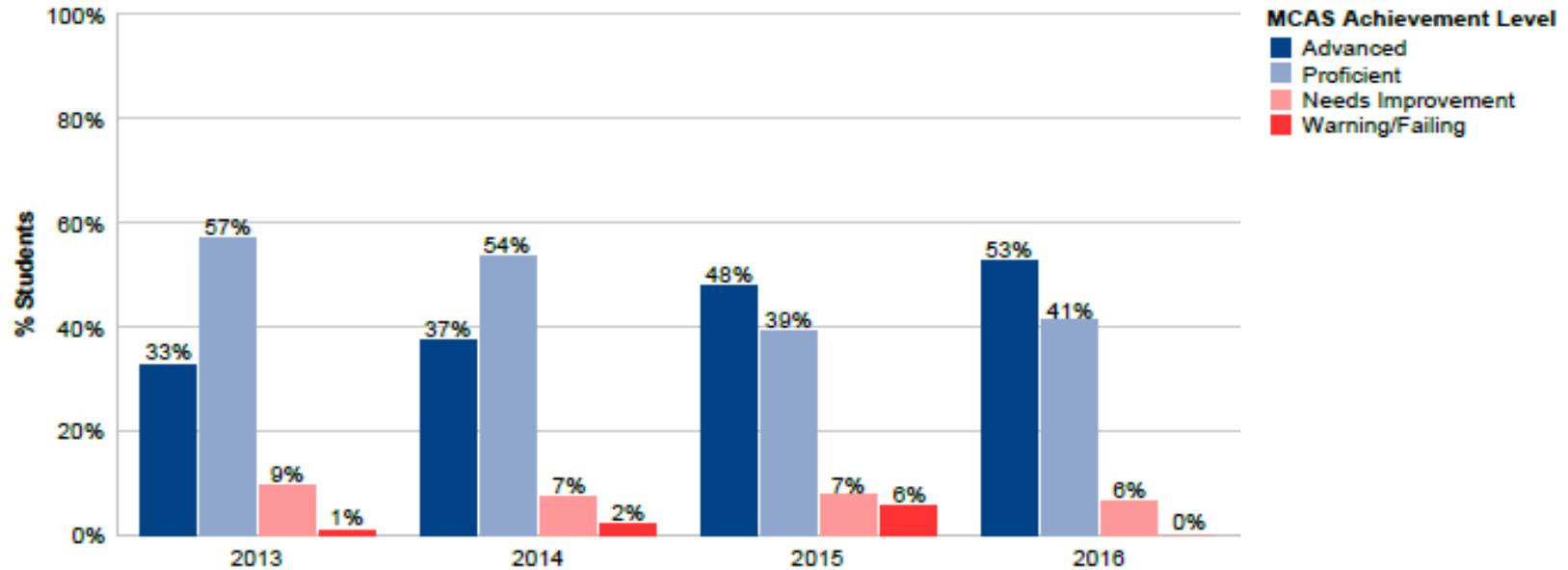


	2013	2014	2015	2016	
Advanced	51 %	46 %	33 %	41 %	
Proficient	28 %	35 %	40 %	41 %	High P: 8 Low P: 8
Needs Improvement	18 %	15 %	27 %	15 %	High NI: 2 Low NI: 1
Warning	3 %	5 %	0 %	2 %	

The High/Low P and High/Low Ni descriptors identify the number of students who are on the border of the category, not the entire set. Data reflects district, not school data

# Grade 5 ELA

Student Group: All Students

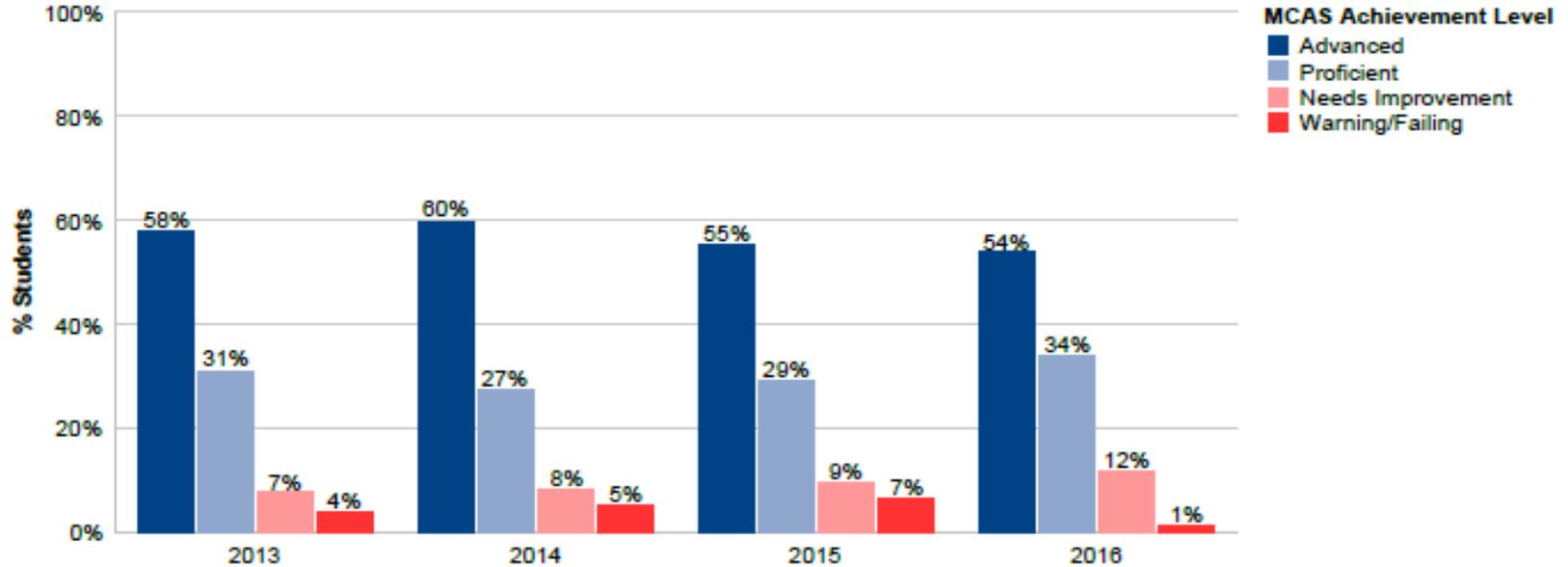


	2013	2014	2015	2016	
Advanced	33 %	37 %	48 %	53 %	
Proficient	57 %	54 %	39 %	41 %	High P: 13 Low P: 3
Needs Improvement	9 %	7 %	7 %	6 %	High NI: 0 Low NI: 1
Warning	1 %	2 %	6%	0 %	

The High/Low P and High/Low Ni descriptors identify the number of students who are on the border of the category, not the entire set. Data reflects district, not school data

# Grade 5 Math

Student Group: All Students

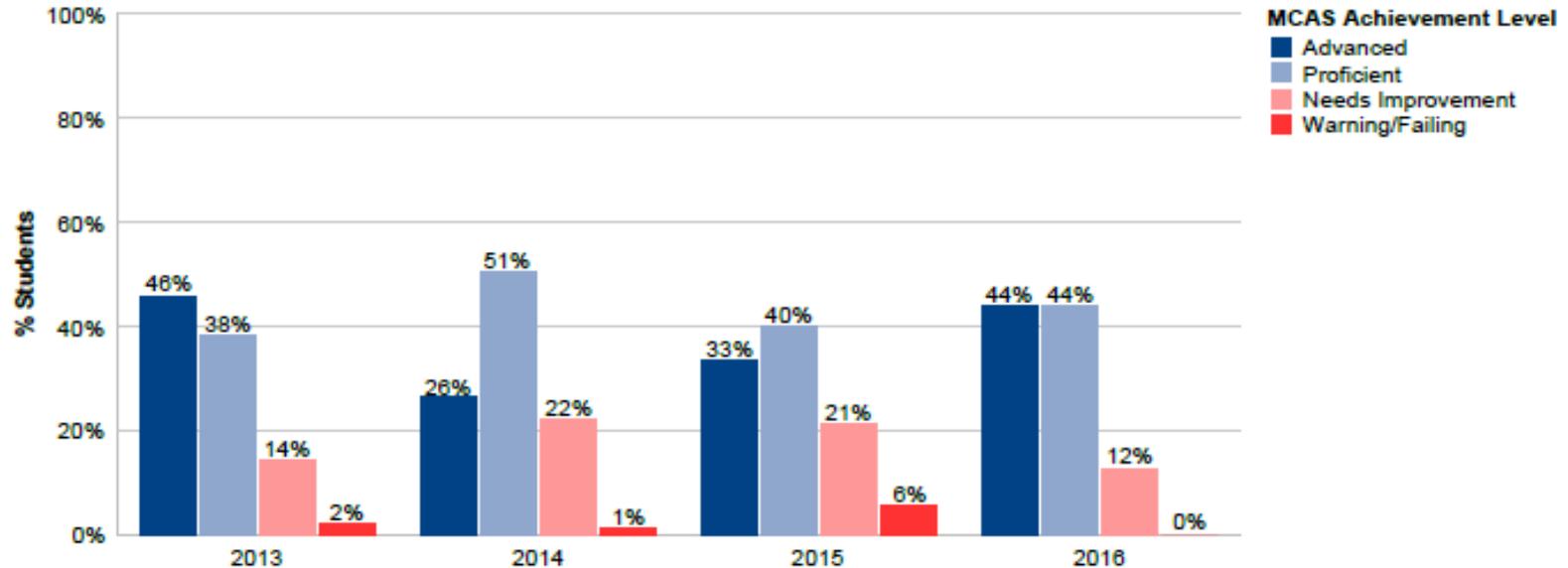


	2013	2014	2015	2016	
Advanced	58 %	60 %	55 %	54 %	
Proficient	31 %	27 %	29 %	34 %	High P: 3 Low P: 5
Needs Improvement	7 %	8 %	9 %	12 %	High NI: 5 Low NI: 1
Warning	4%	5 %	7 %	1 %	

The High/Low P and High/Low Ni descriptors identify the number of students who are on the border of the category, not the entire set. Data reflects district, not school data

# Grade 5 Science

Student Group: All Students



	2013	2014	2015	2016	
Advanced	46 %	26 %	33 %	44 %	
Proficient	38 %	51 %	40 %	44 %	High P: 7 Low P: 5
Needs Improvement	14 %	22 %	21 %	12 %	High NI: 3 Low NI: 0
Warning	2 %	1 %	6 %	0 %	

The High/Low P and High/Low Ni descriptors identify the number of students who are on the border of the category, not the entire set. Data reflects district, not school data

# Growth in ELA, Math, grade 4 and 5

	Median SGP	N students (SGP)	% Prof and A	N students (Achievement level)
Grade 4, ELA	72	83	87	87
Grade 5, ELA	76.5	94	94	95
Grade 4, Math	69	83	83	87
Grade 5, Math	58	94	87	95

SGP= student growth percentile

# Viewing students as a cohort

		ELA 2016	Math 2016	ELA 2015	Math 2015	ELA 2014	Math 2014
Class of 2024 Current grade 5	Adv and Prof.	88% (gr. 4)	82 % (gr. 4)	82 % (gr. 3)	88 % (gr. 3)	n/a	n/a
	NI and W	12 % (gr. 4)	17% (gr. 4)	17 % (gr. 3)	12 % (gr. 3)	n/a	n/a
Class of 2023 Current grade 6	Adv and Prof.	94 % (gr. 5)	88 % (gr. 5)	82 % (Gr. 4)	73 % (Gr. 4)	87 % (gr. 3)	96 % (gr. 3)
	NI and W	6 % (gr. 5)	12 % (gr. 5)	17 % (Gr. 4)	27 % (Gr. 4)	12 % (gr. 3)	3 % (gr. 3)

Data reflects district, not school data

# Patterns in performance, by strand

ELA	Math
Reading	Measurement and Data
Writing	Operations and Algebraic thinking
Language	Numbers and Operations
Speaking and Listening (not assessed)	Geometry

Within each strand there are multiple sub-categories. Throughout the strands, strengths and areas of weakness are noted. There are no significant curriculum trends, accounting for number of questions, and state comparisons.

