

**Dover School Committee
Agenda
May 14, 2018
6:30 PM
Chickering School
29 Cross Street
Dover, MA 02030**

1. Call to Order
2. Community Comments
3. Reports:
 - Principal's Report – Ms. Dayal
 - Assistant Superintendent Report – Ms. McCoy
 - Quality Teaching at Chickering School
 - Superintendent's Report – Dr. Keough
 - Warrant Report
4. Monthly Financial Report- Ms. Fattore
5. Update on FY18 Capital Projects
6. Consent Agenda
 - Approval of Minutes March 5, 2018 **A. R.**
 - Donation
7. Communications (For Members Information)
 - Regional School Committee Minutes February 8, 27 & 28, 2018 and March 6, 2018
 - Sherborn School Committee Minutes February 13, 2018 and March 16, 2018
8. 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.

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Dr. Andrew W. Keough, Superintendent
Ms.Elizabeth M. McCoy, Assistant Superintendent
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Ms. Laura Dayal
Principal

Dr. Deb Reinemann
Assistant Principal

Ms. Mary Clougherty
Special Education
Team Chair

TO: Dr. Andrew Keough, Superintendent
FROM: Ms. Laura Dayal, Principal, Chickering School
RE: Principal's Monthly Report
DATE: May 11, 2018

Principal's Reflections

The months of May and June have their own special feeling in schools. We schedule culminating curriculum events, make sure children have the "essential understandings" across the curriculum, and prepare the data and documentation for a smooth transition to the next school year. As a community, we also reflect on all that we do to raise happy, resilient kids in an ever-changing and fast-paced world, and make sure we build strong connections that are essential for wellness and success.

This past week has been Teacher Appreciation Week, and we were showered with gratitude. *All* doors were decorated (not just classroom teachers'), a PTO luncheon was held, and special notes were sent in. "It takes a village," a community working together to create a strong education for children, and we are ever grateful for our families here in Dover. The morning I wrote this report, I heard the following from two parents, via email and a conversation before school:

It certainly takes a village, we couldn't be more thankful for all of the people at Chickering who are part of ours!

This is such an amazing school. Nothing falls through the cracks here. We came from Wellesley, and all our friends in Wellesley, Needham and Newton tell us how lucky we are to be in Dover-Sherborn. Everyone works hard, and the staff is amazing. We are so glad to be here.

Curriculum & Learning

Chickering and Pine Hill educators gathered on a recent PD day to reexamine the science state frameworks. Teams reviewed existing units of instruction at the same grade and other grades that may fill any gaps or be a better match to the newer frameworks. Information from the PD session will be culled by administrators and a third unit of science, if needed, will be determined at each grade level, as part of the Science Curriculum Review cycle.

Several teams set goals of using science notebooks differently with their students this year, and they are interested in revising the curriculum over the summer based on their implementation and student outcomes. Summer PD Proposals are due June 1st, and the majority each year are for curriculum revision.

Professional Development

Since March, when we had several snow days that cancelled out staff meetings and PD, and educational sessions on the new health care plans for employees which had the same impact, we managed to hold parent-teacher conferences and share progress with families. The end of April we began the Placement process, a complex melding of students' needs and interests while being cognizant of learning partners, friends, social dynamics, past experience, and input from parents and all the people who work with the children.

DS Professional Growth & Evaluation System Update

Data collection for formal goals ended May 1st and teams and individuals are sharing their reflections and next steps with administrators through May 15th. Summative evaluations for Developing Educators in their first three years in the district and those who were formally evaluated (half the staff, per state regulations) are being written by administrators by June 3rd. Educators on Year 1 of a Two-Year Self-Directed Plan write their own end-of-year evaluation (Formative Plan the end of Year 1 of a Two-Year Plan). All educators have three formal goals each year and are assessed or self-assess, with administrators reading and signing all forms.

One of the benefits of setting goals comes from reflecting and planning next steps once they are completed. We can achieve an even greater benefit by sharing those with the entire staff, and we did so on May 8th. Hearing others' goals and outcomes sparked interest in new areas, highlighted different approaches to the same goal by different teams (e.g. digital and hard copy formats for science journals introduced with the new FOSS science curriculum), and helped everyone stay abreast of current programming and high-interest topics among staff members. Most teams plan on continuing their goals for a second year and some are planning Summer PD to extend and plan further, allowing for even greater benefit for student learning.

Personnel

Since March 2, 2018:

- * Librarian and Media Specialist Cheryl Chase announced her retirement, and a search is underway to hire a new Librarian.
- * Devon Vanaria, licensed teacher, moved from an educational assistant role to the long-term substitute teacher role covering Alliosn Vetere's maternity leave.
- * Vanessa Haney, licensed teacher, was hired to fill the Grade 2 educational assistant role left open.
- * Maura Brown, licensed teacher, moved from an educational assistant role to the long-term substitute teacher role covering Val Hickey's maternity leave.
- * Chelsea Balestieri was hired to fill the Grade 1 educational assistant role left open.
- * Christa McQuillan, kindergarten educational assistant, went out on medical leave.
- * Wendy Fahey was hired to fill the long-term educational assistant role open in kindergarten.
- * Grade 5 Teacher Jim Keohane went out on medical leave, through the end of the year.
- * Vanessa Haney moved from an educational assistant role to the long-term substitute teacher role in Grade 5.
- * Custodian John Maliewski went out on medical leave and a long-term substitute custodian is being hired.

Plant and Facilities

- * Air conditioning was installed in the literacy room during April break.
- * The playground field was reseeded by Park-and Rec during April break. The upper field is being used by students while the lower field takes root.
- * The canister lights in each classroom will be replaced by June 30th as part of the "green" initiative started last summer.
- * No capital projects are planned for the summer. There will however be small projects such as changes to an upstairs bathroom to accommodate special needs, in alignment with changes last year to a bathroom downstairs. This provides equal access for all students.
- * Dover-Sherborn Senior Eagle Scout Oliver Fried proposed a walkway through the woods, behind the school, to be used for running the mile and for nature walks (health and science curricula and class breaks). If approved, a pathway would be cleared to mark the trail. This would be a lovely addition to the Chickering campus and tie in with other enhancements proposed to DSEF and local groups.

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Dr. Andrew W. Keough, Superintendent
Ms. Elizabeth M. McCoy, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Business Administrator

To: Dr. Andrew Keough, Superintendent
From: Elizabeth McCoy, Assistant Superintendent
Re: May Dover School Committee meeting
Date: May 11, 2018

BIAS FREE SCHOOLS

Members of the district-wide Leadership Team attended the Bias Free Schools Conference on April 25 & 26. Jackie Daley, Scott Kellett, Monique Marshall-Veale, Brian Meringer, Deb Reinemann, and I each engaged in one of two conference days, attending workshops on Responding to Bias-Based Incidents in Schools, Culturally and Linguistically Sustaining Practices in the Classroom, Students and Social Media, Preventing and Addressing Bias-Based Incidents with Restorative Justice, among others. The team intends to share resources and highlights with the larger administrative group as we continue to address social emotional learning and cultural responsiveness as a district.

COORDINATED PROGRAM REVIEW

The district has completed all components of the Corrective Action Plan that resulted from the Coordinated Program Review in the spring of 2017. The Massachusetts Department of Elementary and Secondary Education has reviewed all of our documentation and officially closed the file. We will continue to monitor and update our practices around Civil Rights, English Language Learning, and Special Education in accordance with federal and state requirements as necessary.

INTERNATIONAL NIGHT

Many Chickering students and families game out to celebrate International Night on Friday, April 27, sharing food, dress, artifacts, and photos from their native cultures and backgrounds. The community honored the heritage of countries around the world, from Haiti to Poland, Singapore to Portugal, and everywhere in between. The level of participation and enthusiasm was beyond words, only to be topped by the talent of grade level performers demonstrating various rituals and dances. Kudos to all of the students and families who took part, and many thanks to Senora Laura Romer, her team, and the PTO for their tireless efforts in making it happen.

MENTOR PROGRAM

Under the leadership of Ms. Callie Egan, the fourth and final meeting of the district's mentor program was held on March 28. In the spirit of collaboration and 21st century learning, mentor and mentee pairs shared favorite technology applications and resources, including Bloomz, Edpuzzle, Explain Everything, Stop/Breathe/Think, among others. Through both the co-presentations and casual interactions, the

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comradery between and amongst mentors and mentees was evident, further demonstrating the quality of teachers new to the district this year. Callie and I will continue to reflect on and refine the mentoring program as we look to integrate additional modules into the cycle.

MIDDLE SCHOOL ASSISTANT HEADMASTER SEARCH

We are pleased to announce the hiring of Mr. Stephen Wrobleski as Assistant Headmaster of Dover-Sherborn Regional Middle School. Mr. Wrobleski comes to the district from the Wellesley Public Schools where he served as the Drama Teacher at Wellesley High School for sixteen years. During that time, he also oversaw their Enrichment and Recreation Program and directed numerous award-winning shows.

We are extremely excited to have Stephen join the middle school team. Stephen brings with him not only a very strong background as a teacher and curriculum developer, but also exudes strong interpersonal skills, tremendous energy, and a core belief that all students can be successful.

Many thanks to members of the Search Committee (listed below) and all those involved in the site visits. We look forward to everyone's continued support as Stephen assimilates to our community.

Leslie Burke, Dover Parent
Ellen Chagnon, Guidance Director
Maggie Charron, Dover Parent & Regional School Committee Member
Emmanuel Daphnis, Sherborn Parent
Ann Dever-Keegan, High School Assistant Headmaster
Tom Duprey, Music Teacher
Maria Fiore, English Teacher
Scott Kellett, Headmaster
Heidi Loando, Adjustment Counselor
Elizabeth McCoy, Assistant Superintendent
Kate Potter, Sherborn Parent & School Committee Member
Amanda Rogers, Special Educator

SAFE AND SUPPORTIVE LEARNING

Members of student support teams from each of the four schools (listed below) attended the Safe and Supporting Learning Conference on Friday, March 23. In addition to attending various workshops on Developing a System-Wide Approach to Supporting Students with Social/Emotional/Behavioral/Mental Health Challenges through Action Planning, Fostering Resilience in Our Students and Ourselves through Trauma Sensitive Multi-Tiered Systems of Support, among others, the PreK-12 team capitalized on the opportunity to identify immediate and long-term goals for the district. We look forward to integrating components of social emotional learning throughout the curriculum, implementing universal screeners across the schools, and developing a scope and sequence for social emotional skills such as mindfulness and self-care. Information and resources from the conference, in addition to those from a recent meeting with the Department of Mental Health, will allow the team to continue planning at the both the leadership and school levels.

