

# **NOTICE**

## **DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE MEETING AGENDA**

**JANUARY 7, 2020  
6:30 PM**

**DOVER-SHERBORN REGIONAL MIDDLE SCHOOL LIBRARY**  
*(Members of the public are welcome to attend.)*

1. Call to Order
2. Community Comments
3. Reports:
  - Warrant Report
4. Financial Reports
  - FY20 Monthly Report
5. FY 21 Proposed Budget
  - Continued Budget Discussions
  - FY 21 Capital Plan
6. Review of 2019 Town Report – Draft **A.R.**
7. Consent Agenda **A.R.**
  - Appointment of High School Nurse
  - Approval of Minutes December 10, 2019
  - Donations
8. Communications (For Members Information)
  - DSHS Headmaster's Report - John Smith
  - DSMS Headmaster's Report – Scott Kellett
9. Items for February 4, 2020 Meeting
10. Adjournment

Executive Session- for purposes of discussing Superintendent's contract – not to return to open session

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

*The Public Schools of Dover and Sherborn do not discriminate on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness.*

The Public Schools of Dover and Sherborn

157 Farm Street

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Dr. Andrew W. Keough, Superintendent

Ms. Dawn Fattore, Business Administrator

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Ms. Kate McCarthy, Director of Student Services

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

TO: Regional School Committee  
FROM: Dawn Fattore, Business Administrator  
DATE: January 3, 2020  
RE: Approved Warrants

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

<u>Voucher #</u>	<u>Date</u>	<u>Total</u>
1104	12/12/2019	\$187,295.44
1105	12/19/2019	\$81,549.52

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TO: Andrew Keough, Superintendent  
FROM: Dawn Fattore, Business Administrator  
RE: FY20 Operating Update  
DATE: January 3, 2020

Attached please find:

- a. General Fund Revenues as of December 31, 2019
- b. Status of Appropriations as of December 31, 2019

## **Revenues**

We continue to anticipate a positive variance in Chapter 71 of approximately \$30,000 with Chapter 70 in-line with our budgeted amount. We will receive our first Chapter 71 payment in January (the second payment is received in June.) All fall activity fees and a majority of winter sports fees have been recorded. We do not anticipate any variances at this time.

## **Operating Expenditures**

### Salaries

The majority of salaries for FY20 have been encumbered. With some recent staffing changes, a few educational assistant positions as well as a special education educator and a classroom educator are currently vacant, resulting in positive variances in those lines. Most stipends have been recorded with the exception of spring coaching positions; these are encumbered prior to each season. We will provide a projection of salary variances next month once salaries have been encumbered for the staffing changes noted above.

### Expenditures

There have been no new variances to report since last month. In summary, we are projecting positive variances of \$277,000 in transportation (from use of funds from the RTRF), \$140,000 in health insurance costs and \$75,000 in utility costs. These are offset by negative variances to date in SPED services of **\$78,800** and **\$19,500** in higher Norfolk County Retirement contributions due to an update in the reallocation of expenses between the General, Food Services and Community Education funds. These, for the most part represent, preliminary projections as we are just now at the half-way point of the fiscal year.

## **Other Business Office Updates**

### FY19 Audited Financial Statements

Bob Brown from R.E. Brown will be attending the RSC's February meeting to present the FY19 Audited Financial Statements. In addition, we will provide the committee with the FY19 OPEB actuarial valuation used for the financial reporting.

### OPEB Administrator Selection

The members of the employee benefit committee had a conference call with our actuary from Odyssey Advisors in December to discuss the various available options for Trust Administrators. We plan to interview two to three firms and present a recommendation to the committee in February. The selected Trust Administrator will then assist us with the next steps of continuing the process of establishing the investment and funding policies

of the Region's OPEB Liability Trust Fund. All information will be shared with the full committee for approval.

District Treasurer

As was noted last June with the appointment of Jim Eggert as the Region's Treasurer for FY19, he intends to retire as of June 30, 2020. We will begin the search process for a new treasurer to assume responsibilities as of July 1, 2020. We plan to establish a small search committee consisting of one or two Region School Committee members as well as key members from Central Office with an anticipated start of early February. This committee will review and approve a job description, post the position, conduct interviews/related reference checks and bring forward a recommendation to the full committee for appointment.