However, scoring on the type of question is consistent.

Multiple choice (1 pt) is better than Open Response (4 pts) and Short answer (2 pts)

# Action items

- MCAS data initiates review at multiple levels:
  - Curriculum and teaching
  - Data Dive:
    - Students
      - What interventions were in place? Were interventions effective? (ex. Title I, Tier 2 Literacy) If so, which ones?
      - Special circumstances (ex. Concussions, scribe)
    - Review of test questions with educators
      - Item analysis
      - Review of cohort sent and cohort received
      - Goal setting
    - Changes in the test, PARCC Style
      - Point of view is new
      - Comparing multiple sources is relatively new
      - Writing: narrative, research simulation, and/or literary analysis in an increase in writing repertoire

# Action Items, as seen in grade level goals

(Examples)

*Grade 3 goal:*

- “Point of view...it is evident that students require explicit instruction in the process of writing from another point of view. Students will be utilizing multiple sources to write diary entries and letters throughout the unit, reflecting their ability to include and organize their knowledge and understanding of content.”
- Also have a new grammar text, to formalize and align grammar instruction.

Grade 4 Goal:

- Next Gen MCAS will be online- .... “will develop a unit that focuses on the technology skills needed in order for our students to successfully complete the online version of the Math Next Generation MCAS standardized test.”  
Students will have the necessary curriculum and technology to be successful.

Grade 5

- Science Camp was effective in refreshing students' memory of science concepts from the previous year; repeat this year. Continue on the same curricula and intervention course as last year.

*The Public Schools of Dover and Sherborn*

*Memo from  
Interim Superintendent Bill McAlduff*

TO: Dover School Committee  
From: William H. McAlduff, Jr.  
Interim Superintendent  
Date: October 14, 2016  
RE: Agenda Item #6

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In the attached documents you will find:

FY17 Monthly Financial Report

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030

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

[www.doversherborn.org](http://www.doversherborn.org)

Mr. William H. McAlduff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

TO: William McAlduff, Interim Superintendent  
FROM: Dawn Fattore, Interim Business Manager  
RE: Status of Appropriations – October 12, 2016  
DATE: October 13, 2016

Attached is the Status of Appropriations for October 12, 2016. (We are presenting October 12<sup>th</sup> versus September 30<sup>th</sup> in order to capture the payroll encumbrances of all Central Office shared positions.)

We have slightly altered the columns presented on the monthly reports. The columns are as follows:

1. FY17 Budget
2. Amounts expended through date of report
3. Amounts encumbered through date of report
4. Total projected expenditures (amounts expended plus amounts encumbered)
5. Operating variance/Budgeted amounts remaining (Budget less total projected expenditures)
6. % of Budget (Operating Variance /Budgeted amounts remaining as a % of budgeted amount)

Our discussion this month will focus on the salary variance analysis. We are still addressing the encumbrances for our routine expenditures and will provide an update on this area of the budget in November. In addition, the Superintendent will address the Out-of-District operating results to date.

Regarding salaries, the current status of appropriations is a work in process as we continue to review the financial reporting by function code. For example, in prior years the educational assistants were reported in the respective Teachers' function code line item. You will note there is now a separate function code which captures the salary expenditures of all educational assistants. We are still working to align the budget appropriations to the expenditures and anticipate this being completed for next month's report. Salaries expenditures in total reflect operations to date however, the analysis to follow will not completely align with the individual line item variances appearing on the monthly report.

#### Salary Variance Analysis of October 12, 2016

**Superintendent:** Interim Superintendent's salary approximately \$20,000 less than amount being carried forward from last permanent superintendent. Dover realizes one-third of this variance, \$7,000.

**Business and Finance:** Interim Business manager's salary approximately \$25,000 less than amount budgeted. Dover realizes one-third of this variance, \$8,200.

**Teachers, Classroom:** The FY17 Budget included funding for one new teacher. The School Committee last June approved hiring of two additional teachers due to revised enrollment data. In addition, we had two teachers resign over the summer. For these five openings, we had \$215,396 in budgeted salaries. The salary costs for the five new hires were \$264,759 resulting in a negative salary variance of \$49,363.

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.

In addition, an increase to the FLES position of .3FTE was approved based on the two new classes and the scheduling logistics of the new teacher with Pine Hill. This resulted in a negative salary variance of \$9,350.

The table below summarizes the above items plus additional budget versus actual items:

New Hires/Replacements	(\$49,363)
FLES increase	(\$ 9,350)
Maternity Leave	\$10,800
Unrealized Lane Changes	\$ 1,660
Salary Budget Adjustments	(\$3,200)
Net variance	(\$49,453)

**Teachers, SPED:** The replacements for the two retirements were, in total, hired within the budgeted amounts. There is a negative variance of \$10,130 for a mid-year replacement from last year which was not accounted for in the FY17 budget. In addition, the FY17 budget did not provide for summer services for the pre-k which does run on an extended year for a segment of the enrollment. These costs were \$17,600.

**Educational Assistants:** Two additional 1:1 EA positions were approved over the summer to service students new to the District resulting in a negative variance of \$69,800 in this function code.

Summary of Teaching Variances to date:

Teachers, Classroom	(\$49,453)
Teachers, SPED	(\$27,730)
EAs	(\$69,800)
Total	<u>(\$146,983)</u>

**Other function codes:** At this time, it is anticipated that all remaining unencumbered line items will be expensed during the school year.

Expenditures

We will include expenditure encumbrances where appropriate in the report presented to the School Committee in November. We are happy to answer any questions however the Committee may have to date at Tuesday's meeting.

Dover Public Schools  
Status of Appropriations as of October 12, 2016

<u>SALARIES</u>	<u>FY17</u>	<u>EXPENDED</u>		<u>TOTAL</u>	<u>OPERATING</u>	<u>% of</u>
	<u>BUDGET</u>	<u>THUR 10/12</u>	<u>ENCUMBRANCES</u>	<u>PROJECTED</u>	<u>VARIANCE/ BUD.REMAINING</u>	<u>BUDGET</u>
SUPERINTENDENT	\$120,125	\$0	\$113,097	\$113,097	7,028	5.85%
BUSINESS AND FINANCE	129,084	9,564	111,874	121,438	7,646	5.92%
DISTRICT INFO MANAGEMENT	71,219	0	71,218	71,218	1	0.00%
SPED ADMINISTRATION	120,489	20,431	99,014	119,445	1,044	0.87%
SCHOOL LEADERSHIP-BUILDING	340,806	105,013	235,404	340,417	389	0.11%
ACADEMIC LEADERS/QPO	28,165	0	0	0	28,165	100.00%
TEACHERS, CLASSROOM	2,590,599	424,058	2,213,951	2,638,009	(47,411)	- 1.83%
TEACHERS, SPED	1,298,990	179,094	887,590	1,066,684	232,307	17.88%
SUBSTITUTES	52,750	2,556	1,850	4,406	48,344	91.65%
EDUCATIONAL ASSISTANTS	269,582	86,041	516,249	602,290	(332,708)	-123.42%
LIBRARIANS & MEDIA CENTER	101,180	15,566	85,614	101,180	0	0.00%
BUILDING BASED PD	28,000	16,992	5,815	22,807	5,193	18.54%
CLASSROOM INSTRUCT TECHNOLOGY	104,941	16,145	88,796	104,941	0	0.00%
GUIDANCE COUNSELORS	96,107	14,842	81,321	96,163	(56)	- 0.06%
PSYCHOLOGICAL SERVICES	104,941	16,145	88,796	104,941	0	0.00%
MEDICAL/HEALTH SERVICES	79,863	12,263	66,730	78,993	870	1.09%
CUSTODIAL SERVICES	242,775	67,626	144,806	212,433	30,343	12.50%
<b>TOTAL SALARIES</b>	<b>\$5,779,616</b>	<b>\$986,337</b>	<b>\$4,812,126</b>	<b>\$5,798,463</b>	<b>(\$18,847)</b>	<b>- 0.33%</b>
<b>EXPENDITURES</b>						
SCHOOL COMMITTEE	\$10,650	4,075	1,440	\$5,515	\$5,135	48.21%
SUPERINTENDENT	15,400	7,193	170	7,363	8,037	52.19%
LEGAL SERVICES	11,500	2,500	0	2,500	9,000	78.26%
DISTRICT INFO MANAGEMENT	41,800	25,506	2,240	27,747	14,053	33.62%
SCHOOL LEADERSHIP-BUILDING	12,212	5,204	450	5,653	6,559	53.71%
TEACHER SUPPLIES	13,250	2,456	11,104	13,560	(310)	- 2.34%
SPED SERVICES/SUPPLIES	80,387	13,635	37,916	51,551	28,836	35.87%
LIBRARIANS & MEDIA CENTER	12,648	6,703	150	6,853	5,796	45.82%
COURSE REIMBURSEMENT	18,000	0	0	0	18,000	100.00%
TEXTBOOKS & RELATED SOFTWARE	35,980	20,836	3,252	24,088	11,892	33.05%
LIBRARY INSTRUCTIONAL MATERIALS	5,395	1,720	1,867	3,587	1,808	33.51%
INSTRUCTIONAL EQUIPMENT	4,000	2,343	0	2,343	1,657	41.43%
GENERAL SUPPLIES	57,400	37,770	7,232	45,003	12,397	21.60%
CLASSROOM INSTRUCT TECHNOLOGY	6,723	1,547	263	1,809	4,914	73.09%
GUIDANCE	650	0	0	0	650	100.00%
MEDICAL/HEALTH SERVICES	2,783	585	0	585	2,198	78.98%
TRANSPORTATION SERVICES	211,086	19,905	180,715	200,620	10,466	4.96%
CUSTODIAL SERVICES	165,856	52,610	75,749	128,359	37,497	22.61%
UTILITIES	234,700	23,178	0	23,178	211,522	90.12%
<b>TOTAL EXPENDITURES</b>	<b>\$940,420</b>	<b>\$227,766</b>	<b>\$322,547</b>	<b>\$550,313</b>	<b>\$390,106</b>	<b>41.48%</b>
<b>TOTAL INDISTRICT OPERATING</b>	<b>\$6,720,035</b>	<b>\$1,214,103</b>	<b>\$5,134,673</b>	<b>\$6,348,776</b>	<b>\$371,259</b>	<b>5.52%</b>
<b>OOD TUITION &amp; TRANSPORTATION</b>						
TRANSPORTATION SERVICES	\$260,770	\$0	\$30,363	\$30,363	230,407	88.36%
TUITION TO MA SCHOOLS	106,425	4,957	118,830	123,787	(17,362)	-16.31%
TUITION TO NON-PUBLIC SCHOOL	2,438,752	236,284	2,109,782	2,346,066	92,686	3.80%
TUITION TO COLLABORATIVES	389,980	26,188	301,155	327,343	62,637	16.06%
<b>TOTAL OOD</b>	<b>\$3,195,927</b>	<b>\$267,429</b>	<b>\$2,560,130</b>	<b>\$2,827,559</b>	<b>\$368,368</b>	<b>11.53%</b>
<b>TOTAL OPERATING</b>	<b>\$9,915,962</b>	<b>\$1,481,532</b>	<b>\$7,694,803</b>	<b>\$9,176,335</b>	<b>\$739,627</b>	<b>7.46%</b>