Amy Cohn, Chickering Teacher

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Laura Dayal, Chickering Principal
Maury Frieman, Pine Hill Counselor
Meredith Conner, Pine Hill Teacher
Tawny Desjardins, Middle School Counselor
Heidi Loando, Secondary Adjustment Counselor
Elizabeth McCoy, District Administrator

STUDENT & TEACHER SURVEYS

The annual student and teacher feedback surveys are in the process of being administered at the elementary level. Students have an opportunity to provide feedback to teachers relative to teacher expectations, student support, and classroom climate. Teachers have the opportunity to provide feedback to school leaders relative to schoolwide academic press, observation frequency and evaluation quality, school leadership, professional development quality, quality of Professional Learning Community time, and forms of professional support. Data will be aggregated and analyzed in mid-May to allow educators and principals an opportunity to reflect on current practices and begin to set new professional learning goals for the 2018-19 school year.

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Dr. Andrew W. Keough, Superintendent
Ms. Elizabeth M. McCoy, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Business Administrator

To: Dr. Andrew Keough, Superintendent
From: Elizabeth McCoy, Assistant Superintendent
Re: Defining Effective Teaching
Date: May 4, 2018

Defining Effective Teaching

Identifying evidence-based effective teaching practices has been the work of thousands of researchers, theorists, and practitioners across tens of countries for hundreds of years. Colleges, programs of study, books, and dissertations have focused on this topic, and the synthesis of such data is far beyond the scope of one memo or presentation.

That being said, if one were to develop a Venn diagram, or crosswalk of common characteristics of effective teaching practices across the most credible sources, including Research for Better Teaching, the Association for Supervision and Curriculum Development, the National Education Association, the National Science Teachers' Association, among others, several key elements would be highlighted. These elements include, but are not limited to:

Effective teachers...

- Develop student curiosity and a love of learning
- Convey high expectations for all students
- Create safe learning environments founded on respect and empathy
- Make clear the learning objectives at the beginning of each lesson
- Draw meaningful connections between school work and the real world
- Engage students as active learners
- Allow students voice and choice in their pursuit of learning
- Vary instructional styles to meet the needs of various learners and levels of readiness
- Use rich academic language and subject-specific vocabulary
- Incorporate opportunities for student collaboration and group learning
- Support the development of executive functioning and metacognitive skills
- Foster higher order skills such as critical thinking and problem solving
- Provide regular opportunities for creativity and innovation
- Measure student understanding and the achievement of daily lesson objectives
- Offer multiple opportunities for students to demonstrate understanding
- Give frequent and formative feedback to students and families
- Analyze student data to set benchmarks and drive instruction
- Establish supports and interventions for struggling students

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- Assign purposeful homework tasks
- Present opportunities for enrichment and challenge
- Recognize and celebrate diverse cultures and perspectives
- Communicate regularly with parents and families
- Collaborate with colleagues to reflect, share, and foster professional learning

Developing Effective Teachers

Given that the variable with the greatest impact on student learning is the teacher, it is the legal, ethical and moral obligation of all educational agencies, including governmental bureaus, institutes of higher education and school districts to ensure that all students have access to highly qualified and effective instructors. Hence, each state department has issued requirements for the accreditation of teacher preparation programs and licensure of individual educators. Programs must prepare teachers with a repertoire of proven pedagogical skills and practices, as well as a depth of content knowledge related to the level and discipline of licensure sought. State agencies, upon completion of these programs, must assess teachers' knowledge via standardized exams, and skill mastery via performance-based assessments and tasks. Upon entry into the field, it becomes the duty of a school system to provide formal mentoring during and beyond the induction year, as well as access to meaningful professional development that allows teachers to maintain relevance in their field, achieve the goals of the district and ensure academic achievement for all students.

The Public Schools of Dover and Sherborn provide support and professional development for teachers in a number of ways, embedded within and beyond the school day. Examples include, but are not limited to:

- Professional Learning Communities
- Data Meetings
- Team/Grade/Curriculum Meetings
- Faculty Meetings
- Quality Peer Observers
- Mentoring Program
- Peer Observations (“Pineappling”)
- Instructional Coaching
- Workshops and Seminars
- Courses

Evaluating Effective Teaching Practices

Teachers evaluations are required by law and are a primary responsibility of instructional leaders. Massachusetts has adopted a multifaceted model intended to promote teacher growth and development, place students at the center of the learning, recognize excellence, set a high bar for professional teaching status and shorten timelines for improvement (Massachusetts Educator Evaluation Framework, 2011).

The Public Schools of Dover and Sherborn follow the state’s five step process, as educators self-assess their progress and needs, set specific/measurable/achievable/result-focused/time-bound professional practice and student learning goals, implement plans and engage in the observation and feedback process,

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analyze progress and growth, and set new benchmarks based on multiple forms of data including classroom observations, student achievement and student feedback. Summative ratings are reported to the state, and teachers' professional status and renewal is dependent on their ability to meet individual goals and the specific competencies outlined in the rubric of Standards and Indicators of Effective Teaching Practice.

In 2013, a committee of Dover Sherborn school committee members, administrators, and teachers developed the Categories, Indicators, and Attributes of Effective Practice for Teachers, outlining seven areas of competency, including Knowledge of Curriculum Content, Curriculum and Instruction Planning and Assessment, Management of Classroom Environment, Instruction, Expectations for Student Achievement, Professional Responsibilities and Relationship with Students. Although organized differently, the document includes indicators aligned with those in the state rubric, and continues to guide the work of teachers, administrators, and evaluators in identifying, supporting, and evaluating effective teaching practices.

The Dover Sherborn Teachers' Rubric of Categories, Indicators, and Attributes is attached, and while specific competencies are named, so are examples of evidence and descriptors that dictate the level of educator performance - unsatisfactory, needs improvement, proficient, and exemplary. As teachers and administrators use this tool to identify and recognize effective teaching practices, examples of exemplary practices at Chickering include, but are not limited to:

- II.1.b. (Exemplary): *Teacher identifies group needs and individual needs and readily matches the appropriate strategy to individual students or the group at large to meet the needs of all students.*
- II.2.a. (Exemplary): *All students are cognitively engaged in the activities and assignments in their exploration of content; students regularly have the chance to initiate or adapt activities and projects to enhance their understanding.*
- II.3.a. (Exemplary): *Teacher uses a variety of formal and informal assessments and effectively uses the data to guide instructional decisions both during and after lessons.*
- IV.1.a. (Exemplary): *Teachers' purpose for the lesson is clear to students; students understand what they are being asked to do; teacher anticipates and addresses possible student misconceptions.*
- IV.1.b. (Exemplary): *Teacher makes clear the connection of learning to real-world application.*
- IV.2.c. (Exemplary): *The teacher consistently provides differentiated instruction for students who need more support or extension; the strategies employed show evidence of the teacher seeking out the most effective, current approaches.*
- V.2.a. (Exemplary): *Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards and make active effective use of information in guiding their own learning.*
- VI.3.a. (Exemplary): *Teacher frequently provides information to families regarding students' progress. Teacher responds appropriately to family concerns. Students contribute to the design of the communication system.*
- VII.1.b. (Exemplary): *Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.*

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Under your leadership and strategic plan, I look forward to our continued work as a district in defining effective teaching practices and supporting teachers to improve and expand their strategies with the goal of improved outcomes for students:

- Re-establish a PreK-12 Academic Excellence Committee to research “cutting edge” practices and trends in both industry and education across the state, nation, and world
- Provide professional development activities that foster innovative teaching practices
- Strengthen current curriculum and teaching by building upon identified best practices.

Appendix E – Teachers’ Rubric
Categories, Indicators, and Attributes of Effective Practice for Teachers

I. Knowledge of Curriculum Content
(State Standard I: Curriculum, Planning, and Assessment)

Indicator #1: Curriculum Knowledge as evidenced by participation in curriculum work at department/grade/team/school meetings, teaching artifacts (i.e. curriculum documents), classroom observations, attendance at professional development activities (i.e. curriculum related workshops/conferences)

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|--|---|---|
| Demonstrates a knowledge of teaching content area(s) | In planning and practice, teacher makes content errors or does not correct errors made by students. | Teacher is familiar with the important concepts in the discipline but may lack an awareness of how these concepts relate to one another. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. |
| Contributes to the ongoing renewal of curriculum | Teacher rarely engages in professional development activities to enhance knowledge or skill. | Teacher participates in professional activities to a limited extent when they are convenient or required. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. |

II. Curriculum and Instruction Planning and Assessment
(State Standard I: Curriculum, Planning, and Assessment)

Indicator #1: Planning for Instruction as evidenced by standards-based curriculum units, curriculum roadmaps, standards-based plan books, planning using differentiated materials and/or activities, planning work with colleagues, teaching artifacts (i.e., student guides, unit overviews)

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|---|--|--|
| Sets goals to achieve state, district, and school learning standards | Goals reflect little or no correlation to relevant learning standards. | Goals reflect loose or uneven correlation to relevant learning standards. | Goals reflect clear correlation to relevant learning standards. | Goals reflect clear correlation to relevant learning standards and allow for extension by individual students or class as a whole. |
| Identifies individual and group needs in planning of appropriate strategies to meet those needs | Teacher fails to identify individual or group needs. | Teacher identifies group needs and plans an appropriate strategy to meet those needs but does not plan alternative strategies for the group or individual students. | Teacher identifies group needs and individual needs and plans at least two appropriate strategies to meet those needs. | Teacher identifies group needs and individual needs and readily matches the appropriate strategy to individual students or the group at large to meet the needs of all students. |
| Collaborates with colleagues and support staff to meet learning goals of all students | There is little or no evidence of communication with colleagues. | There is some evidence of communication with colleagues but little or no evidence of collaboration. | There is clear evidence of effective communication and collaboration. | There is clear evidence of consistent and effective communication and collaboration. |

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|--|---|--|--|--|
| <p>Plans instructional opportunities for students to assume responsibility for their own learning</p> | <p>Activities and assignments are inappropriate for students' ages or backgrounds; students are not mentally engaged in them.</p> | <p>Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.</p> | <p>All activities and assignments are appropriate to most students and almost all students are cognitively engaged in exploring content; students have some chances to initiate or adapt activities and projects to enhance their understanding.</p> | <p>All students are cognitively engaged in the activities and assignments in their exploration of content; students regularly have the chance to initiate or adapt activities and projects to enhance their understanding.</p> |
|--|---|--|--|--|

Indicator #2: Assessment Design as evidenced by review of classroom assessments (i.e., portfolios, writing folders)

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|---|--|---|
| <p>Determines specific and challenging standards for students</p> | <p>Teacher does not set learning standards.</p> | <p>Teacher sets learning standards, but standards are vague and/or not challenging.</p> | <p>Teacher sets clear standards that challenge all students.</p> | <p>Teacher sets clear and challenging standards and encourages students to initiate or adapt goals to enhance their understanding, where appropriate.</p> |
| <p>Plans appropriate strategies for assessing</p> | <p>Assessment strategies have little or no connection to</p> | <p>Assessment strategies relate to learning standards but have limited</p> | <p>Assessment strategies clearly relate to learning</p> | <p>Assessment strategies clearly relate to learning standards and</p> |