# The Public Schools of Dover and Sherborn

157 Farm Street

Dover, MA 02030

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

[www.doversherborn.org](http://www.doversherborn.org)

Mr. William H. McAlduff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

**TO: Dover School Committee**

**FROM: William H. McAlduff, Jr.  
Interim Superintendent of Schools**

**DATE: October 14, 2016**

**RE: FY17 Out-of –District Tuition Budget Update**

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## **FY17 Funds Available:**

FY17 Operating Budget	<u>\$ 2,935,157</u>
<b>Total</b>	<b>\$2,935,157</b>

## **FY17 Current OOD Tuition Expenses:**

PK-12+	\$2,833,784
Tuition due Sherborn	<u>\$ 50,876</u>
<b>Total</b>	<b>\$2,884,660</b>

<b>FY17 Current Net Position – OOD Budget</b>	<b>\$ 50,497</b>
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*The Public Schools of Dover and Sherborn*

*Memo from  
Interim Superintendent Bill McAlduff*

TO: Dover School Committee  
From: William H. McAlduff, Jr.  
Interim Superintendent  
Date: October 14, 2016  
RE: Agenda Item #7

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In the attached documents you will find:

FY18 Capital Plan for you approval





**Whalley Computer Associates, Inc**  
 One Whalley Way  
 Southwick, Massachusetts 01077  
 United States  
<http://www.wca.com>  
 (P) 413-569-4200  
 (F)

Quotation (Open)	
<b>Date</b> Sep 20, 2016 09:09 AM EDT	<b>Expiration Date</b> 2016-10-20
<b>Doc #</b> 200270 - rev 1 of 1	
<b>Description</b> Cafe & Gym Projector Systems	
<b>SalesRep</b> Lessard, Keeley (P) 508634-1100	
<b>Customer Contact</b> Ritacco, Anthony (P) 508-785-1730 <a href="mailto:ritaccoa@doversherborn.org">ritaccoa@doversherborn.org</a>	

**Customer**  
 Dover-Sherborn Public School  
 District (DOPUB)  
 Ritacco, Anthony  
 157 Farm Street  
 (Billing only - do not deliver  
 anything here)  
 Dover, MA 02030  
 United States

**Bill To**  
 Dover-Sherborn Public School  
 Ritacco, Anthony  
 157 Farm Street  
 Attn: AP (Billing only, do not  
 ship product here)  
 Dover, MA 02030  
 United States  
 (P) (508)785-1730  
 (F) (508)785-8141  
[ritaccoa@doversherborn.org](mailto:ritaccoa@doversherborn.org)

**Ship To**  
 Dover-Sherborn Middle School  
 Ritacco, Anthony  
 155 Farm Street  
 Dover, MA 02030  
 United States  
 (P) (508)785-0635 ext. 7210  
[ritaccoa@doversherborn.org](mailto:ritaccoa@doversherborn.org)

<b>Customer PO:</b>	<b>Terms:</b> Net 30 Days	<b>Ship Via:</b> FedEx Ground
<b>Special Instructions:</b>		<b>Carrier Account #:</b>

#	Image	Description	Part #	Tax	Qty	Unit Price	Total
<b>Projectors</b>							
1		Epson PowerLite PRO G7000WNL LCD projector - 6500 lumens - WXGA (1280 x 800) - 16:10 - HD 720p - no lens - LAN with 3 years Epson Road Service Program	V11H752920	Yes	2	\$2,565.00	\$5,130.00
<b>Lenses</b>							
2		Epson ELP LM10 Zoom lens - 55.4 mm - 83.3 mm - f/1.81-2.4	V12H004M0A	Yes	2	\$1,262.00	\$2,524.00
<b>Professional Installation Services</b>							
3		Cafeteria	EST# 132278	Yes	1	\$32,040.00	\$32,040.00

#	Image	Description	Part #	Tax Qty	Unit Price	Total
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- Note: 1) Install (1) Customer provided Long through wall mounted projector.  
 2) Install (1) Customer provided Long throw projector lens  
 3) Install (1) Customer provided Ceiling mounted bracket for projector.  
 4) Furnish and Install (1) 1 1/2" Pole from wall mount to projector.  
 5) Furnish and Install (1) HDMI, VGA, 3,5 Audio Decora 2 gang faceplate for new Inputs.  
 6) Furnish and Install (2) HDMI 25' M/M Cable off inputs faceplate.  
 7) Furnish and Install (2) VGA/3.5mm 25' M/M Cable off inputs faceplate.  
 8) Furnish and Install (1) Strain relief hook for faceplate input cables.  
 9) Furnish and Install (2) 20' Section of nylon snake wrap for input cables.  
 10) Furnish and Install (1) HDMI Over Category 6 baluns from projector to Inputs.  
 11) Furnish and Install (1) VGA/3.5 over Category 6 baluns from projector to Inputs.  
 12) Furnish and Install (2) Atlona AT-HD VS-TX-WP For Input connections.  
 13) Furnish and Install (2) Atlona AT-HDVS-RX For transferring Input connections.  
 14) Furnish and Install (1) Symetrix Jupiter 4 Input, 4 Output Mixer. (In Rack)  
 15) Furnish and Install (1) QSX GXD4 Processing Amp. (In Rack)  
 16) Furnish and install (1) SurgeX SA-20 Surge Protector.  
 17) Furnish and Install (1) Audio Tech ATW-1311 Wireless Microphone setup.  
 18) Furnish and install (1) Furman PL-8C Power Amp.  
 19) Furnish and Install (1) Wall mounted Source and volume control module.  
 20) Furnish and Install (2) JBL CBT 70J-1-WH Loud Speakers.  
 21) Furnish and Install (2) JBL CBT 70JE-1-WH Loud Speakers.  
 22) Furnish and Install (1) 10' Length of rubber floor raceway for cable concealing.  
 23) Focus, Test, and Calibrate projector and sound system.

4		Gym	EST# 132278	Yes 1	\$37,455.00	\$37,455.00
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- Note: 1) Install (1) Customer provided Long through wall mounted projector.  
 2) Install (1) Customer provided Long throw projector lens  
 3) Install (1) Customer provided Ceiling mounted bracket for projector.  
 4) Furnish and Install (1) 1 1/2" Pole from wall mount to projector.  
 5) Furnish and Install (1) HDMI, VGA, 3,5 Audio Decora 2 gang faceplate for new Inputs.  
 6) Furnish and Install (1) HDMI 25' M/M Cable off inputs faceplate.  
 7) Furnish and Install (1) VGA/3.5mm 25' M/M Cable off inputs faceplate.  
 8) Furnish and Install (1) Strain relief hook for faceplate input cables.  
 9) Furnish and Install (1) 20' Section of nylon snake wrap for input cables.  
 10) Furnish and Install (1) HDMI Over Category 6 baluns from projector to Inputs.  
 11) Furnish and Install (1) VGA/3.5 over Category 6 baluns from projector to Inputs.  
 12) Furnish and Install (1) Atlona AT-HD VS-TX-WP For Input connections.  
 13) Furnish and Install (1) Atlona AT-HDVS-RX For transferring Input connections.  
 14) Furnish and Install (1) Symetrix Jupiter 4 Input, 4 Output Mixer. (In Rack)  
 15) Furnish and Install (1) QSX GXD4 Processing Amp. (In Rack)  
 16) Furnish and Install (1) SurgeX SA-20 Surge Protector.  
 17) Furnish and Install (1) Audio Tech ATW-1311 Wireless Microphone setup.  
 18) Furnish and Install (1) Furman PL-8C Power Amp.  
 19) Furnish and Install (1) Wall mounted Source and volume control module.  
 20) Furnish and Install (2) QSC Loudspeaker \*refurbished\* speakers as approved by customer.  
 21) Furnish and Install (1) 10' Length of rubber floor raceway for cable concealing.  
 22) Focus, Test, and Calibrate projector and sound system.

Subtotal:	\$77,149.00
US: Exempt (0.000%):	\$0.00
Shipping:	\$0.00
<b>Total:</b>	<b>\$77,149.00</b>

Remittance Address:  
 PO Box 1292  
 Brattleboro, VT 05302-1292

These prices do NOT include setup fees, or any cables or cabling services or material unless specifically listed above. All prices are subject to change without notice. Supply subject to availability.



11 Rogers Road, Haverhill, MA 01835  
[www.atkinsoncarpet.com](http://www.atkinsoncarpet.com)

**Chickering Elementary Cafeteria**

Supply and install Mannington Essentials VCT, color(s) TBD, and Johnsonite 4" vinyl cove base, color TBD. Pricing includes freight, adhesives, rip up and recycling of existing VCT, skimming the floor with Ardex feather finish, and installing new VCT during normal working hours using prevailing wage rates. = **\$20,500.00**

Please call with any questions.

Sincerely,

Andrea Hood

# *The Public Schools of Dover and Sherborn*

157 Farm Street

Dover, MA 02030

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

[www.doversherborn.org](http://www.doversherborn.org)

Mr. William H. McAlduff, Jr., Interim Superintendent

Dr. Karen L. LeDuc, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

**TO: Dover School Committee**

**FROM: William H. McAlduff, Jr.  
Interim Superintendent of Schools**

**DATE: October 14, 2016**

**RE: Annual Enrollment Reports**

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In your packet you will find a number of enrollment documents. I believe that the data found in each document is self explanatory. I will be prepared to share some highlights and observations about the data with you on Tuesday night. Questions and/or comments are certainly welcomed.

**Chickering Elementary School**  
**Ten Year Enrollment History and Five Year Projections**  
**October 1, 2016**  
**Grades K-5**

Year	K	1	2	3	4	5	Total
2007-08	81	91	103	92	105	108	580
2008-09	85	100	93	110	95	101	584
2009-10	82	92	104	94	110	95	577
2010-11	70	95	87	104	89	106	551
2011-12	69	77	90	89	103	89	517
2012-13	71	75	84	97	92	105	524
2013-14	66	78	80	90	95	96	505
2014-15	54	67	78	82	92	102	475
2015-16	61	61	75	82	86	95	460
2016-17	<b>64</b>	<b>72</b>	<b>68</b>	<b>83</b>	<b>96</b>	<b>88</b>	<b>471</b>

Sections	4	4	4	4	5	5	26
Avg. C/S	16.0	18.0	17.0	20.8	19.2	17.6	18.1
Breakout	15,16,16,17	18,18,18,18	16,17,17,18	20,21,21,21	18,19,19,20,20,	16,17,18,18,19	

Projections:							
3 Year Rate		111%	108%	106%	108%	104%	
2017-18	60	71	78	72	90	100	470
2018-19	62	66	76	82	78	94	458
2019-20	62	68	71	81	89	81	453
2020-21	61	68	74	76	88	93	459
2021-22	61	68	74	78	82	91	454

Projections:							
1 Year Rate		118%	111%	111%	117%	102%	
2017-18	60	76	80	75	97	98	486
2018-19	62	70	84	89	88	99	493
2019-20	62	73	79	93	104	90	501
2020-21	61	73	82	87	109	106	518
2021-22	61	72	82	90	102	112	518

**Chickering Elementary School  
 Ten Year Enrollment History  
 October 1, 2016 Actual vs. Projections  
 Grades K-5**

<b>Year</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>2007-08</b>	81	91	103	92	105	108	580
<b>2008-09</b>	85	100	93	110	95	101	584
<b>2009-10</b>	82	92	104	94	110	95	577
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<b>2014-15</b>	54	67	78	82	92	102	475
<b>2015-16</b>	61	61	75	82	86	95	460
<b>2016-17</b>	<b>64</b>	<b>72</b>	<b>68</b>	<b>83</b>	<b>96</b>	<b>88</b>	<b>471</b>

**Projections:**

Oct. 1, 2016	61	69	68	79	86	89	452
June 1, 2016	65	69	67	81	93	90	465

Actual Enrollment  
 vs.



**Public Schools of Dover and Sherborn  
Grade K - 12 Enrollment Summary  
October 1, 2016**

**Special Education (In District)**

Grade	Dover	Sherborn
K	5	5
1	8	9
2	8	13
3	11	8
4	20	8
5	18	11
<b>Totals</b>	<b>70</b>	<b>54</b>

**METCO**

Grade	Dover	Sherborn
K	0	0
1	0	3
2	3	2
3	2	2
4	1	1
5	1	0
<b>Totals</b>	<b>7</b>	<b>8</b>

**ELL**

Grade	Dover	Sherborn	METCO
K	4	0	0
1	2	2	0
2	4	0	0
3	2	2	0
4	2	3	0
5	2	1	0
<b>Totals</b>	<b>16</b>	<b>8</b>	<b>0</b>

Grade	Dover	Sherborn
6	11	13
7	19	9
8	19	11
9	10	14
10	9	14
11	8	7
12	6	7
<b>Totals</b>	<b>82</b>	<b>75</b>

Grade	Region 6-12
6	6
7	2
8	3
9	4
10	4
11	1
12	4
<b>Totals</b>	<b>24</b>

Grade	Dover	Sherborn	METCO
6	0	0	0
7	0	0	1
8	1	0	0
9	0	0	0
10	0	0	0
11	2	0	0
12	1	0	0
<b>Totals</b>	<b>4</b>	<b>0</b>	<b>1</b>

<b>Totals K-12</b>	<b>152</b>	<b>129</b>
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<b>Totals K-12</b>	<b>39</b>
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<b>Totals K-12</b>	<b>20</b>	<b>8</b>	<b>1</b>
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\*Add 13 METCO Students (301)

**Dover - Sherborn Regional  
Grade 6- 12 Enrollment  
October 1, 2016**

<b>Grade</b>	<b>Dover</b>	<b>Sherborn</b>	<b>Metco</b>	<b>Totals</b>
6	90	76	6	172
7	102	70	2	174
8	102	77	3	182
9	102	68	4	174
10	82	67	4	153
11	90	76	1	167
12	77	77	4	158
<b>Total</b>	<b>645</b>	<b>511</b>	<b>24</b>	<b>1180</b>
	55.80%	44.20%		

# *The Public Schools of Dover and Sherborn*

*Memo from  
Interim Superintendent Bill McAlduff*

TO: Dover School Committee  
From: William H. McAlduff, Jr.  
Interim Superintendent  
Date: October 14, 2016  
RE: Agenda Item #9

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## FY18 Budget Guidelines:

This agenda item is an opportunity for the School Committee to provide guidance to the administration on the FY 18 Budget planning.

# *The Public Schools of Dover and Sherborn*

*Memo from  
Interim Superintendent Bill McAlduff*

TO: Dover School Committee  
From: William H. McAlduff, Jr.  
Interim Superintendent  
Date: October 14, 2016  
RE: Agenda Item #10

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The following communications and information are included on the Consent Agenda. The items on the Consent Agenda will be approved by the Committee in its entirety unless a member asks that a particular item be put on hold for further discussion.

- Approval of FY18 Technology Plan Supplement
- METCO Donation
- Dover School Committee Minutes September 20, 2016 and October 6, 2016

## **Metco Donation**

We are pleased to announce a \$5,000 donation from the Needham Bank. This donation is specifically earmarked for the use of our METCO program. Given long standing concerns related to the funding of the METCO program across the state, the Needham Bank Board of Directors has stepped forward to provide this funding.

The Dover-Sherborn donation is intended to serve our entire K-12 METCO program. The Dover-Sherborn Regional District will act as the funding agent for this donation. Dr. LeDuc and METCO Director Monique Marshall-Veale will work with the Leadership Team and staff in overseeing the expenditure of these dollars. Our intention is to use these funds to increase the opportunity for our METCO students to participate in after school activities.

**Chickering Technology Plan Supplement  
2017-2018**

**Based on The Public Schools of Dover and Sherborn  
Educational Technology Plan  
Future Ready Learning  
2016-2021**



**Chickering Technology Committee  
2016-2017**

# Table of Contents

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Introduction

**Chickering** Technology Committee

Technology Mission, Vision and Guiding Principles

Setting the Context

I. Learning

II. Teaching

III. Leadership

IV. Assessment

V. Infrastructure

## Introduction

The Public Schools of Dover and Sherborn strive to be “future ready,” where we inspire, challenge and support our students and educators in a global environment where today’s competencies - critical thinking, complex problem solving, collaboration, multimedia communication, managing projects using appropriate digital tools and resources - are at the forefront of teaching and learning.

To accomplish this, we present [the Chickering Technology Plan Supplement 2017-2018, based on The Public Schools of Dover and Sherborn Educational Technology Plan: Future Ready Learning 2016-2021](#). The documents focus on five specific areas: Learning, Teaching, Leadership, Assessment, and Infrastructure. These areas are outlined below and provide a roadmap for our work [in 2017-2018](#).

[Led by the Director of Technology, this plan was designed by the 2016-2017 Chickering Technology Committee and](#) assesses the current use of technology and outlines future goals. It also provides authentic learning experiences where students are immersed in learning and where educators collaborate to integrate technology to support all aspects of the Dover Sherborn K-12 curriculum.

**Note:** The Public Schools of Dover and Sherborn Educational Technology Plan is informed by *Future Ready Learning: Reimagining the Role of Technology in Education* (National Education Technology Plan, January 2016, U.S Department of Education <http://tech.ed.gov/netp/>.)

Many thanks to those who contributed to the writing of this plan.

## Chickering Technology Committee

NAME	POSITION	AFFILIATION
Anthony Ritacco	Director of Technology	The Public Schools of Dover and Sherborn
Karen LeDuc	Assistant Superintendent	The Public Schools of Dover and Sherborn
Laura Dayal	Principal	Dover Public Schools
Steve Harte	Technology Integration Specialist and Technology Educator	Dover Public Schools
Cheryl Chase	Library and Media Specialist	Dover Public Schools
Natalia Shea	Occupational Therapist	Dover Public Schools
Amy Cohn	Classroom Educator	Dover Public Schools
Laura Driscoll	Special Education Educator	Dover Public Schools

# Technology Mission, Vision and Guiding Principles

## Mission

To inspire, challenge, and support all students as they discover and pursue their full potential.

## Vision

The Public Schools of Dover and Sherborn are committed to providing our students with the best possible education. As a system we seek to identify, implement and maintain best practices in the technology arena to enhance teaching and learning. The use of technology is seamlessly integrated in all aspects of schools' operations both instructionally and administratively.

We believe that all members of the school community should be able to:

- Use appropriate technology as one of the tools for teaching and learning.
- Have access to appropriate technology throughout the system.
- Use technology to enhance creativity, communication, collaboration, critical thinking, classroom management, differentiation, problem-solving and project based learning.
- Adhere to the Digital Citizenship and the Internet Acceptable Use Policy and understand the ethical issues related to using technology.

In order to realize this vision, we must continually respond to changes in technology through an ongoing process of review, reflection and evaluation of the effective use of technology. This process includes maintaining a strong technology infrastructure, providing ongoing technical support, and investing in a comprehensive and continuous technology professional development program.

## Guiding Principles

Technology is a tool that supports today's skills including information seeking, analysis, reasoning, problem solving, communication, interpersonal, collaborative, and self-direction.

- Technology supports the diverse learning needs of all students and heightens operational and instructional efficiency among personnel (see Learning and Teaching goals).
- All personnel must be supported in their use of technology with working, up-to-date technology, timely technical support, and continuous, meaningful, high quality professional development and coaching (see Teaching, Leadership, Infrastructure goals).

- Meaningful technology use encourages active, independent, and lifelong learning (see Learning and Teaching goals).
- Technology helps facilitate learning by expanding it beyond the walls of the classroom (see Infrastructure goals).
- Students and all personnel will have access to the tools and technology necessary to fulfill their respective role (see Infrastructure goals).

## Setting the Context

The Public Schools of Dover and Sherborn Technology Action Plan

Numerous national and state technology planning initiatives have provided a framework for this District Technology Plan and Action Plan [and subsequent Chickering Technology Plan Supplement 2017-2018](#).

The National Education Technology Plan (NETP), January 2016, *Future Ready Learning: Reimagining the Role of Technology in Education*, <http://tech.ed.gov/netp/> sets a national vision and plan for learning enabled by technology through building on the work of leading education researchers. It is framed in the areas of learning, teaching, leadership, assessment, and infrastructure. Our action plan will mirror these areas, with assessment and infrastructure providing the building blocks for teaching, learning and leadership.