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|---|---------------------|--|--|--|
| students' progress on learning standards | learning standards. | value in assessing students' progress. | standards and effectively assess students' progress. | effectively assess students' progress and allow timely remediation or extension of learning. |
|---|---------------------|--|--|--|

Indicator #3: Assessment Use as evidenced by teacher record – keeping system, use of individual (teacher) and group (state, district, school) data in curriculum, instruction, and assessment planning

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|---|--|---|
| Uses a variety of formal and informal assessments of students' achievement and progress for instructional revisions and decision – making | Teacher uses a limited number and variety of assessments and does not use the data to guide instructional decisions. | Teacher uses a limited number or variety of assessments but sometimes makes use of data to guide instructional decisions. | Teacher uses a variety of formal and informal assessments and effectively uses the data to guide future instructional decisions. | Teacher uses a variety of formal and informal assessments and effectively uses the data to guide instructional decisions both during and after lessons. |
| Communicates student progress to parents, students, and staff members in a timely fashion | Teacher does not communicate student progress to any others in a timely fashion. | Teacher sometimes communicates student progress to others in a timely fashion. | Teacher consistently communicates student progress to others in a timely fashion. | Teacher proactively communicates student progress to others, maximizing the support for student learning. |

III. Management of Classroom Environment
(State Standard II: Teaching All Students)

Indicator #1: Organizing for Instruction as evidenced by classroom observations, planning documents (i.e. web pages, lesson plans)

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|--|--|---|
| Prepares, distributes and utilizes resources effectively | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time. | Routines for handling materials and supplies occur smoothly with little loss of instructional time. | Routines for handling materials and supplies are seamless with students assuming some responsibility for smooth operation. |
| Performance of non-instructional duties | Considerable instructional time is lost in performing non-instructional duties. | Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time. | Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. |

Indicator #2: Student Learning Environment as evidenced by classroom observations, teaching/classroom artifacts (i.e. posters, student hand-outs, web resources)

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|---|---|
| Uses classroom space to promote optimal | The furniture arrangement hinders the learning | Teacher uses physical resources adequately. The furniture may be | Teacher uses physical resources skillfully, and | Both teacher and students use physical resources easily |

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| learning | activities, or the teacher makes poor use of physical resources. | adjusted for a lesson, but with limited effectiveness. | the furniture arrangement is a resource for learning activities. | and skillfully, and students adjust the furniture to advance their learning. |
| Establishes classroom procedures that maintain a high level of students' time on tasks | Considerable instructional time is lost in performing classroom procedures. | Systems for performing classroom procedures are only fairly efficient, resulting in some loss of instructional time. | Efficient systems for performing classroom procedures are in place, resulting in minimal loss of instructional time. | Systems for performing classroom procedures are well established, with students assuming considerable responsibility for efficient operation. |
| Ensures smooth transitions for one activity to another | Transitions are chaotic, with much time lost between activities or lesson segments. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. |
| Encourages open exchange of ideas | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. |

Indicator #3: Interpersonal Interactions as evidenced by classroom observations, teaching artifacts (i.e. student code of behavior hand-outs, class academic expectations hand-outs)

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|--|---|--|
| Establishes, models, communicates, and implements consistent, clear, and fair behavioral expectations for students | No standards of conduct appear to have been established, or students are confused as to what the standards are. | Standards of conduct appear to have been established, and most students seem to understand them. | Standards of conduct are clear to all students. | Standards of conduct are clear to all students and appear to have been developed with student participation. |
| Adheres to authorized policies and procedures | Teacher does not adhere to authorized policies and procedures. | Teacher usually adheres to authorized policies and procedures. | Teacher consistently adheres to authorized policies and procedures. | Teacher consistently adheres to authorized policies and procedures and makes helpful suggestions for improving policies and procedures. |
| Demonstrates appreciation for and sensitivity to the diversity among individuals | Teacher displays little or no knowledge of students' interests or cultural heritage and indicates that such knowledge is not important. | Teacher recognizes the value of understanding students' interests and cultural heritage, but has limited knowledge of the students' interests and cultural heritage. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge in the classroom. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. |

| | | | | |
|---|--|--|---|---|
| Maintains appropriate professional boundaries with students. | Teacher engages in inappropriate interactions with students. | Teacher maintains professional boundaries with students. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with students. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. |
|---|--|--|---|---|

IV. Instruction
(State Standard II: Teaching All Students)

Indicator # 1: Instructional Goals as evidenced by classroom observations, planning documents, teaching artifacts (i.e. worksheets, student guides, organizational learning tools), materials and resources, formative and summative student assessments

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|---|--|--|
| Clearly communicates learning standards to students and identifies misconceptions as they arise | Teacher's purpose in a lesson is unstated. | Teacher attempts to explain the instructional purpose with limited success. | Teacher's purpose for the lesson is clear to students; students understand what they are being asked to do; teacher checks for and responds to students' misconceptions. | Teacher's purpose for the lesson is clear to students; students understand what they are being asked to do; teacher anticipates and addresses possible student misconceptions. |
| Understands and shows students the relevance of the subject to life-long learning | Teacher makes no connection between learning and real-world application. | Teacher mentions connection of lesson to real-world application. | Teacher connects learning to real-world application. | Teacher makes clear the connection of learning to real-world application. |

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| | | | | Students demonstrate understanding of this connection through a discussion or activity. |
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Indicator # 2: Instructional Strategies as evidenced by classroom observations, planning documents, teaching artifacts (i.e. worksheets, student guides, organizational learning tools), materials and resources, formative and summative student assessments

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|--|--|
| Implements a variety of instructional strategies to ensure that students interact with ideas, resources and one another (Student participation) | Interaction between teacher and student is predominately recitation style; teacher ignores or brushes aside students' questions or interests. | Teacher actively attempts to engage students in the lesson and attempts to accommodate students' questions or interests with only limited success. | Teacher successfully engages students in the lesson and accommodates students' questions or interests. | Teacher successfully engages students in the lesson and accommodates students' questions or interests; students initiate ideas and make unsolicited contributions. |
| Implements a variety of instructional strategies to ensure that students interact with ideas, resources and each other (Learning activities) | Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. | At times the learning activities are suitable to students or to the instructional outcomes; some represent a moderate cognitive challenge. | Learning activities are consistently suitable to students or to the instructional outcomes; most represent significant cognitive challenge; teacher consistently | Learning activities are consistently suitable to students or to the instructional outcomes; most represent significant cognitive challenge; teacher consistently implements a variety of |

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| | | | implements a variety of effective instructional strategies. | effective instructional strategies and is readily able to adapt to demonstrated student needs. |
| Remediates, re-teaches or extends teaching to meet individual or group needs | The teacher does not provide any variation in the delivery of instruction for the needs of different students. | The teacher actively attempts to provide some variation for students' differing needs with uneven success. | The teacher consistently provides differentiated instruction for students who need more support or extension. | The teacher consistently provides differentiated instruction for students who need more support or extension; the strategies employed show evidence of the teacher seeking out the most effective, current approaches. |
| Uses a variety of resources in order to reinforce and extend students' knowledge and skills | The teacher displays little understanding of the prior knowledge needed or of varied pedagogical approaches important to student learning of the content. | Teacher's plans and practice indicate limited awareness of varied pedagogical approaches and some awareness of prior knowledge, but knowledge is outdated, limited or inaccurate. | Teacher's plans and practice reflect current knowledge of how students learn, a wide range of effective pedagogical approaches, and accurate understanding of prior knowledge among topics and concepts. | Teacher's plans and practices reflect extensive understanding of how students learn, a wide range of effective pedagogical approaches to anticipate student misconceptions, and a deep understanding of the prior knowledge necessary to |

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| | | | | ensure learning. |
| Continually evaluates and refines instructional strategies to increase student learning | Teacher adheres rigidly to an instructional plan, does not know if a lesson was effective, or profoundly misjudges the success or outcome of a lesson. | Teacher is partially successful in lesson adjustment, with a generally accurate impression of a lesson's effectiveness and outcomes. | Teacher makes a minor, smooth adjustment to a lesson and makes accurate assessments of lesson's outcomes and effectiveness. Teacher can cite general references to support the judgment. | Teacher successfully makes major adjustments to lesson when needed, makes thoughtful and accurate assessment of lesson's outcome and effectiveness, and can cite specific examples from the lesson, weighing the relative strengths of each. |

**V. Expectations for Student Achievement
(State Standard II: Teaching All Students)**

Indicator #1 Communication of Student Expectations as evidenced by correspondence with students and/or parents (i.e., e-mails, web pages, newsletter, parent hand-outs, course outlines), student work, classroom observations, formative and summative student assessments, common grade level or course assessments

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|--|--|
| Communication of classroom policies and | Grading policies, guidelines regarding classroom | Grading policies, guidelines regarding classroom | Grading policies, guidelines regarding | Grading policies, guidelines regarding classroom |

| | | | | |
|---|---|---|---|---|
| <p>procedures</p> | <p>procedures, and guidelines regarding work quality and work quantity have not been delineated.</p> | <p>procedures, and guidelines regarding work quality and work quantity are sometimes apparent and sometimes followed.</p> | <p>classroom procedures, and guidelines regarding work quality and work quantity have been clearly delineated and consistently followed.</p> | <p>procedures, and guidelines regarding work quality and work quantity have been clearly delineated and are consistently followed. The teacher may also make appropriate adjustments based on student needs.</p> |
| <p>Expectations for learning and achievement</p> | <p>Instructional outcomes, activities and assignments, and student interactions with teacher convey low expectations for a noticeable number of students.</p> | <p>Instructional outcomes, activities and assignments, and student interactions with teacher convey modest expectations for student learning and achievement.</p> | <p>Instructional outcomes, activities and assignments, and student interactions with teacher convey high expectations for all students' learning and achievement.</p> | <p>Instructional outcomes, activities and assignments, and student interactions with teacher convey high expectations for all students' learning and achievement. The teacher may also make appropriate adjustments based on student needs.</p> |

Indicator #2 Promotion of Student Responsibilities and Autonomy as evidenced by correspondence with students and/or parents (i.e., e-mails, web pages, newsletter, parent hand-outs, course outlines), student work, classroom observations, formative and summative student assessments, common grade level or course assessments

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|---|--|---|
| Feedback to students | Teacher's feedback to students is of poor quality and not provided in a timely manner. | Teacher's feedback to students is uneven, and its timeliness is inconsistent. | Teacher's feedback to students is timely and of consistently high quality. | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| Student self-assessment and monitoring of progress | Students do not engage in self-assessment or monitoring of progress, so they do not know their strengths and weaknesses as learners. | Students occasionally assess the quality of their own work against the assessment criteria and performance standards but might not know how to improve. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards and attempt to enhance their learning using more than one approach. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards and make active and effective use of that information in guiding their own learning. |