The International Society for Technology and Education (ISTE) is the leading professional organization for computer teachers and educational technology leaders. In 2008, ISTE published standards for students, educators, administrators and technology coaches. These standards, while currently under review, have been incorporated into the teaching and learning at Dover Sherborn, see link: <http://www.iste.org/standards/iste-standards>. Additionally, ISTE outlines 14 essential conditions to effectively leverage technology for education, <http://www.iste.org/standards/essential-conditions>, which mirror the NETP focal points of shared vision, shared leadership, student centered learning, robust infrastructure and assessment.

The Massachusetts Department of Elementary and Secondary Education (MA DESE), in 2008, published technology literacy standards and expectations for students and educators <http://www.doe.mass.edu/odl/student.html> and also published Local Technology Plan Guidelines, <http://www.doe.mass.edu/odl/planning.html>, through 2015. The Public Schools of Dover and Sherborn are fully aligned to these documents. A draft of the updated Massachusetts Technology Literacy Standards and Expectations <http://www.doe.mass.edu/odl/student.html> was also used in this plan.

Each of these documents informed the District Technology Plan, with the tenets of the NETP framing the Action Plan. Five areas were identified for our focus: Learning, Teaching, Leadership, Assessment, and Infrastructure. Each is outlined below with an essential question, goals, objectives and an action plan.

# I. Learning

*Essential Question: How do we inspire, challenge and support today's learning?*

*All learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, ethical participants in our globally connected society. (NETP Section 1: Learning)*

## Chickering

**Goal 1:** Design, develop, and implement learning resources to create equitable and accessible learning experiences for all students (NETP Section 1: Learning, bullet 2 and 3, p. 82).

*Tied to Chickering School Improvement Plan Goal #2: Enhance curriculum through the work of Professional Learning Communities (PLCs).*

- *Teams/departments will select units or materials to revise, tied to Understanding by Design (UbD) and Professional Learning Community (PLC) practices.*
- *Staff will explore Project Based Learning (PBL) and be encouraged to develop integrated units that incorporate PBL.*
- *Staff will explore meaningful ways to integrate technology into units of study through their PLCs, fostering critical thinking, complex problem solving, collaboration, and multimedia communication.*

1.a. Use technology to develop critical thinking, complex problem solving, collaboration, and multimedia communication skills, incorporating such in Aspen curriculum documents.

1.b. Investigate learning resources (i.e. as Universal Design for Learning, Project Based Learning, etc.) to ensure equity and accessibility of the learning experience.

a.) **Rationale:**Technology can provide easy access to real-world issues and allow students to experiment with virtual solutions that would otherwise be prohibitive. Likewise, technology allows access to collaborators beyond Chickering and levels the playing field in terms of background knowledge, allowing children to learn independently and as a team from a wide variety of online resources.

b.) **Action Plan:** Teams of educators in Professional Learning Communities (PLCs) will explore suitable challenges for students using digital resources, and Project Based Learning will be used to enhance curriculum.

c.) **Benchmarks:**

- i.) September 2016, PLCs will select curriculum units for revision as well as enhancements to the resources and services we provide to children. In November 2016, PLCs will be formally introduced to Project Based Learning, and in January 2017 PLCs will explore technology integration.
- ii.) September 2016, January, February, and May 2017, professional development sessions are dedicated to the investigation of Inquiry-Based

Learning and Project-Based Learning, as well as, embedded in PLC meetings and is part of the curriculum review of Science and Technology/Engineering and Computer Science.

- iii.) Spring 2017, reconfigure the Computer and Science Lab in room 2079 to become a Maker Space (with Chromebooks and engineering resources). Moveable tables for collaborative work will replace fixed tables, and desktop computers at the perimeter of the room will be replaced with Chromebooks, to be used in a mobile fashion and on existing work islands.
- iv.) Reconfigure the library to become a digital-use learning space, called a Learning Commons, with capability for sound and video production by students.

d.) Budget implication: [see chart below](#)

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
I.1.a Use technology to develop critical thinking, complex problem solving, collaboration, and multimedia communication skills, incorporating such in Aspen curriculum documents	<p>a. Educators will research technologies for use within grade level spans and/or content areas</p> <p>b. Educators will pilot technologies to determine applicability</p> <p>c. Professional development will be provided for all technology and resources</p> <p>d. Department / grade levels will work together to revise curriculum and update curriculum maps in Aspen</p>	Apps, software, web-based tools, webinars, workshops and other resources	<p>a. Publish a compilation of “go to” technologies K-12</p> <p>b. Research, pilot and publish technologies for use within grade level spans and/or content areas</p> <p>C. Ensure that curriculum documents meet the Guiding Principles (p.1) established in the DS Tech Plan for Future Ready Learning</p>	<p>a. 2016 - 2017</p> <p>b. 2016-2017</p> <p>c. 2017-2021</p>
I.1.b. Investigate learning resources (i.e. as Universal Design for Learning, project-based	a. Research and review learning resources	<p>a. <a href="#">Universal Design for Learning</a></p> <p>b. <a href="#">Project Based Learning</a></p>	a. Research, review, and pilot identified resources	<p>a. 2016- 2018</p> <p>b. 2017- 2019</p>

<p>learning, etc.) to ensure equity and accessibility of the learning experience</p>	<p>b. Develop lesson/unit plans that incorporate learning resources</p>	<p>c. <a href="#">Open Educational Resources</a></p> <p>d. IT Staff</p> <p>e. Building Staff</p>	<p>b. Use the resources to ensure equity and accessibility of the learning experience</p>	
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## II. Teaching

*Essential Question: How do we inspire, challenge and support educators for today's classroom?*

*Educators will be supported by technology that connects them to people, data, content, resources, expertise and learning experiences that empower and inspire them to provide more effective teaching for all learners. (NETP Section 2 Teaching.)*

### Chickering

**Goal 1:** Design professional learning opportunities to support and develop educators as fluent users of technology to increase their digital literacy and to create compelling learning experiences that improve learning, assessment and instructional practices; develop creative and collaborative problem solvers; and increase social awareness (NETP Section 2: Teaching bullet 1, p. 83).

- a.) Rationale: Technology takes time to explore, to access a range of resources and select appropriate matches for instruction. Time must be provided for teams to collaborate on technology integration in order to fine-tune curriculum.
- b.) Action Plan: Teams of educators in Professional Learning Communities (PLCs) will explore digital resources to create compelling learning experiences..
- c.) Benchmarks:
  - i.) September 2016, PLCs will select curriculum for revision and use PLC time to complete revision
  - ii.) January 2017, PLCs will explore technology integration for identified units. This cycle will be repeated as needed.
- d.) Budget implication: None at this time

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
<p><b>II.1.a. Design professional learning opportunities to support and develop educators as fluent users of technology; creative and collaborative problem solvers; and socially aware professionals</b></p>	<p><b>a. Develop educators' understanding of current research - supported practices and best use of emerging online technologies to support learning</b></p> <p><b>b. Incorporate PD for teachers to deliver curriculum content that addresses more student-centered</b></p>	<p><b>a. <a href="#">Tiers of Technology Integration Rubric</a></b></p> <p><b>b. <a href="#">SAMR Model</a> Substitute, augment, modify, redefine</b></p> <p><b>c. Provide models of best practices for teaching and learning</b></p>	<p><b>a. Create and implement student-centered learning environments that foster critical thinking, complex problem solving, collaboration, and multimedia communication</b></p>	<p><b>2017-2019</b></p>

	<p>classroom experiences</p> <p>c. Develop expectations for technology integration in the classroom (that align with available resources) to enhance teaching and learning for all students</p>		<p>b. Create and use a district-wide searchable database to communicate and share technology-rich, student-centered teaching resources.</p>	
<p>II.1.b. Provide educators with professional development experiences to increase their digital literacy and to create compelling learning experiences to improve learning, assessment and instructional practices</p>	<p>a. Offer differentiated professional development throughout the year through a variety of methods (online courses, workshops, individual assistance, weekly technology “tryout” exercises)</p> <p>b. Offer ongoing PD in areas of need as based on our tech plan goals</p> <p>c. Promote outside conferences and PD to reinforce curriculum goals</p> <p>d. Look for opportunities to share, collaborate and investigate outside professionals/experts to visit classrooms to further student learning on specific curriculum topics</p> <p>e. Provide PD opportunities on Project-Based Learning and Universal Design for Learning and other</p>	<p>a. Educators, tech specialists, online resources</p> <p>b. Internal/ external technology workshops, and conferences</p>	<p>a. Create compelling learning experiences through Project Based Learning and Universal Design, and other related technologies, as documented in Aspen maps, blogs</p>	<p>2017-2019</p>

	relevant instructional strategies			
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### III. Leadership

*Essential Question: What role does leadership play in supporting technology to inspire, challenge and support teaching and learning in schools?*

#### Chickering

#### Goals:

- 1.) Develop funding models and plans for sustainable technology school-based plans through the technology plan supplement (NETP Section 3: Leadership, bullet 3, p. 84).
  - a.) Rationale: A clearly articulated technology plan, facilitated by building and district leadership in conjunction with a building-based Technology Committee, affords students and staff optimal opportunities to learn using technology.
  - b.) Action Plan and Benchmarks
    - i.) September 13, 2016, the Tech Plan Supplement was crafted by the Chickering Technology Committee, published upon approval by School Committee.
  - c.) Budget implication
    - i.) None at this time
  
- 2.) Develop clear communities of practice for leaders and educators at all levels that act as a hub for setting vision, understanding research, and sharing practices (NETP Section 3: Leadership, bullet 4, p. 84)
  - a.) Rationale: By formulating these communities, there are opportunities to share vision, research and practices through school-based structures such as staff meetings, professional development, and Professional Learning Communities (PLCs).
  - b.) Action Plan and Benchmarks
    - i.) September 13, 2016: Technology Committee convened and the Technology Plan Supplement was crafted and reviewed.
    - ii.) Ongoing weekly Tech Tuesday notices are sent to staff, created by Chickering Technology Integration Specialist.
    - iii.) January 25, 2017: Technology Integration and Staff Showcase scheduled.
  - c.) Budget implication: None at this time

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
III. Goal 1.	a. With building-based	<a href="#">MA Digital Literacy</a>	a.Update and publish the	2016-2017

<p>Develop funding models and plans, through school-based technology plan supplements, for sustainable technology hardware, software, and infrastructure</p>	<p>technology team develop and publish technology plan supplements that include action steps, funding sources for sustainable hardware, software and infrastructure</p>	<p><a href="#">Standards</a>  DS and <a href="#">National Education Technology Plan</a> (NETP 2016)  <a href="#">Massachusetts Curriculum Framework</a>  DS Tech Plan Supplements</p>	<p>District Technology Plan and Supplements  b. Create a funding model to include action steps, funding sources for sustainable hardware, software and infrastructure that is identified in the Tech Plan Supplements</p>	
<p>III. Goal 2. Develop clear communities of practice for leaders and educators at all levels that act as a hub for setting vision, understanding research, and sharing practices</p>	<p>a. Convene building-based technology leadership team, inclusive of administrators and educators to set vision, understand research and share practices  b. Establish building-based cohesive communities of practice to create cycles for sharing most recent research and effective practices</p>	<p>a. A consistent calendar of technology-related meetings with educators, tech specialists and administrators  b. Ongoing PD</p>	<p>a. Ensure that the Tech Plan and Supplements are working, up-to-date and viable to the teaching and learning community.  b. Enable teachers and students to enhance technology skills for effective teaching and learning.</p>	<p>2016 and ongoing</p>

## IV. Assessment

*Essential Question: How do we continue to improve assessments using the data effectively and appropriately to communicate what students know and are able to do?*

### Chickering

#### Goals:

- 1.) Create and implement technology-based assessments across all disciplines. (NETP Section 4: Assessment, bullet 4, p. 85)
  - a.) Rationale: Using technology will provide educators with “real time” data on student learning and improve the feedback loop.
  - b.) Action plan and benchmarks:
    - i.) May 2017: Use the Next Generation MCAS in spring 2017 to explore digital methods of assessment. The state requires that all math and ELA tests for grades 3, 4 and 5 be administered digitally in 2018.
    - ii.) Ongoing: Chickering Technology Committee members will explore and share out new resources and applications.
  - c.) Budget implication: None at this time
  
- 2.) Implement models of assessment that include ongoing gathering and sharing of data for continuous improvement of teaching and learning, while updating privacy practices and policies to ensure protection of student information. (NETP Section 4: Assessment, bullet 1, p. 84)
  - a.) Action plan and benchmarks:
    - i.) Ongoing: Use PLC time to explore more frequent and effective use of existing digital data by educators who are collaborating to increase student achievement.
  - b.) Budget implication: None at this time
  
- 3.) Design, develop and implement communication pathways that give students, educators, families and other stakeholders timely and actionable feedback about student learning to improve achievement and instructional practices. (Aspen, Google, eblasts, Apps for assessment, Social media, etc.) (NETP Section 4: Assessment, bullet 3, p. 84)
  - a.) Action plan and benchmarks:
    - i.) Ongoing: Expand data meetings, by using the model for Literacy Benchmark Data meetings already in place to establish similar examinations of data driven by teams of educators.
    - ii.) Summer 2016: Implement *School Messenger*, the new home-school communication tool adopted by The Public Schools of Dover and Sherborn
  - b.) Budget implication: None at this time

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
<p><b>IV. Goal 1.</b>  <b>Create and implement technology based assessments across all disciplines</b></p>	<p>a. Convene teams of educators to determine and administer common measures</p> <p>b. Document common measures in curriculum maps</p> <p>c. Expand the use of ongoing, formative, and embedded assessments</p> <p>d. Record and communicate formative and summative data through various apps and software in the classroom</p> <p>e. Provide ongoing support and training to strengthen teachers skills in how to interpret data to better meet students needs</p>	<p>a. <a href="#">MSPA</a></p> <p>b. How to information:</p> <p>c. Other district examples of DDM</p> <p><b>Actual assessments:</b></p> <p>1. Teacher-created assessment</p> <p>2. Aspen or Google</p> <p>3. Approved apps and online tools, see software map</p>	<p>a. Publish online lists, accessible to teachers, of all approved software apps and online tools</p> <p>b. Create a process for teachers to request or suggest new apps or online tools to be added to the approved list.</p> <p>c. Ongoing updated common measures in all curriculum maps.</p> <p>d. At least one PD workshop per academic year which includes at least one component of training on the use of an assessment app or online tool, or on the interpretation of student data</p>	<p>2016-2018</p>
<p><b>IV. Goal 2.</b>  <b>Implement model of assessment that includes ongoing gathering and sharing of data for continuous improvement of teaching and learning, while</b></p>	<p>a. Implement Massachusetts Student Privacy Alliance(MSPA)</p> <p>b. Work collaboratively with administration and technology department to assure secure</p>	<p>a. <a href="#">MSPA</a></p> <p>b. Sample: <a href="#">See Wayland’s approach, with very helpful links</a></p>	<p>a. Revisit and revise, as needed, Acceptable Use Policy (AUP) to include a district policy statement on student privacy</p>	<p>2016-2018</p>

<p>updating privacy practices and policies to ensure protection of student information</p>	<p>environment within the school building</p> <p>c. Provide professional development for educators and information for families around privacy and information protection</p>		<p>b. Publish web page, accessible to parents and staff, with statement of district policy on student privacy, including a list of relevant web resources</p> <p>c. Clear statement of district policy on student privacy in each individual school's handbook</p> <p>d. At least one PD workshop or faculty meeting devoted to providing training on student privacy and protection of information</p>	
<p><b>IV. Goal 3.</b> Design, develop and implement communication pathways that give students, educators, families and other stakeholders timely and actionable feedback about student learning to improve achievement and instructional practices</p>	<p>a. Research and implement a variety of communication tools to provide feedback, i.e. Aspen, Google</p> <p>b. Provide professional development for educators to implement the communication tools to provide feedback</p> <p>c. Provide information to families on how to use the communication tools</p>	<p>a. Aspen, Google</p>	<p>a. Publish instructional document on accessing the Aspen portal for families</p> <p>b. Publish instructional document on accessing student gmail accounts</p> <p>c. Publish instructional document on accessing</p>	<p>2017-2019 and ongoing</p>

			<b>Google Classroom</b>	
			<b>d. Publish instructional documents on any other relevant technologies used for student feedback or family communication</b>	

## V. Infrastructure

*Essential Question: How do we ensure that technology integration inspires, challenges and supports the academic community?*

### Chickering

#### Goals:

- 1.) Ensure that students and educators have broadband access to the Internet and adequate wireless connectivity (NETP Section 5: Infrastructure, bullet 1, p. 85).
  - a.) Action plan and benchmarks: Ongoing: Monitor and upgrade speed as necessary.
  - b.) Budget implication: None at this time.
- 2.) Ensure that every student and educator has access to at least one internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in (and out of) school (NETP Section 5: Infrastructure, bullet 2, p. 85)
  - a.) Rationale: As educators use more technology, we note an increased need for “in the moment” use of devices.
  - b.) Action plan and benchmarks: Summer 2017: continue with the replacement cycle over summer
  - c.) Budget implication: See chart below
- 3.) Support the development and use of openly licensed educational materials to promote innovative and creative opportunities for all learners and accelerate the development and adoption of new open technology-based learning tools and courses (NETP Section 5: Infrastructure, bullet 3, p. 85)
  - a.) Action plan and benchmarks: Ongoing: Explore, pilot and share innovative and creative opportunities for learners during the school year, at scheduled meetings with the Chickering Technology Committee and the Chickering staff, highlighting needs for the 2018-2019 school year
  - b.) Budget implication: None at this time
- 4.) Draft and implement sustainable plans for infrastructure, hardware and software concerns that include upgrades of wired and wireless access as well as device refresh plans and sustainable funding sources while ensuring the safety and protection of student data (NETP Section 5: Infrastructure, bullet 5, p. 86)
  - a.) Rationale: The existing replacement plan, as outlined and maintained by the Director of Technology, highlights the current needs as associated with outdated technology
  - b.) Action plan and benchmarks:

Outlined in the replacement plan:

- a) Replace second generation iPads, as the iOS for those does not support the most recent applications currently in use.
- b) Replace current teacher iPads (16GB) with ones that have more storage space (64 GB).
- c) Replace classroom desktops with mobile devices.

c.) Budget implication: See Chart Below

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
<b>V. Goal 1.</b> <b>Ensure that students and educators have broadband access to the Internet and adequate wireless connectivity</b>	<b>a. Monitor bandwidth speeds and upgrade when necessary.</b>  <b>b. Monitor and upgrade all wireless connectivity as needed.</b>  <b>c. Provide and maintain a redundant ubiquitous high speed connection to both wired and wireless internet.</b>	<b>a. IT Staff</b>  <b>b. Educators and Tech Specialists</b>  <b>c. Apps and softwares</b>	<b>a. Continue to stay current with the latest network and broadband speeds.</b>  <b>b. Maintain at least 200 MB of speed to the internet.</b>  <b>c. Maintain at least 1 GB of speed internally and 10GB from IDF's to MDF.</b>	<b>a. 2016 and ongoing</b>  <b>b. 2016-2017</b>  <b>c. 2018-2019</b>

<p><b>V. Goal 2.</b> Ensure that every student and educator has at least one internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in (and out of) school</p>	<p>a. Research models, i.e. BYOD, 1:1, school-based devices, to ensure that every student and educator has at least one internet device and appropriate software and resources needed</p> <p>b. Upgrade and maintain Acceptable Use Policy (AUP)</p> <p>c. Investigate take home technology for student use</p>	<p>a. IT Staff</p> <p>b. Educators and Tech Specialists</p> <p>c. Airwatch reporting</p> <p>d. Tech Plan Supplements</p>	<p>a. Conduct research on models, by building, to determine appropriate solutions</p> <p>b. Inventory all devices</p> <p>c. budget for additional technologies, as needed</p>	<p>a. 2016-2017</p> <p>b. 2016-2021 (ongoing)</p> <p>c. 2016-2021</p>
<p><b>V. Goal 3.</b> Support the development and use of openly licensed educational materials to promote innovative and creative opportunities for all learners and accelerate the development and adoption of new open technology-based learning tools and courses</p>	<p>a. Research and use the best open source softwares for curriculum deployment.</p> <p>b. Continue to develop and use the software map developed for each school.</p> <p>c. Continue to use the Massachusetts Student Privacy Alliance to ensure the applications students use are safe and protected.</p>	<p>a. IT Staff</p> <p>b. Educators and Tech Specialists</p> <p>c. <a href="#">MSPA</a></p>	<p>a. Create a process for teachers to request or suggest new apps or online tools to be added to the approved list.</p> <p>b. Continue to update the software map for each district.</p>	<p>a. 2016-2017</p> <p>b. 2016-2021</p>
<p><b>V. Goal 4.</b> Draft and implement sustainable plans for infrastructure concerns that include upgrades of</p>	<p>a. Continue with building-based hardware replacement cycle to ensure all</p>	<p>a. Tech Plan Supplements</p> <p>b. IT Staff</p> <p>c. <a href="#">MSPA</a></p>	<p>a. Use the <a href="#">MSPA</a> website to ensure that all apps have been vetted.</p>	

<p>wired and wireless access as well as device refresh plans and sustainable funding sources while ensuring the safety and protection of student data</p>	<p>devices stay up to date  b. Update comprehensive map and database of connectivity, device access, use of open licensed educational resources, and their uses across the country</p>			
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**School Year 2017-2018 Budget Appropriation**

<b>Item</b>	<b>Cost</b>	<b>Purpose</b>	<b>Timeline</b>	<b>Alignment to Goal</b>
<b>25 ChromeBooks</b>	<b>\$6,500</b>	<b>Replace 2079 Lab Computers</b>	<b>Summer 2017</b>	<b>1, 5</b>
<b>25 Chromebooks</b>	<b>\$6,500</b>	<b>Replace last laptop cart</b>	<b>Summer 2017</b>	<b>5</b>
<b>22 iPads</b>	<b>\$8,800</b>	<b>Replace outdated 2nd Generation.</b>	<b>Summer 2017</b>	<b>5</b>
<b>5 Interactive Projectors</b>	<b>\$9,500</b>	<b>Replace last of 3M projectors</b>	<b>Summer 2017</b>	<b>5</b>
<b>12 Desktop Computers</b>	<b>\$9,600</b>	<b>Replace old student computers. Grade 4</b>	<b>Summer 2017</b>	<b>5</b>
<b>Total</b>	<b>\$40,900</b>			

## DRAFT

### Dover School Committee Meeting of September 20, 2016

Members Present: Adrian Hill, Chair  
Henry Spalding, Secretary  
Brooke Matarese  
Lauren Doherty  
Michael Jaffe

Also Present: Bill McAlduff, Interim Superintendent  
Karen LeDuc, Assistant Superintendent  
Laura Dayal, Principal  
Deb Reinemann, Assistant Principal

#### 1) Call to Order

Mr. Hill called the meeting to order at 6:30 pm in the Chickering Library.