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| <p>Student belief in value of effort</p> | <p>Students demonstrate little or no effort in their work, motivated by the desire simply to complete the task.</p> | <p>Students sometimes demonstrate effort, but may put little effort in minor assignments.</p> | <p>Students consistently demonstrate effort when preparing for or completing all assignments.</p> | <p>Students consistently demonstrate effort when preparing for or completing all assignments, sometimes showing initiative to extend learning or refine their performance.</p> |
| <p>Persistence and planning for student difficulty</p> | <p>When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.</p> | <p>Teacher accepts responsibility for the success of all students but has a limited repertoire of instructional strategies on which to draw.</p> | <p>Teacher persists in seeking approaches for students who have difficulty learning, drawing on a repertoire of strategies, and working collaboratively with students to improve learning.</p> | <p>Teacher proactively persists in seeking effective approaches for students who need help or when students first show signs of struggle in meeting learning standards.</p> |

Indicator #3 Student Growth as evidenced by correspondence with students and/or parents (i.e., e-mails, web pages, newsletter, parent hand-outs, course outlines), student work, classroom observations, formative and summative student assessments, common grade level or course assessments, and student feedback

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|-----------------------|---|---|--|---|
| Student Growth | Unable to provide evidence of student growth. | Able to provide some evidence of student growth; low/moderate impact on student growth. | Provides clear and varied evidence of student growth; moderate impact on student growth. | Provides clear, consistent, and dramatic evidence of student growth; high impact on student growth. |

VI. Professional Responsibilities

(State Standard III: Family and Community Engagement & State Standard IV: Professional Culture)

Indicator #1: Teacher – Parent Interaction as evidenced by correspondence with students and/or parents (i.e., e-mails, web pages, newsletter, parent hand-outs, course outlines), implementation of student handbook procedures

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|---|--|---|
| Maintains appropriate and effective interactions with parents regarding student behavior and performance | Teacher provides minimal information to families about students’ progress, or the communication is inappropriate. Teacher does not respond or responds | Teacher adheres to school’s required procedures for communicating with families about students’ progress but offers little additional information. Responses to family concerns are | Teacher communicates with families about students’ progress on a regular basis. Teacher responds appropriately to family concerns. | Teacher frequently provides information to families regarding students’ progress. Teacher responds appropriately to family concerns. Students contribute to the design of the |

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| | inappropriately to family concerns about students. | minimal or occasionally inappropriate. | | communication system. |
|--|--|--|--|-----------------------|

Indicator #2: Teacher Relationships and Responsibilities as evidenced by participating in school and/or district committees, models professional behaviors (i.e. punctual, accurate and prompt in duties, adheres to school policies and practice), manages student behaviors outside classroom

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|---|---|---|
| Working cooperatively to achieve the goals or address the needs of the grade, team, department, or building | Teacher's relationships with colleagues are negative or self-serving. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher finds limited ways to contribute to the profession. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher participates actively in assisting and working with other educators. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. Teacher initiates important activities to contribute to the profession. |
| Fulfills professional responsibilities | Teacher does not comply with school and district regulations. Teacher avoids becoming involved in school and district committees, | Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher participates in school and district committees, projects, and events when | Teacher complies fully with school and district regulations. Teacher volunteers to participate in school and district committees, | Teacher complies fully with school and district regulations, taking a leadership role with colleagues. Teacher volunteers to participate in school and district committees, |

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| | projects, and events. | specifically asked. | projects and events, making a substantial contribution. | projects and events, making a substantial contribution and assuming a leadership role. |
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Indicator #3: Teacher Reflection and Learning as evidenced by participating in Dover/Sherborn PD activities, attends workshops and conferences that enhance IPDP, coursework (i.e. graduate coursework and collaborative programs)

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|---|--|
| Reflects upon what students need to know and how they demonstrate mastery and seeks out appropriate opportunities and/or resources for growth and improvement | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. Teacher does not take advantage of resources to enhance content and pedagogical knowledge available through the school or district. | Teacher becomes involved in the school's culture of inquiry when required to do so. Teacher takes minimal advantage of resources to enhance content and pedagogical knowledge available through the school or district. | Teacher actively participates in a culture of professional inquiry. Teacher takes advantage of resources to enhance content and pedagogical knowledge available through the school, district, professional organizations, the Internet, or universities. | Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher takes advantage of resources to enhance content and pedagogical knowledge available through the school, district, professional organizations, the Internet, or universities. |
| Integrates appropriate suggestions for growth and improvement | Teacher resists feedback on teaching performance from either supervisors or | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and | Teacher welcomes feedback from supervisors or colleagues when | Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher integrates |

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| | more experienced colleagues. | professional colleagues and attempts to integrate some suggestions into the teaching. | opportunities arise. Teacher integrates suggestions into the teaching. | suggestions into the teaching and expands upon them. |
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VII. Relationship with Students
(State Standard II: Teaching All Students)

Indicator #1: Educator-Student Interactions as evidenced by classroom observations, records of student feedback, utilizes colleagues as resources to support student success (i.e. meetings with guidance, SPED), implements strategies on IEPs, Provides instructional materials to support differentiated instruction

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|--|---|---|
| Provides opportunities for each student to meet with success | Teacher is not alert to students' needs. | Teacher's attempts to serve students are inconsistent. | Teacher is active in serving students. | Teacher is highly proactive in serving students, seeking out resources when needed. |
| Works to establish good rapport with students | Teacher interactions with some students are negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and cultures of the students. Students exhibit respect for the teacher. | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| Seeks and uses student feedback | Provides little or no evidence as to | Provides evidence as to the use of student | Provides clear evidence as to | Provides clear, consistent, and |

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|--|--------------------------|-----------|------------------------------|--|
| to enhance overall classroom experience | use of student feedback. | feedback. | the use of student feedback. | convincing evidence as to the use of student feedback. |
|--|--------------------------|-----------|------------------------------|--|

Rubric Point-Weighting System

| Categories & State Standards | Category Weight/Rating Points |
|--|---|
| Category I: Knowledge of Curriculum Content (State Standard I: Curriculum, Planning, and Assessment) | Category Weight = 20% Exemplary = 24 Proficient = 16 Needs Improvement = 8 Unsatisfactory = 0 |
| Category II: Curriculum and Instruction Planning and Assessment (State Standard I: Curriculum, Planning, and Assessment) | Category Weight = 20% Exemplary = 24 Proficient = 16 Needs Improvement = 8 Unsatisfactory = 0 |
| Category III: Management of Classroom Environment (State Standard II: Teaching All Students) | Category Weight = 10% Exemplary = 12 Proficient = 8 Needs Improvement = 4 Unsatisfactory = 0 |
| Category IV: Instruction (State Standard II: Teaching All Students) | Category Weight = 20% Exemplary = 24 Proficient = 16 Needs Improvement = 8 Unsatisfactory = 0 |
| Category V: Expectations for Student Achievement (State Standard II: Teaching All Students) | Category Weight = 20% Exemplary = 24 Proficient = 16 Needs Improvement = 8 Unsatisfactory = 0 |
| Category VI: Professional Responsibilities (State Standard III: Family and Community Engagement & State Standard IV: Professional Culture) | Category Weight = 5% Exemplary = 6 Proficient = 4 Needs Improvement = 2 Unsatisfactory = 0 |
| Category VII: Relationship with Students (State Standard II: Teaching All Students) | Category Weight = 5% Exemplary = 6 Proficient = 4 Needs Improvement = 2 Unsatisfactory = 0 |

Summative Performance Rating Scale Based on Rubric Point-Weighting System

| | | |
|--------------------------|-----------------------------|--|
| Exemplary | 112-120 Total Points | At least 112 and no Needs Improvement or Unsatisfactory rating on any Category. |
| Proficient | 76-110 Total Points | At least Proficient on all 4 20% Categories and no Unsatisfactory rating on any Category. |
| Needs Improvement | 48-74 Total Points | |
| Unsatisfactory | ≤ 46 Total Points | |

Category to State Standard Correlation

State Standard 1

Category I: Knowledge of Curriculum Content

- Exemplary (24 pts.) Proficient (16 pts.) Needs Improvement (8 pts.) Unsatisfactory (0 pts.)

Category II: Curriculum and Instruction Planning and Assessment

- Exemplary (24 pts.) Proficient (16 pts.) Needs Improvement (8 pts.) Unsatisfactory (0 pts.)

Summative State Standard Rating for Standard 1

- Exemplary Proficient Needs Improvement Unsatisfactory

State Standard 2

Category III: Management of Classroom Environment

- Exemplary (12 pts.) Proficient (8 pts.) Needs Improvement (4 pts.) Unsatisfactory (0 pts.)

Category IV: Instruction

- Exemplary (24 pts.) Proficient (16 pts.) Needs Improvement (8 pts.) Unsatisfactory (0 pts.)

Category V: Expectations for Student Achievement

- Exemplary (24 pts.) Proficient (16 pts.) Needs Improvement (8 pts.) Unsatisfactory (0 pts.)

Category VII: Relationship with Students

- Exemplary (6 pts.) Proficient (4 pts.) Needs Improvement (2 pts.) Unsatisfactory (0 pts.)

Summative State Standard Rating for Standard 2

- Exemplary Proficient Needs Improvement Unsatisfactory

State Standard 3

Category VI: Professional Responsibilities

- Exemplary (3 pts.) Proficient (2 pts.) Needs Improvement (1 pt.) Unsatisfactory (0 pts.)

Summative State Standard Rating for Standard 3

- Exemplary Proficient Needs Improvement Unsatisfactory

State Standard 4

Category VI: Professional Responsibilities

- Exemplary (3 pts.) Proficient (2 pts.) Needs Improvement (1 pt.) Unsatisfactory (0 pts.)

Summative State Standard Rating for Standard 4

- Exemplary Proficient Needs Improvement Unsatisfactory

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The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030
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www.doversherborn.org

Dr. Andrew W. Keough, Superintendent
Ms. Elizabeth M. McCoy, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Business Administrator

To: Dover School Committee

From: Andrew W. Keough, Ed.D.

Date: May 14, 2018

RE: Superintendent Report

Dover Town Meeting

I am pleased to report that at the Annual Dover Town meeting, held on Monday May 7, 2018, the residents of Dover voted to approve the Chickering School FY19 Operating and Capital Budgets. There were no questions from the audience! This is a tribute to the many hours of hard work put in by both the administration and School Committee to build a budget that is both fiscally responsible and dedicated to retaining our excellence. I would like to thank the Dover Warrant Committee, led by Kate Cannie, for their cooperation and support throughout this challenging and lengthy process.

Communication with State Representatives

In recent weeks, I have been in communication with our representatives in the Massachusetts House (Representative Denise Garlick), Senate (Senator Mike Rush) and the Massachusetts Association of School Superintendents lobbying for passage of Resolve Senate 217 (state regional transportation funding) and requesting increased funding to FY19 Chapter 70, Circuit Breaker, and Metco. The requests for funding appear to have paid off as we have seen meaningful increases over the Governor's budget in both the House and Senate.