#### 2) Community Comments - none

#### 3) Reports

- a) Principal's Report - Ms. Dayal highlighted items from her report.
- b) Assistant Superintendent Report - Dr. LeDuc updated the Committee on the following: 1) the district-wide new educator orientation; and 2) overview of the work to be done this year for the Science, Technology, Engineering and Computer Science curriculum review.
- c) Interim Superintendent Report - Mr. McAlduff updated the Committee on the following:
  - Opening of School - All Administrators, teachers, and custodians were thanked for their hard work to get ready for students.
  - Enrollment Report - an updated report as of September 16th was provided. There are currently 474 students enrolled.
  - Staffing Update - all new hires in the Administration Office and at Chickering were listed.

#### 4) Dover Parks & Recreation Department: Proposal to Build Dugouts - Parks & Recreation voted unanimously in February of this year to fund the construction of dugouts at Chickering Fields. This proposal requires Dover School Committee approval as the fields fall under their jurisdiction.

Mr. Spalding made a motion to approve the construction of dugouts at Chickering Fields.

Ms. Doherty seconded.

16-17 VOTE: 5 - 0

#### 5) FY16 Budget Closeout - The year ended with a positive operating variance, including Out of District (OOD) and related circuit breaker reimbursement, of \$683,233. The salary variance of \$70,321 consisted of positive variances in SPED teachers' salaries due to realignment of staff, unused substitute salaries, increase in salaries for the addition of a .2 FTE for the SPED Team Chair, and a net positive variance in Central Office salaries. The operating expenditure budget had \$126,138 of remaining funds as of year end attributable to: lower costs on utilities of \$54,606; \$32,675 due to unneeded SPED contracted services resulting from a student move out of the District; transportation savings of \$12,484 due to fuel adjustment credits; and \$11,715 savings for lower than budgeted course reimbursement requests from teachers. The negative variance in OOD Tuition and Transportation is \$408,760 without accounting for circuit breaker reimbursement of \$895,534. The primary drivers for the gross variance were a number of new students moving into the District,

## **DRAFT**

students placed out of district due to substantial changes in service requirements and placement of day students into residential settings.

Ms. Fattore provided activity for all Special Revenue and Revolving Funds.

**6) FY18 Technology Plan Supplement: Draft** - Dr. LeDuc presented the draft of the Technology Plan Supplement for review and discussion. The FY18 budget impact is \$40,900 for Chromebooks, iPads, interactive projectors, and desktop computers.

**7) Capital Planning Update**

- FY17 Status - Capital items for FY17 have been purchased/completed.
- FY18 Draft - Requests include replacement of cafeteria sound system, lights, and floors and the installation of indoor temperature control (cooling) for a total of \$1,060,194.

**8) Consent Agenda**

- a) Meeting minutes of June 20, 2016
  - b) Donation: Chickering PTO - \$5,000 for the preschool playground.
- Ms. Doherty made a motion to approve the Consent Agenda. Ms. Matarese seconded.  
16-18 VOTE: 3 - 0 - 2 (Mr. Jaffe, Mr. Spalding abstained)

**9) Communications**

- a) FY17 Budget Update
- b) 2016-17 Meeting Calendar
- c) MCAS Update
- d) Coordinated Program Review
- e) Regional School Committee minutes: June 7, 2016
- f) Sherborn School Committee minutes: June 14, 2016

**10) Other Business** - Mr. Hill asked for feedback from the committee members on the possibility of the Dover School Committee taking a position on Ballot Question 2 (Charter Schools). The Committee will discuss this further at next month's meeting.

**11) Adjournment at 8:11 pm**

Respectfully submitted,  
Amy Davis

**Dover School Committee**  
Meeting of October 6, 2016

**Members Present:** Adrian Hill  
Lauren Doherty  
Michael Jaffe  
Brook Matarese

Also Present: Bill McAlduff, Interim Superintendent

**1) Call to Order**

Mr. Hill called the meeting to order at 9:12 am in the Middle School Conference Room.

**2) Capital Subcommittee Update**

Mr. Hill updated the Committee on the progress that the subcommittee has made regarding the funding and process related to designer services for a possible air conditioning project.

A meeting with Dover Warrant and Capital Committee representatives was held to discuss the proposed process. Feedback was positive as it regarding the proposal for completing the design phase.

Mr. Hill reminded members of the information they received at the last meeting related to the available fund balances for both the unreserved gift fund and the building rental fund. Members discussed using monies from those funds to pay for the design phase of a proposed project in order to have the most up to date cost estimate for the January 2017 timeframe. Further discussion was held about the possibility of all or a portion of the cost be charged to the operating budget. The administration will be monitoring that possibility as the school year progresses and will report back to the School Committee at a future meeting.

Mr. Hill indicated that the Capital Subcommittee's recommendation to the School Committee is to approve that the cost of the Design Phase will be covered by available funds from the unreserved gift fund and building rental fund not to exceed \$66,000.

Ms. Doherty made a motion to approve the cost of the Design phase be covered by available funds from the unreserved gift fund and building rental fund not to exceed \$66,000. Mr. Jaffe seconded.

**Motion approved by a 4-0 vote.**

**3) Meeting was adjourned at 9:29 am.**

Respectfully Submitted,  
William McAlduff, Interim Superintendent of Schools

# *The Public Schools of Dover and Sherborn*

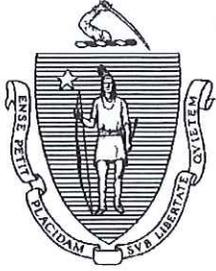
*Memo from  
Interim Superintendent Bill McAlduff*

TO: Dover School Committee  
From: William H. McAlduff, Jr.  
Interim Superintendent  
Date: October 14, 2016  
RE: Agenda Item #11

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The following communications are for member's information.

- Update on Educator Evaluation Regulations
- Regional School Committee Minutes September 6, 2016
- Sherborn School Committee Minutes September 13, 2016



# Massachusetts Department of Elementary and Secondary Education

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Mitchell D. Chester, Ed.D.  
Commissioner

## MEMORANDUM

**To:** Members of the Board of Elementary and Secondary Education  
**From:** Mitchell D. Chester, Ed.D., Commissioner  
**Date:** September 16, 2016  
**Subject:** Educator Evaluation: Action Plan to Revise Regulations on Student Impact Rating

In June 2011, the Board of Elementary and Secondary Education (Board) adopted new [regulations](#) for the evaluation of all Massachusetts educators. The regulations, which apply to both administrators and teachers throughout the state, are designed to:

- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

At the time, I noted that the effort to implement the new system would take several years since the changes outlined in the new regulations were not simply technical – they represented a culture shift for most school districts.

We are now five years into the process, and we have learned a great deal. As the Board knows, in our Educator Evaluation Framework, teachers and administrators receive two separate ratings: (1) a summative rating; and (2) a student impact rating. The regulations provided for staggered implementation, with districts adopting the process for determining a summative rating first, and subsequently adopting the process for determining the student impact rating.

Over the last few years, districts have successfully implemented the process for determining the summative rating. Implementing the process for determining an educator's student impact rating has been more challenging. As described in more detail below, the Department is discussing with stakeholders possible amendments to the regulations that would address concerns about the student impact rating. It is my intention to bring to the Board in October proposed amendments to the Educator Evaluation regulations that address those concerns.

## Background

Beginning with the development of the evaluation framework, and at each stage of the implementation of the Educator Evaluation regulations, the Department has engaged with stakeholders. Most recently, throughout 2015-2016, the Commissioner and Department staff met regularly with a number of advisory committees established by the Department, including: the Superintendent Advisory Cabinet, the Principal Advisory Cabinet and the Teacher Advisory Cabinet, as well as the Working Group on Evaluating Educator Impact, which met from January through June 2016. Department staff and I have met regularly with the Massachusetts Association of School Superintendents (M.A.S.S.), including staff and officers to solicit feedback. In May and June, the Board heard from K-12 practitioners, state and national policymakers, union leaders, and researchers on the implementation of the Educator Evaluation Framework.

We have heard concerns about assigning individual educators a student impact rating. We have also heard from stakeholders that evidence of student learning, either from common assessments or statewide assessments, is already an important component of the summative performance rating. For example:

- M.A.S.S. issued a “Statement on District-Determined Measures Amendment” dated June 13, 2016. It stated: “M.A.S.S. believes that student learning and achievement is central to our mission of providing every child a high quality education. Under the current educator evaluation system we have multiple opportunities to discuss and prioritize student learning on our educator goal setting, classroom observations and evaluation outcomes. We value common assessments/district-determined measures and believe they provide valuable input to the overall evaluation process.” M.A.S.S. proposed changing the educator evaluation regulations to eliminate the requirement for a separate student impact rating. M.A.S.S.’ proposal included that the Board “may require that school districts consider student performance data which indicates a student’s learning, growth and achievement, including but not limited to standardized state wide testing data, as an element of the educator evaluation process ...” This statement reinforced the importance of student learning and achievement in the evaluation framework.
- Similarly, [the Massachusetts Teachers Association \(MTA\) / American Federation of Teachers-MA \(AFT-MA\) position paper](#) released in mid-April 2016 on the student impact rating and the Educator Evaluation Framework includes: “The state regulations – without impact ratings- *already* set forth a comprehensive educator evaluation system that relies on multiple sources of evidence, including evidence of student learning ....” (emphasis in original) In the position paper, MTA and AFT propose to “[e]liminate the impact rating mandate, while keeping indicators of student learning as a source of evidence in the educator development and evaluation process.”
- In addition, in testimony to the Board in June 2016, President Madeloni of the MTA stated, “Student learning is central to what we do every day. Student learning is also embedded in the Educator Evaluation System in many ways.”<sup>1</sup> Beverly Miyares of the MTA echoed those comments in her presentation: “Student learning is at the center of Educator Evaluation Framework.” Similarly, Dan Murphy, Director of Policy at AFT-MA described the AFT-MA’s commitment to student learning in the Educator Evaluation

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<sup>1</sup> Quotations cited here were transcribed by Department staff from the DVD recording of the Board of Elementary and Secondary Education meeting, June 27, 2016.