Strategic Plan Distribution

On April 27th I wrote to district staff about the completion of the Strategic Plan and its approval at the recent April 10th Joint School Committee meeting. I wrote to the families of the Dover Sherborn Schools with a similar message. Thus far the feedback has been positive and productive, with people expressing appreciation for our having established such a clear direction for our school system.

Quarterly Visits

I continue to hold quarterly visits with all building administrators, including Ms. Dayal. These meetings allow for dedicated time to discuss both managerial and leadership issues. Further, they allow us to strategize how we might make the learning experiences for our students even better. At my most recent visit to Chickering, I was able to pass through classrooms and speak with staff and students. Additionally, I spent time with fourth grade students, Madison, Chris, and Barrett as they interviewed me for the school newspaper. I had a

great time and was impressed by the technology our students were using. I would to thank Ms. Cheryl Chase for including me in this learning experience!

Challenge Success Conference

I am pleased to report that Dover Sherborn was the site of the Challenge Success Inaugural Northeast Conference over the weekend of May 4-5. On Friday evening parents from both Dover and Sherborn were invited to hear a presentation by psychologist, educator, and author, Dr. Brad Sachs, and Dr. Denise Pope, Stanford professor and founder of Challenge Success. On Saturday, twelve multi-stakeholder teams from school systems across the northeast region came together to share common challenges, strategies, and successes with each other in an effort to strengthen their programs. Hosting these events was a great honor for the Dover Sherborn Schools and is something we can all take great pride in. I want to thank and commend our Challenge Success leaders from across the district for making this conference happen.

The Public Schools of Dover and Sherborn

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Dr. Andrew W. Keough, Superintendent
Ms. Elizabeth M. McCoy, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Business Administrator

TO: Andrew Keough, Superintendent
FROM: Dawn Fattore, Business Administrator
RE: FY18 Monthly Report
DATE: May 11, 2018

Attached please find:

- a.) Status of Appropriations as of May 10, 2018
- b.) Special Revenue/Revolving Funds as of March 31, 2018
- c.) FY18 Capital Project Status Update

Status of Appropriations

Salaries

We continue to project a positive variance from salaries. We have two maternity leaves whose replacements are encumbered in the substitute line item. As previously noted, we realized approximately \$80,000 in post FY18 staffing changes which was available to offset the increase in the Team Chair position from .8 to 1.0 FTE and the addition of two SPED EAs. The additional savings from various positions vacant throughout the year, extended unpaid maternity leaves and the appropriate charging of custodial overtime to the Building Fund has increased the current positive variance to approximately **\$50,000**. This assumes full utilization of the substitute remaining budget amount and half of the custodial remaining budget amount.

Operating Expenditures

There are no material variances to report to date. At this time, we can project a positive expenditure variance of approximately **\$75,000** representing unused reserve funds, fuel adjustments savings for bus transportation and lower utility costs (primarily heat based on our favorable pricing). We anticipate this amount will slightly increase from unused funds in various other operating accounts as the year comes to a close.

Out-of-District Expenditures

We have experienced additional OOD changes in expenditures since our March report with the net result being a decrease in the negative variance from **\$92,700** to **\$85,700**. This included two additional placements but was offset by a finalized cost share arrangement with another town for one placement. We will provide a summary of placements at the June meeting.

In summary, the positive variances from the in-district operations continue to offset the projected OOD expenditures at this time. This will result in 100% of CB reimbursement being returned to the Town.

Recent legislative action has resulted in additional appropriated funds for FY18 CB. It is anticipated that the final reimbursement rate will be closer to 72% versus the current 65% increasing the return to the Town by approx. \$100,500.

Special Revenue/Revolving Funds

We have updated the Special Revenue/Revolving Fund Statement through March 31, 2018. The Food Services fund balance continues to have steady growth which will serve to fund smaller needs within the kitchen that do not meet the capital item thresholds.

Capital Project Status and Facilities Update

We are pleased to report that all FY18 capital projects are complete and for the most part, under budget. We will be returning approx. \$15,000 to the Town when the accounts are closed out at June 30th.

As you may recall, the Town included an additional \$50,000 in our operating budget last year to cover the Green Community Energy Efficiency Lighting Project. This involved retrofitting the majority of our lighting fixtures to be LED compatible and was completed this past summer. One type of recessed canister used throughout the building was excluded from this retrofit as it was assumed they were compatible with existing LED bulbs. This turned out not be the case and given we have remaining funds from the \$50,000 allocation, we are moving forward with replacing approximately 250 canisters with new electronic ballasts. This work will be completed by June 30th and will cost just under \$14,000. We will review our electricity bills this summer and share the results of this energy efficiency initiative with the Committee next fall.

Our IT Department is currently working with Verizon to upgrade our incoming lines to FIOS given the multiple failures we have been experiencing. Our internet service was upgraded to FIOS earlier this year so the process of moving over the phone lines is fairly simple. This should eliminate future service disruptions.

There are no FY19 capital projects scheduled so the custodial staff will have a chance to catch-up from the extremely busy FY18 summer!

We will be happy to answer any questions on the information provided at Monday's meeting.

Dover Public Schools
Status of Appropriations as of May 10, 2018

| SALARIES | FY18 | EXPENDED | | TOTAL | OPERATING | % of |
|---|---------------------|--------------------|---------------------|---------------------|------------------------------------|----------------|
| | BUDGET | THUR 5/10 | ENCUMBRANCES | PROJECTED | VARIANCE/ BUD.REMAINING | BUDGET |
| SUPERINTENDENT | \$122,305 | \$112,733 | \$10,098 | \$122,830 | (526) | - 0.43% |
| BUSINESS AND FINANCE | 133,180 | 113,010 | 18,519 | 131,528 | 1,652 | 1.24% |
| DISTRICT INFO MANAGEMENT | 73,122 | 66,782 | 6,068 | 72,849 | 273 | 0.37% |
| SPED ADMINISTRATION | 187,726 | 170,287 | 34,097 | 204,384 | (16,658) | - 8.87% |
| SCHOOL LEADERSHIP-BUILDING | 349,914 | 309,193 | 40,721 | 349,914 | 0 | 0.00% |
| ACADEMIC LEADERS/QPO | 28,082 | 15,453 | 8,843 | 24,296 | 3,785 | 13.48% |
| TEACHERS, CLASSROOM | 2,772,773 | 1,987,165 | 728,385 | 2,715,550 | 57,223 | 2.06% |
| TEACHERS, SPED | 1,010,687 | 788,251 | 275,460 | 1,063,711 | (53,024) | - 5.25% |
| SUBSTITUTES | 45,000 | 32,845 | 4,684 | 37,529 | 7,471 | 16.60% |
| EDUCATIONAL ASSISTANTS | 620,727 | 520,271 | 83,482 | 603,753 | 16,974 | 2.73% |
| LIBRARIANS & MEDIA CENTER | 102,698 | 74,640 | 28,058 | 102,698 | 0 | 0.00% |
| BUILDING BASED PD | 16,875 | 16,088 | 0 | 16,088 | 788 | 4.67% |
| CLASSROOM INSTRUCT TECHNOLOGY | 106,515 | 77,414 | 29,101 | 106,515 | 0 | 0.00% |
| GUIDANCE COUNSELORS | 97,549 | 70,897 | 26,651 | 97,549 | 0 | 0.00% |
| PSYCHOLOGICAL SERVICES | 106,515 | 50,561 | 18,876 | 69,438 | 37,078 | 34.81% |
| MEDICAL/HEALTH SERVICES | 81,246 | 60,932 | 21,869 | 82,801 | (1,555) | - 1.91% |
| CUSTODIAL SERVICES | 247,707 | 202,007 | 26,280 | 228,287 | 19,420 | 7.84% |
| TOTAL SALARIES | \$6,102,619 | \$4,668,527 | \$1,361,192 | \$6,029,719 | \$72,899 | 1.19% |
| EXPENDITURES | | | | | | |
| SCHOOL COMMITTEE | \$10,650 | \$6,255 | \$4,980 | \$11,236 | (586) | - 5.50% |
| SUPERINTENDENT | 16,850 | 14,079 | 527 | 14,606 | 2,244 | 13.32% |
| LEGAL SERVICES | 36,426 | 5,000 | 3,000 | 8,000 | 28,426 | 78.04% |
| DISTRICT INFO MANAGEMENT | 63,900 | 55,532 | 196 | 55,728 | 8,172 | 12.79% |
| SCHOOL LEADERSHIP-BUILDING | 12,210 | 10,122 | 0 | 10,122 | 2,088 | 17.10% |
| CLASSROOM CONTRACTED SERVICES | 7,700 | 5,045 | 0 | 5,045 | 2,655 | 34.48% |
| SPED SERVICES/SUPPLIES | 44,320 | 37,898 | 18,465 | 56,363 | (12,043) | -27.17% |
| LIBRARIANS & MEDIA CENTER | 12,648 | 10,908 | 546 | 11,454 | 1,194 | 9.44% |
| COURSE REIMBURSEMENT/PD | 33,300 | 11,236 | 2,528 | 13,764 | 19,536 | 58.67% |
| TEXTBOOKS & RELATED SOFTWARE | 61,747 | 62,791 | 0 | 62,791 | (1,044) | - 1.69% |
| LIBRARY INSTRUCTIONAL MATERIALS | 5,575 | 2,803 | 14 | 2,817 | 2,757 | 49.46% |
| INSTRUCTIONAL EQUIPMENT | 25,500 | 14,165 | 1,595 | 15,761 | 9,739 | 38.19% |
| GENERAL SUPPLIES | 60,300 | 54,348 | 875 | 55,223 | 5,077 | 8.42% |
| CLASSROOM INSTRUCT TECHNOLOGY | 6,000 | 6,475 | 0 | 6,475 | (475) | - 7.92% |
| GUIDANCE | 650 | 0 | 0 | 0 | 650 | 100.00% |
| MEDICAL/HEALTH SERVICES | 4,500 | 4,007 | 434 | 4,440 | 60 | 1.32% |
| TRANSPORTATION SERVICES | 216,102 | 186,742 | 19,860 | 206,603 | 9,499 | 4.40% |
| CUSTODIAL SERVICES | 157,800 | 121,847 | 26,068 | 147,915 | 9,885 | 6.26% |
| UTILITIES | 217,000 | 153,962 | 29,321 | 183,283 | 33,717 | 15.54% |
| TOTAL EXPENDITURES | \$993,178 | \$763,217 | \$108,410 | \$871,627 | \$121,551 | 12.24% |
| TOTAL INDISTRICT OPERATING | \$7,095,796 | \$5,431,744 | \$1,469,602 | \$6,901,346 | \$194,450 | 2.74% |
| OOD TUITION & TRANSPORTATION | | | | | | |
| TRANSPORTATION SERVICES | \$360,113 | \$348,875 | \$18,635 | \$367,510 | (7,397) | - 2.05% |
| TUITION TO MA SCHOOLS | 159,035 | 155,618 | 4,798 | 160,416 | (1,381) | - 0.87% |
| TUITION TO NON-PUBLIC SCHOOL | 2,311,710 | 2,160,495 | 268,588 | 2,429,082 | (117,372) | - 5.08% |
| TUITION TO COLLABORATIVES | 381,289 | 300,678 | 40,209 | 340,887 | 40,402 | 10.60% |
| TOTAL OOD | \$3,212,147 | \$2,965,665 | \$332,230 | \$3,297,895 | (\$85,748) | - 2.67% |
| TOTAL OPERATING | \$10,307,943 | \$8,397,409 | \$1,801,832 | \$10,199,242 | \$108,702 | 1.05% |
| CB Reimbursement offset at 65% | | | | | \$933,298 | |
| Est. Operating Surplus | | | | | \$1,042,000 | |