Framework and to the use of common assessments: “Student learning is central to the five-step evaluation process, as President Madeloni pointed out. Evaluators already have the ability to look at common assessments. We are pro common assessments, if used well, and other types of student learning as part of the evaluation process.”

These stakeholder comments all point to a solution to the concerns of implementation: eliminate the separate student impact rating from the Framework while continuing to use evidence from common assessments in order to provide educators with feedback on the extent to which they are promoting student learning and achievement as well as to incorporate this evidence into each educator’s rating.

### **Moving Forward**

The Department is discussing with stakeholders (including M.A.S.S., MTA and AFT-MA) possible changes to the regulations to address the concerns they have raised – specifically eliminating the separate student impact rating and instead including student learning within one or more of the standards of practice.

Our goal is to support meaningful educator evaluation while maintaining student learning as a central consideration. The constructive ideas we have heard have been helpful, and I expect to present proposed amendments to the educator evaluation regulations to the Board in October.

APPROVED OCTOBER 4, 2016

**Dover-Sherborn Regional School Committee**  
Meeting of September 6, 2016

Members Present     Clare Graham, Chair  
                              Lori Krusell, Vice Chair  
                              Dana White, Secretary  
                              Richard Robinson  
                              Michael Lee  
                              Carolyn Ringel

Also Present:         Bill McAlduff, Interim Superintendent  
                              Karen LeDuc, Assistant Superintendent  
                              John Smith, HS Headmaster  
                              Scott Kellet, MS Headmaster  
                              Virginia Daukas, HS Representative, Calvin Kocher, MS Representative

**1) Call to Order**

Ms. Graham called the meeting to order at 6:35 pm in the Middle School Library.

**2) Community Comments – None**

**3) Reports**

- DSMS Headmaster's Report - Mr. Kocher and Mr. Kellett highlighted recent and upcoming events at the Middle School.
- DSHS Headmaster's Report - Ms. Daukas and Mr. Smith highlighted recent and upcoming events at the High School including: Distractology, a driver safety training course, will be available for students for the next week; Soledad O'Brien has recently been in contact with DSHS as a follow up to her report from last year and would like to have DS representation at an upcoming town hall style meeting in NYC; and the US Ambassador to Sudan will visit DSHS on Friday and speak with students.
- Assistant Superintendent Report - Dr. LeDuc updated the Committee on the following: 1) the district-wide new educator orientation; and 2) overview of the work to be done this year for the Science, Technology, Engineering and Computer Science curriculum review.
- Interim Superintendent Report - Mr. McAlduff provided an update on the successful opening of school and a summary of personnel changes at the Region for 2016-17.

**4) Financial and Operations**

- FY16 Closeout - Revenues reported in June projected a surplus of \$85,000. The significant variances that occurred between June 1st and June 30th are: 1) Chapter 71 (Transportation) final June payment was based on the Region's FY15 End-of-Year Report which contained an error in Schedule 7 resulting in underpayment of approximately \$80,000 (the Department of Revenue will release those funds next June); 2) Chapter 70 final June payment was reduced for 5 School Choice tuitions totaling \$15,000 that were not factored into the original projections; and 3) correction of other projections including \$27,863 E&D return, excess parking fees of \$14,546 transferred to revolving fund, and lower than anticipated athletic fees collection in the amount of \$6,450. There were no significant changes to the projected positive variance in operating expenditures of \$1,137,739. The Region's E&D was certified on August 16th in the amount of \$1,157,766, under the allowed 5% limit of \$1,160,593. A report detailing the 6/30/16 balances of all Special Revenue/Revolving Funds as well as restricted/unrestricted balance in the Gift Fund were provided.
- FY17 Update - Over the summer the student parking lot was expanded which added 41 parking spots and repairs on the roofs of all five buildings were done. The waste water

APPROVED OCTOBER 4, 2016

treatment plant annual service contract was put out to bid and Weston & Sampson was awarded the 3-year contract which was within the FY17 budgeted amount.

- Monthly Financial Report - The Status of Appropriations as of August 31st was provided. A more detailed report, including an impact analysis of staffing additions/changes which occurred after the budget process, will be provided at next month's meeting.

**5) Capital Planning Update**

- Projects completed this summer: second irrigation well, MS gym painting, HS library carpeting, Lindquist Commons sidewalk replacement, purchase of leaf collection trailer and two floor scrubbers, and MS ceiling and soffit replacement/repair.
- Projects in process: Fire Alarm panels, HS elevator pump, motor, and control valves replacement, and Waste Water Treatment upgrade of wiring/controls/influent flow meters.
- Projects still being researched: Lindquist Commons door replacement, student transportation vehicle, space feasibility study, and HS gym exterior doors.

**6) Approval of 2016-17 Athletic Handbooks** - The Athletic Handbook was provided for approval.

Ms. White made a motion to approve the 2016-17 Athletic Handbook as presented. Ms. Krusell seconded.

16-27 VOTE: 6 - 0

**7) Consent Agenda**

- a) RSC Meeting Minutes of June 7, 2016
- b) Donations: Alan Thayer Mudge Fund and METCO - The Mudge Fund has donated \$36,000 to the Regional Schools for costs related to the Mudge Auditorium and performing arts. The METCO Family and Friends donated \$786 raised through fundraising efforts for the METCO program.

Ms. Krusell made a motion to approve the Consent Agenda. Mr. Robinson seconded.

16-28 VOTE: 6 - 0

**8) Communications**

- a) School Committee 2016-17 Meeting Calendar
- b) MCAS Update
- c) Coordinated Program Review Visit Dates
- d) Dover School Committee Minutes - May 16, 2016
- e) Sherborn School Committee Minutes of May 10, 2016

**9) Items for October 4, 2016 Meeting** - Capital Planning, New hire financial impact, DC Trip approval and cost breakdown, Sophomore parking policy, Enrollment, FY18 Budget guidelines.

**10)Adjournment** at 8:04 pm

Respectfully submitted, Amy Davis

## APPROVED OCTOBER 11, 2016

### Sherborn School Committee Meeting of September 13, 2016

Members Present: Greg Garland, Chair  
Anne Hovey, Secretary  
Scott Embree  
Kate Potter  
Jennifer Debin

Also Present: Bill McAlduff, Interim Superintendent  
Karen LeDuc, Assistant Superintendent  
Dawn Fattore, Interim Business Manager  
Christine Smith, Director of Special Education  
Jackie Daley, Assistant Principal

#### 1) Call to Order

Mr. Garland called the meeting to order at 5:01 pm in the Sherborn Town Hall.

#### 2) Public Comment - none

#### 3) Introduction of New Administrative Staff

- Jacqueline Daley - Assistant Principal
- Christine Smith - Director of Special Education

#### 4) Administration Reports

- a) Principal's Report - Dr. Brown was not in attendance due to illness. Her report was provided.
- b) Assistant Superintendent Report - Dr. LeDuc updated the Committee on the following: 1) the district-wide new educator orientation; and 2) overview of the work to be done this year for the Science, Technology, Engineering and Computer Science curriculum review.
- c) Interim Superintendent Report - Mr. McAlduff updated the Committee on the following:
  - Opening of School - All Administrators, teachers, and custodians were thanked for their hard work to get ready for students.
  - Enrollment Report - an updated report as of September 9th was provided. There are currently 404 students enrolled, 13 more students than were enrolled on June 1st.
  - Staffing Update - all new hires in the Administration Office and at Pine Hill were listed. There are 19 Educational Assistants, 7 Regular Education and 12 Special Education. Over the summer Donna Fiore, formerly Special Education Administrative Assistant at Pine Hill, was reassigned to the Central Office. The PH SPED Administrative Assistant will be replaced at a 0.6 FTE position. This position will be filled by an individual who will soon become an immediate family member to a district administrator later this fall. Mr. McAlduff provided a letter disclosing the hire pursuant to School Committee Policy GBEA and M.G.L. 268A:1 to be filed with the Town Clerk. The PH SPED Administrative Assistant was hired at the recommendation of Barbara Brown after interviews held with several applicants and will be evaluated and supervised by Dr. Brown.

#### 5) FY16 Budget Closeout - The year ended with a positive operating variance, including Out-of-District (OOD) and related circuit breaker reimbursement, of \$384,085 comprised of the following: Salaries - \$25,674; Operating - \$79,397; OOD - \$87,159; and Circuit Breaker - \$191,855. A schedule of Special Revenues/Revolving Fund activity was discussed.

#### 6) Monthly Financial Report - The Status of Appropriations as of August 31st was provided. Next month the report will include encumbrances for all anticipated expenses.

## APPROVED OCTOBER 11, 2016

**7) Approval of Out-of-District Tuition Fee** - Mr. McAlduff has approved the enrollment of two elementary aged students from Dover to attend Pine Hill for the 2016-17 school year. These students were former students of the ACCEPT Special Education Collaborative that is no longer renting classrooms at Pine Hill due to space constraints. The Administration recommended setting a tuition rate based on the latest (FY15) DESE published per pupil expenditure which for Sherborn is \$19,534. It was noted that student #1 is receiving additional support services from an educational assistant who is employed by the Dover Public Schools (DPS). All associated costs of that employee are born by DPS and the Town of Dover. Student #2 receives services from an educational assistant that is shared by a number of students and employed by Sherborn so the "shared cost" (based on the number of students the educational assistant works with) will be added to the tuition rate. Ms. Hovey made a motion that the Sherborn School Committee set a tuition rate for the two students attending Pine Hill School from outside the district, as approved by the Superintendent per School Committee Policy JFABE, to be \$19,534 for the 2016-17 school year and that further any additional support services costs be added to an individual students tuition based on a fair share of those additional services as computed by the Administration. Mr. Embree seconded.

16-18 VOTE: 5 - 0

**8) Capital Planning Update** - The following capital projects were completed this summer: drainage, sidewalk curbing, gym wall mats, cafeteria tables, floor scrubber, and technology infrastructure. The window design project is still in process. The financial results of the capital work will be presented in October in conjunction with the initial FY18 Capital Planning discussion.

### **9) Consent Agenda**

a) Meeting minutes of June 14, 2016

Ms. Hovey made a motion to accept the Consent Agenda. Ms. Potter seconded.

16-19 VOTE: 5 - 0

### **10) Communications**

a) 2016-17 Meeting Calendar

b) MCAS Update

c) Coordinated Program Review

d) Fall Special Town Meeting Calendar

e) Regional School Committee minutes of June 7, 2016

f) Dover School Committee minutes of May 16, 2016

**11) Items for October 11, 2016 Meeting** - Capital Budget including Technology Plan, SPED organization chart, Status of Appropriations with encumbrances & line item transfer requests, Building Rental Fund allowed uses, Special Education Department cost update since organization change, Enrollment, and Ballot Question 2 Resolution discussion.

### **12) Adjournment at 6:19 pm**

Respectfully submitted,

Amy Davis