Dover Public Schools
Special Revenue/Revolving Funds as of March 31, 2018

| <u>SPECIAL REVENUE/REVOLVING FUNDS</u> | <u>FUND BALANCE @7/01/2017</u> | <u>REVENUE</u> | <u>EXPENDITURES</u> | <u>FUND BALANCE @ 03/31/2018</u> |
|--|------------------------------------|----------------|---------------------|--------------------------------------|
| BUILDING RENTAL | \$ 54,753 | \$ 8,015 | \$ 21,561 | \$ 41,207 |
| CIRCUIT BREAKER | - | 466,646 | - | 466,646 |
| FOOD SERVICES | 27,681 | 133,789 * | 115,176 | 46,293 |
| GIFTS (see pg 2 for details) | 36,191 | 5,525 | 29,672 | 12,044 |
| PRESCHOOL | 917 | 132,961 ** | 119,569 *** | 14,309 |

NOTES:

* Net of deposits in advance - \$11,902

** Net of deposits in advance for FY19 - \$1,800

*** Includes encumbered salaries

| <u>FIDUCIARY FUND</u> | <u>FUND BALANCE @ 7/01/2017</u> | <u>REVENUE</u> | <u>EXPENDITURES</u> | <u>FUND BALANCE @ 03/31/2018</u> |
|-----------------------|-------------------------------------|----------------|---------------------|--------------------------------------|
| STUDENT ACTIVITY FUND | \$ 9,473 | \$ 5,291 | \$ 4,875 | \$ 9,889 |

Student Activity Account activity per Dover Town Accountant.

| FY 18 Miscellaneous Donations - Dover Public School | | | | | | 3/31/2018 | |
|---|----------------------|------------------|-----------------|------------------|---------------------------|------------------|---------|
| Gift/Donor | Purpose | Bal Fwd | Revenue | Expenditures | Encumbered | Ending Balance | Date/Yr |
| RESTRICTED GIFTS | | | | | | | |
| Dover Elementary PTO | AV Cafeteria Project | 5,000.00 | | 5,000.00 | | 0.00 | 06/17 |
| Mudge Memorial Fund | AV Cafeteria Project | 10,000.00 | | 10,000.00 | | 0.00 | 03/17 |
| Special Education Gifts | SPED Program | 2,427.12 | | | | 2,427.12 | |
| | | | | | Total Restricted | 2,427.12 | |
| UNRESTRICTED GIFTS | | | | | | | |
| OTHER | Unrestricted | 18,763.41 | 5,525.00 | 14,672.00 | | 9,616.41 | |
| | | | | | Total Unrestricted | 9,616.41 | |
| TOTAL | | 36,190.53 | 5,525.00 | 29,672.00 | 0.00 | 12,043.53 | |
| | | | | | 3/31/2018 | 12,043.53 | |
| | | | | | ENCUMBRANCE | | |
| | | | | | TOTAL GIFTS BAL. | 12,043.53 | |

Town of Dover

Capital Requests Approved in Prior Years

| | |
|---|------------------------|
| Name of Board, Committee or Department: | Dover School Committee |
| Authorized By (Name): | |
| Date (month/day/year): | 5/10/2018 |

| <u>Capital Item Approved</u> | <u>Town Meeting Approval Year</u> | <u>\$ Approved</u> | <u>\$ Spent to Date</u> | <u>Unspent \$</u> | <u>Description/Explanation/Plan for of Approved but Unspent \$'s</u> |
|---|-----------------------------------|--------------------|-------------------------|-------------------|--|
| Cafeteria floors | 2017 | \$20,500 | \$18,979 | \$1,521 | Project completed |
| Building Indoor Temperature Control (cooling) | 2017 | \$675,000 | \$660,535 | \$14,465 | Project completed |
| Chromebooks | 2017 | \$13,000 | \$13,300 | (\$300) | Purchase completed |
| Total | | \$708,500 | \$692,814 | \$15,686 | |

DRAFT

Dover School Committee Meeting of March 5, 2018

Members Present: Adrian Hill
Henry Spalding
Brooke Matarese
Rachel Spellman

Also Present: Dr. Andrew Keough Superintendent
Beth McCoy, Assistant Superintendent
Dawn Fattore, Interim Business Manager
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) **Chickering PTO Report** - Mr. McLaughlin, PTO President, updated the Committee on upcoming PTO events, specifically the auction which will be held on March 24th.

4) FY19 Dover Public Schools Budget Hearing

Dr. Keough spoke of the development of the FY19 budget based on the District's mission and strategic objectives as well as remaining fiscally responsible.

Mr. Hill reviewed the FY19 budget drivers: reduction of one section based on enrollment (\$60,000); educator salary increases based on contract \$165,000; net change to educator salaries based on post FY18 budget staffing changes (\$45,000); expansion of FLES program to 5th grade \$30,000; addition of two SPED assistants post FY18 budget \$47,000; Increase in FY19 technology replacement based on needs \$11,600; costs for summer services related to new pre-k students and others on IEP's not included in FY18 budget \$16,000; reduction to textbook costs as FY18 budgeted for one-time math curriculum upgrade \$10,900; bus contract increase \$1,955; Business Office staff reduction from .5 to .3 (\$13,000); elimination of custodial substitute line (\$6,500); adjustment in maintenance expenses based on historical trends (\$9,300); 5 Out-of-District (OOD) placements graduating/aging-out (\$260,000); 2 OOD placements returning to In-District (\$100,000); 1 placement moved OOD (\$20,000); net amount from changes in placements \$115,000; 3 new OOD placements \$214,000; tuition increase of 3% \$72,000; and change to transportation costs based on fewer riders and length of trips (\$58,700).

The final proposed FY19 budget of \$10,437,843 represents an additional \$128,129 for in-district operating expenses and \$1,771 for Out-of-District Tuition and Transportation, an overall increase of \$129,900 or 1.26% over FY18. There are no capital requests for FY19. Ms. Spellman made a motion to approve the FY19 Budget as presented. Ms. Spalding seconded.

18-02 VOTE: 4 - 0

5) Reports

- a) Principal's Report - Ms. Dayal highlighted items from her report and answered questions from Committee members.
- b) Assistant Superintendent Report - Ms. McCoy spoke about:
 - the continued work on the English curriculum review process. Surveys have been distributed to students, educators, and parent/guardians. The results will be used, along with what has been learned through self-study, to create a comprehensive report to be presented to the School Committees in June.

DRAFT

- #WEareDS - several members of the Administration attended the Cognitively-Based Ethnic and Racial Diversity Conference which resulted in many strategics for combating bias, prejudice, and discrimination. Ms. McCoy is also working to bring back the most popular presenters from the professional development day in November.
- c) Superintendent Report - Dr. Keough reviewed his report and highlighted the following items:
- Power Outage - the outage caused the loss of use of phones and computers. Additionally, the town's water pumps were not operational so there was no water reaching the school. Thanks to a team effort all the children made it home safely. There were lessons learned and items to be discussed for improving the process going forward.
 - Response to Parkland Tragedy - Dr. Keough has directed the building leaders to gather their emergency response teams to revisit existing security protocols. The District's security consultant, Synergy Solutions, began it's audit of district facilities sooner than originally planned and faculty trainings have been scheduled for September.
- d) Warrant Report - A list of signed warrants since the last meeting was provided.
- 6) FY18 Monthly Financial Report -**
The Status of Appropriations as of February 28th was provided.
- Salaries - A small positive variance of approximately \$25,000 is being projected at this time assuming full utilization of the substitute and custodial remaining budget amounts.
 - Operating Expenditures - There are no unexpected operating expenses to report. The Administration is projecting a positive expenditure variance of approximately \$75,000 primarily due to unused reserve funds.
 - OOD Expenditures - The projected negative variance has been reduced to \$92,700 from \$105,000.
- 7) Annual Vote on MA School Choice Law -** MA General Law Chapter 76, Section 12 requires school committees to vote annually as to whether or not the district will participate in School Choice.
Mr. Spalding made a motion to have the Dover Public Schools not participate in the School Choice program for the 2018-19 school year. Ms. Spellman seconded.
18-03 VOTE: 4 - 0
- 8) Consent Agenda**
- a) Meeting minutes of January 23, 2018
 - b) Donation - \$500 from Exxon Mobil Gas
- Mr. Spalding made a motion to approve the Consent Agenda. Ms. Spellman seconded.
18-04 VOTE: 4 - 0
- 8) Communications**
- a) Middlesex Bank letter
 - b) Regional School Committee minutes: January 9, 2018
 - c) Sherborn School Committee minutes: January 16, 2018
- 9) Adjournment at 7:45 pm to Executive Session for matters pertaining to deployment of security personnel or devices, or strategies with respect thereto not to return to Open Session.**

Respectfully submitted,
Amy Davis

The Public Schools of Dover and Sherborn

*Memo from
Superintendent Dr. Andrew Keough*

To: Dover School Committee
From: Dr. Andrew Keough, Superintendent
Date: May 11, 2018
RE: Donation

I respectfully request the Dover School Committee accept a donation in the amount of \$430.23 to the Chickering School from the Friends of Chickering Music. The Friends of Chickering Music have ceased operations and are donating the remaining balance of funds to the Chickering School.



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
Dr. Andrew W. Keough, Superintendent
Ms.Elizabeth M. McCoy, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Business Manager

Chickering School
29 Cross Street
Dover, MA 02030
Phone: 508-785-0480
Fax: 508-785-9748

Ms. Laura Dayal
Principal

Dr. Deb Reinemann
Assistant Principal

Ms. Mary Clougherty
Special Education
Team Chair

MEMO

To: Dover School Committee
From: Laura Dayal
Date: 5-10-18
Re: Company contribution in addition to parent donation by Mr. Rob Flores

I respectfully request that the Dover School Committee vote favorably to accept a donation of \$1,000 from Westfield Capital Management Company. This company contribution is an addition to the parent donation by Mr. Rob Flores in the fall.

Thank you for considering this donation.

Sincerely,

Laura Dayal

APPROVED MARCH 6, 2018

Dover-Sherborn Regional School Committee

Meeting of February 8, 2018

Members Present: Clare Graham, Chair
Lori Krussel, Vice Chair
Michael Lee
Anne Hovey
Maggie Charron

Also Present: Dr. Andrew Keough, Superintendent
Beth McCoy, Assistant Superintendent
Dawn Fattore, Interim Business Manager

1) Call to Order

Ms. Graham called the meeting to order at 7:10 pm in the Middle School Library

2) Community Comments

3) Reports

- DSHS Headmaster's Report - Mr. Smith's report was provided.
- DSMS Headmaster's Report - Mr. Kellet's report was provided.
- Assistant Superintendent Report - Ms. McCoy's report was provided, there were no questions.
- Superintendent Report - Dr. Keough updated the committee on items he has been focusing on over the past month including:
 - Security - Synergy Solutions has been hired to conduct a safety audit of all four schools within the district. The audit will be conducted this spring and safety training and upgrading of emergency protocols will take place during the 2017-18 school year.
 - Quarterly Visits with Building Administrators - Dr. Keough conducts quarterly visits with each of the building principals where they visit classrooms and then discuss the strengths and weaknesses of the lessons observed. The meetings also provide opportunities to process current issues and real time challenges collaboratively.

4) Finance and Operations

FY18 Monthly Report

- Revenues - The Administration is projecting activity related revenues to be on target. Interest income is expected to exceed budget with a positive variance offsetting miscellaneous revenue's projected negative variance. The FY19 budgeted amounts have been adjusted to reflect the reallocation.
- Salaries - There are no changes to report since last month's report.
- Operating Expenditures - Expenses for healthcare and utilities have been encumbered through June 30th based on current information. The positive variance in retirees' insurance expense offsets the negative variance for actives that exceeds the plan change reserve of \$50,000. There has been more employees electing coverage mid-year based on qualifying events that projected. Utilities have been encumbered based on projections but exclusive of net metering activity as the impact/cost savings of the agreement are still be analyzed. The minimum positive variance is estimated to be \$20,000. The Administration is also projecting a positive variance in legal services and transportation totaling \$25,000.
- Special Revenue/Revolving Funds - The activity in all Special Revenue/Revolving accounts through December 31, 2017 was provided.

APPROVED MARCH 6, 2018

5) FY19 Operating Budget

Inter-Municipal Agreement (IMA) - After further refinements to project estimates, the FY19 Capital request is \$510,000. Dover's share of the proposed amount is \$288,711 and Sherborn's is \$221,289.

Ms. Charron made a motion to approve the FY19 Capital requests of \$510,000 in the amounts above through the Inter-Municipal Agreement.

18-02 VOTE: 5 - 0

FY19 Operating Budget - Revenues have been updated to reflect the amounts in the Governor's budget. There is a proposed 5.85% increase in Chapter 70 funding and a 1.64% increase in Chapter 71 funding for DS. The Administration is recommending the following adjustments to the FY19 Operating budget: 1) a reduction in educator salaries of \$150,000 based on 3 known retirements, and 2) a reduction of \$250,000 in the proposed increase for healthcare which originally reflected an increase of 10% over the FY18 expenses. The Administration proposed the use of \$150,000 in E&D based on the projected positive variance for FY18. The revised assessment calculation results in an increase of 1.91% for Dover and 1.51% for Sherborn over FY18 assessments. The overall increase for FY19 over FY18 is \$509,231.

6) Consent Agenda

- a) RSC Meeting Minutes of January 9, 2018
- b) Athletic Department Donations - \$3,200 from Friends of DS Sailing for a motor boat, engine, and trailer for the sailing program, \$2,500 from the DS Boys Basketball team for an assistant coach; and \$2,000 from the DS Girls Basketball team for an assistant coach.

Mr. Lee made a motion to approve the Consent Agenda. Ms. Hovey seconded.

18-03 VOTE: 5 - 0

7) Communications

- a) Dover School Committee minutes of November 21, 2017
- b) Sherborn School Committee minutes of December 14, 2017

8) Items for February 27, 2018 Meeting - FY19 Budget, net metering, flash storage options

9) Adjournment at 7:51 pm.

Respectfully submitted, Amy Davis

APPROVED MAY 2, 2018

Dover-Sherborn Regional School Committee
Meeting of February 27, 2018

Members Present: Clare Graham, Chair
Lori Krussel, Vice Chair
Dana White
Michael Lee
Anne Hovey
Maggie Charron

Also Present: Dr. Andrew Keough, Superintendent
Beth McCoy, Assistant Superintendent
Dawn Fattore, Interim Business Manager

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) FY19 Operating Budget

FY19 Operating Budget - The Summary of Budget Adjustments was provided. There are no additional adjustments being proposed since the last meeting. The overall increase of 509,230 over the FY18 budget represents a 2.11% increase. This increase is partially offset by additional state revenues in the amount of \$124,771. The revised assessment calculation results in an increase of 1.91% for Dover (\$225,941) and 1.51% for Sherborn (\$145,809) over FY18 assessments.

Capital IMA - The IMA was approved by both Boards of Selectmen on February 22nd. The total capital request is \$510,000. Dover's share is \$288,711 and Sherborn's share is \$221,289.

Net Metering Credits - The first billing statement from Blue Wave was provided. The estimated annual savings is \$17,000 - \$20,000. These estimated savings have not been incorporated into the FY19 budget yet. The Administration would like to have further discussion with the Committee about potential options for targeted use of the funds over the life of the agreement (20 years) before the end of the school year.

4) Update on DSMS Assistant Headmaster Upcoming Vacancy - Mr. Merringer has accepted a principal position in another district. Dr. Keough and Mr. Kellett provided a job description as well as a proposed timeline for the search process. Ms. McCoy will be the Chair of the Search Committee.

5) Adjournment at 6:53 pm to Executive Session.

Respectfully submitted, Amy Davis

APPROVED MAY 1, 2018

Dover-Sherborn Regional School Committee
Meeting of February 28, 2018

Members Present: Clare Graham, Chair
Lori Krussel, Vice Chair
Dana White
Michael Lee
Anne Hovey
Maggie Charron

Also Present: Dr. Andrew Keough, Superintendent
Beth McCoy, Assistant Superintendent
Dawn Fattore, Interim Business Manager
Members of Sherborn Advisory and Dover Warrant Committees

1) Call to Order

Ms. Graham called the meeting to order at 7:15 pm at the Dover Town Hall

2) FY19 Operating Budget

Dr. Keough spoke of the development of the FY19 Budget based on the District's mission and strategic objectives as well as remaining fiscally responsible.

Ms. Graham reviewed the FY19 budget drivers: enrollment projections remain constant for the foreseeable future, collective bargaining and contractual obligations based on FY18-20 negotiated agreements, and healthcare costs reflect changes to plan design and offerings. The proposed FY19 Operating Budget is \$24,614,816: \$21,547,183 from Town Assessments, \$2,561,833 from State funding, \$355,750 from Student Fees, and \$150,000 from E&D.

Major drivers of the \$509,231 increase over FY18 are: +\$575,000 for educator salary increases; -\$150,000 salary reduction based on educator retirements; +\$157,000 for employee related insurance costs including Norfolk County Retirement, workers compensation, Medicare employer tax & health care; -\$39,500 in various reductions based on trend budgeting; +\$6,664 for bus contract; and -\$22,300 in scheduled debt principal & interest payments.

The Administration and School Committee fielded questions from the Warrant & Advisory Committees on the updated Onsite Insite Report, potential health care changes for FY20, the E&D balance/use to offset FY19 Budget, and OPEB funding.

3) Adjournment at 8:15 pm

Respectfully submitted, Amy Davis

APPROVED MAY 1, 2018

Dover-Sherborn Regional School Committee

Meeting of March 6, 2018

Members Present: Clare Graham, Chair
Lori Krusell, Vice Chair
Dana White
Michael Lee
Anne Hovey
Maggie Charron

Also Present: Dr. Andrew Keough, Superintendent
Beth McCoy, Assistant Superintendent
Dawn Fattore, Interim Business Manager

1) Call to Order

Ms. Graham called the meeting to order at 6:30 pm in the Middle School Library

2) FY18 Dover Sherborn Regional Schools Budget Hearing

Dr. Keough spoke of the development of the FY19 Budget based on the District's mission and strategic objectives as well as remaining fiscally responsible.

Ms. Graham reviewed the FY19 budget drivers: enrollment projections remain constant for the foreseeable future, collective bargaining and contractual obligations based on FY18-20 negotiated agreements, and healthcare costs reflect changes to plan design and offerings. The proposed FY19 Operating Budget is \$24,614,816: \$21,547,183 from Town Assessments, \$2,561,833 from State funding, \$355,750 from Student Fees, and \$150,000 from E&D.

Major drivers of the \$509,231 increase over FY18 are: +\$575,000 for educator salary increases; -\$150,000 salary reduction based on educator retirements; +\$157,000 for employee related insurance costs including Norfolk County Retirement, workers compensation, Medicare employer tax & health care; -\$39,500 in various reductions based on trend budgeting; +\$6,664 for bus contract; and -\$22,300 in scheduled debt principal & interest payments.

There was a question from Mr. Daly of Sherborn Advisory about additional use of E&D given the balance is at the 5% (of the prior year's budget) maximum allowed by law. Ms. Graham said the amount of E&D used would be discussed during the vote taken later in the meeting.

3) Community Comments - none

4) Reports

- DSHS Headmaster's Report - Mr. Smith highlighted recent and upcoming events at the high school.
- DSMS Headmaster's Report - Mr. Kellett highlighted recent and upcoming events at the middle school.
- Assistant Superintendent Report - Ms. McCoy spoke of the recent hiring of a Nutrition Outreach Coordinator. Ms. Nora Saul will be working 10 hours a week on menu innovation/marketing and promoting healthy choices.
- Superintendent Report - Dr. Keough updated the committee on items he has been focusing on over the past month including:
 - Security - Dr. Keough has directed the building leaders to gather their emergency response teams to revisit existing security protocols. The District's security consultant, Synergy Solutions, began it's audit of district facilities sooner than originally planned and faculty trainings have been scheduled for September.

APPROVED MAY 1, 2018

- March 14th Walkouts - Building Administrators are working with student leaders to ensure that any events held at DS are educationally meaningful and safe. Families will be notified of any plans closer to March 14th.

5) Finance and Operations

FY18 Monthly Report

- Revenues - Chapter 70 funds have been adjusted for DS students electing school choice. There are currently four students attending qualifying school choice options which lowered the Chapter 70 positive variance to \$18,700 from \$27,500. Revenues are still projected to exceed budget by \$30,000.
- Salaries - The projected positive salary variance has increased to approximately \$48,000 to include the \$13,000 of remaining funds for the Academic Leadership/QPO function code.
- Operating Expenditures - The Administration is currently projecting a negative variance for the Plants and Facilities Reserve account due to several significant emergency repairs over the past two months. While the buildings and their systems have been well maintained, many items are coming to the end of their useful life. There was discussion about the E&D balance in the context of unanticipated repairs as well as potential security upgrades.

FY19 Operating Budget - The FY19 budget must be certified by School Committee. Once certified, the budget can be reduced only. Mr. Lee mentioned that he was uncomfortable with voting for the FY19 budget due to items to be discussed in Executive Session.

Ms. White made a motion to adopt the 2018-19 budget in the amount of \$24,614,816, reduced by estimated receipts and available funds in the amount of \$3,067,633, for a net amount to be assessed to the member towns of \$21,547,183. This assessment is comprised of \$20,543,583 in operating expenses and \$1,003,600 in debt expenses, and that the Treasurer be authorized to certify this budget in the apportioned share of each town based on the statutory method. Ms. Krusell seconded.

18-04 VOTE: 5 - 0 - 1 (Mr. Lee abstained)

Ms. Charron made a motion to approve the utilization of \$150,000 of June 30, 2018 certified Excess & Deficiency funds to reduce FY19 assessments. Mr. Lee seconded.

18-05 VOTE: 6 - 0

6) Annual Vote on MA School Choice Law - MA General Law Chapter 76, Section 12 requires school committees to vote annually as to whether or not the district will participate in School Choice.

Ms. White made a motion to have the Dover Sherborn Regional School not participate in School Choice program for the 2018-19 school year. Ms. Krusell seconded.

18-06 VOTE: 6 - 0

7) Consent Agenda

- Approval of Minutes of February 8, 2018
- Athletic Department Donations - \$1,400 from DS Hockey Club for Assistant coach.

Ms. Charron made a motion to approve the Consent Agenda. Mr. Lee seconded.

18-07 VOTE: 5 - 0 - 1 (Ms. White seconded)

APPROVED MAY 1, 2018

8) Communications (for Members Information)

- Middlesex Bank - Thank you letter for donation to DSEF
- Sherborn School Committee Minutes of January 16, 2018

9) Adjournment at 7:46 pm to Executive Session for matters pertaining to deployment of security personnel or devices or strategies with respect thereto and to discuss strategy with respect to Collective Bargaining and Employee Benefits, not to return to Open Session.

Respectfully submitted, Amy Davis

APPROVED MARCH 16, 2018

Sherborn School Committee
Meeting of February 13, 2018

Members Present: Greg Garland
Kate Potter
Scott Embree
Jennifer Debin
Angie Johnson

Also Present: Dr. Andrew Keough, Superintendent
Elizabeth McCoy, Assistant Superintendent
Dawn Fattore, Interim Business Manager

1) Call to Order

Mr. Garland called the meeting to order at 6:32 pm at the Town Hall.

2) Community Comments - None

3) Reports

- Principal's Report - Dr. Brown highlighted recent and upcoming events at Pine Hill.
- Assistant Superintendent Report - Ms. McCoy's spoke of the work done on the English Curriculum review to date as part of the year long process.
- Superintendent Report - Dr. Keough reviewed his report and highlighted the following items:
 - Security - Synergy Solutions has been hired to conduct a safety audit of all four schools within the district. The audit will be conducted this spring and safety training and upgrading of emergency protocols will take place during the 2017-18 school year.
 - Professional Development Conference - Dr. Keough will be attending the American Association of School Administrators National Conference in Nashville, TN next week. The theme of the conference is "Educating in the Digital Age".
 - Retreat - The Leadership Team summer retreat date has been set for July 10th and 11th at the BC Connor Retreat Center.
 - Quarterly Visits with Building Administrators - Dr. Keough conducts quarterly visits with each of the building principals where they visit classrooms and then discuss the strengths and weaknesses of the lessons observed. The meetings also provide opportunities to process current issues and real time challenges collaboratively

4) FY18 Monthly Report

The Status of Appropriations as of January 31st was provided.

- Salaries - The substitute line item now reflects the cost of three maternity leaves and shows a negative balance of \$21,415. This variance will continue to increase as additional substitutes are utilized for other absences during the remainder of the school year. However the Administration expects to realize salary savings in the classroom teacher line item to offset the negative variance in the substitute line as those on leave extend beyond their paid leave. The projected positive variance for all salary line items is approximately \$50,000.
- Operating Expenditures - There are no unexpected expenditures to report.
- OOD Expenditures - There are no changes since last month's report.
- Special Revenue/Revolving Funds - The activity in all Special Revenue/Revolving accounts through December 31, 2017 was provided.

APPROVED MARCH 16, 2018

5) FY19 Capital Budget - The Capital Budget projects have been further refined and prioritized for the Sherborn Capital Budget Committee. Proposed projects include: replacement of phone system \$35,000; replacement of walk-in fridge box \$11,000; repairs to concrete walkways \$35,000; replace hallway flooring with vinyl plank flooring \$55,000; and overlay installation of new vinyl plank flooring in cafeteria \$25,000 for a total of \$161,500. The Auditorium flooring will also be replaced using funds from the Building Rental Revolving Fund.

Mr. Embree made a motion to approve the FY19 Capital Budget request in the amount of \$161,500. Ms. Debin seconded.

18-02 VOTE: 5 - 0

6) Proposed FY19 Operating Budget - Ms. Fattore presented three proposed reductions: salary impact of Business Office Staff reduction from full time to part-time (\$13,000); non-recurring Science Kit purchases funded through REAP grant (\$14,000); and reduction of one classroom section based on enrollment (\$50,000) for a total reduction of \$77,000. The FY19 Operating Budget amount is \$7,118,347 or \$171,319 (2.47%) over FY18. The In-District increase is \$74,914 or 1.26% and the Out-of-District increase is \$96,405 or 9.45%. Ms. Potter made a motion to approve the FY19 Operating Budget request in the amount of \$7,118,347. Mr. Embree seconded.

18-03 VOTE: 5 - 0

7) Consent Agenda

- Approval of Minutes: January 16, 2018

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

18-04 VOTE: 5 - 0

8) Communications

- Regional School Committee minutes of January 9, 2018
- Dover School Committee minutes of November 21, 2017
- Middlesex Savings Bank Charitable Foundation letter

9) Future Meetings

- Meeting with Advisory Committee on February 21, 2018
- Meeting on March 13, 2018 - Annual Budget Hearing, send other agenda item topics to Greg

10) Adjournment at 7:45 pm.

Respectfully submitted,
Amy Davis

APPROVED MAY 8, 2018

Sherborn School Committee
Meeting of March 16, 2018

Members Present: Greg Garland
Kate Potter
Scott Embree
Jennifer Debin
Angie Johnson

Also Present: Dr. Andrew Keough, Superintendent
Elizabeth McCoy, Assistant Superintendent
Dawn Fattore, Interim Business Manager

1) Call to Order

Mr. Garland called the meeting to order at 12:04 pm at the Town Hall.

2) CSA Report - moved to May meeting due to postponement (snow) of original meeting date.

3) Public Hearing - Mr. Garland opened the Public Hearing. Dr. Keough spoke of the development of the FY19 budget based on the District's mission and strategic objectives as well as remaining fiscally responsible. Mr. Garland reviewed the FY19 budget drivers: reduction of one section based on enrollment (\$50,000); educator salary increases based on contract \$197,500; expansion of FLES program to 5th grade \$26,800; bus contract increase \$1,700; educational supplies \$1,600; post FY18 staffing changes (\$55,000); Central Office A/P position reduction (\$13,000); SPED Central Office Admin Assistant reorganization (\$5,500); reduction of one-time FY18 curriculum needs (\$20,000); 4 Out-of-District placements \$222,000; tuition increase of 3% \$22,500; OOD Transportation costs \$32,450; 4 OOD placements graduating/aging out (\$160,500); and net amount for changes in placements (\$21,000).

4) Discussion and Vote on FY19 Budget - The final proposed FY19 budget of \$7,118,347 represents an additional \$74,914 for in-district operating expenses and \$96,405 for Out-of-District Tuition and Transportation, an overall increase of \$171,319 or 2.47% over FY18. The FY19 budget was approved at the February School Committee meeting.

Ms. Fattore provided the most recent quote for the replacement phone system in the amount of \$19,000. The Administration suggested removing the capital request in the original estimated amount of \$35,000 for the phone system and paying for it through E-rate rebates received for FY17 projects and operating funds. That would reduce the FY19 Capital request to \$122,000.

Ms. Potter made a motion to pay for the phone system with E-rate rebates and the operating budget. Mr. Embree seconded.

18-05 VOTE: 5 - 0

5) Community Comments - none

6) Reports

- Principal's Report - Dr. Brown highlighted recent and upcoming events at Pine Hill.
- Assistant Superintendent Report - Ms. McCoy spoke about:
 - the continued work on the English curriculum review process. Surveys have been distributed to students, educators, and parent/guardians. The results will be used, along with what has been learned through self-study, to create a comprehensive report to be presented to the School Committees in June.
 - #WEareDS - several members of the Administration attended the Cognitively-Based Ethnic and Racial Diversity Conference which resulted in many strategics for

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combating bias, prejudice, and discrimination. Ms. McCoy is also working to bring back the most popular presenters from the professional development day in November.

- Superintendent Report - Dr. Keough reviewed his report and highlighted the following items:
 - Response to Parkland Tragedy - Dr. Keough has directed the building leaders to gather their emergency response teams to revisit existing security protocols. The District's security consultant, Synergy Solutions, began its audit of district facilities sooner than originally planned and faculty trainings have been scheduled for September.
 - Storm Update - Dr. Keough thanked his Leadership Team, the central office staff, Sherborn CM&D, and Sherborn Police for their diligence to ensure student safety during the recent winter storms.

7) **FY18 Monthly Report**

The Status of Appropriations as of February 28th was provided.

- Salaries - The additional costs of the long term substitutes for three maternity leaves will be offset by payroll savings and also provide an additional positive salary variance of \$20,000. The remaining building based professional development and custodial budget are expected to be fully expended. The overall positive salary variance is estimated to be \$70,000.
- Operating Expenditures - There are no unexpected expenditures to report.
- OOD Expenditures - There have been several placement changes since January resulting in a net increase in OOD tuition of approximately \$19,000. The resulting negative variance as of February 28th is \$20,794. There are two outstanding placements that will increase the negative variance once resolved.

8) **Annual Vote on MA School Choice Law** - MA General Law Chapter 76, Section 12 requires school committees to vote annually as to whether or to the district will participate in School Choice.

Ms. Johnson made a motion to have the Sherborn Public Schools not participate in the School Choice program for the 2018-19 school year. Mr. Embree seconded.

18-06 VOTE: 5 - 0

9) **Consent Agenda**

- Approval of Minutes: February 13, 2018
Ms. Potter made a motion to accept the Consent Agenda. Mr. Embree seconded.
18-07 VOTE: 5 - 0

10) **Communications**

- Regional School Committee minutes of February 8, 2018
- Dover School Committee minutes of January 23, 2018
- Middlesex Savings Bank Charitable Foundation letter

11) **Adjournment at 1:17 pm to Executive Session to discuss the deployment of security personnel or devices, or strategies with respect thereto, not to return to Open Session.**

Respectfully submitted,
Amy Davis