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

**Dover Sherborn Regional School District**  
**General Fund Revenues**  
*as of December 30, 2019*

	<u>FY20</u> <u>BUDGET</u>	<u>YTD</u> <u>RECEIVED</u>	<u>EST. TO BE</u> <u>RECEIVED</u>	<u>OPERATING</u> <u>VARIANCE</u>	<u>% OF</u> <u>BUDGET</u>
DOVER ASSESSMENTS	\$12,507,703	\$6,004,988	\$6,502,715	\$0	0.00%
SHERBORN ASSESSMENTS	9,569,088	4,598,406	4,970,682	0	0.00%
CHAPTER 70, net	2,272,423	1,136,903	1,135,491	(29)	0.00%
CHAPTER 71 (Transportation)	485,790	0	518,614	32,824	6.76%
H/S ATHLETIC FEES	255,000	130,800	124,200	0	0.00%
H/S PARKING FEES	52,500	42,306	10,194	0	0.00%
H/S ACTIVITY FEE	13,500	10,655	2,845	0	0.00%
M/S ACTIVITY FEE	11,250	7,960	3,290	0	0.00%
MISC REVENUE	5,000	245	4,755	0	0.00%
BANK INTEREST	20,000	6,555	13,445	0	0.00%
NON-CASH ACTIVITY	0	0	0	0	na
E&D UTILIZATION	100,000	0	100,000	0	0.00%
<b>TOTAL REVENUES</b>	<b>\$25,292,254</b>	<b>\$11,938,818</b>	<b>\$13,386,231</b>	<b>\$32,795</b>	<b>0.13%</b>

**Dover Sherborn Regional School District**  
**Status of Appropriations as of December 30, 2019**

	<u>OPERATING</u>					
	<u>FY20</u>	<u>EXPENDED</u>		<u>TOTAL</u>	<u>VARIANCE/</u>	<u>% OF</u>
<u>SALARIES</u>	<u>BUDGET</u>	<u>THRU 12/31</u>	<u>ENCUMBRANCES</u>	<u>PROJECTED</u>	<u>BUD. REMAINING</u>	<u>BUDGET</u>
SCHOOL COMMITTEE	27,998	13,872	13,877	27,748	250	0.89%
SUPERINTENDENT	199,282	100,249	98,889	199,137	145	0.07%
BUSINESS AND FINANCE	203,162	89,161	89,161	178,322	24,840	12.23%
DISTRICTWIDE INFORMATION MGMT	272,126	132,191	140,024	272,216	(90)	-0.03%
SPED/GUIDANCE ADMINISTRATION	478,319	179,232	289,697	468,929	9,390	1.96%
SCHOOL LEADERSHIP - BUILDING	712,535	357,437	357,633	715,070	(2,535)	-0.36%
ACADEMIC LEADERS/QPO	166,625	73,991	75,228	149,220	17,405	10.45%
TEACHERS, CLASSROOM	9,506,193	3,340,231	6,079,931	9,420,162	86,031	0.90%
TEACHERS, SPED	1,544,811	545,880	896,851	1,442,732	102,079	6.61%
SUBSTITUTES	110,000	53,783	34,228	88,011	21,989	19.99%
EDUCATIONAL ASSISTANTS,SPED	543,537	191,682	261,883	453,565	89,972	16.55%
LIBRARIANS	226,014	78,236	147,778	226,014	0	0.00%
BUILDING BASED PD	38,250	34,988	0	34,988	3,263	8.53%
GUIDANCE	880,114	304,025	543,367	847,392	32,722	3.72%
PSYCHOLOGICAL SERVICES	170,286	67,581	127,652	195,233	(24,947)	-14.65%
MEDICAL / HEALTH SERVICES	175,108	60,774	112,234	173,008	2,100	1.20%
ATHLETICS	426,820	148,722	179,454	328,176	98,644	23.11%
OTHER STUDENT ACTIVITIES	183,425	84,159	86,523	170,681	12,744	6.95%
CUSTODIAL & GROUNDS SERVICES	773,059	379,278	351,747	731,025	42,033	5.44%
<b>TOTAL SALARIES</b>	<b>\$ 16,637,664</b>	<b>\$ 6,235,471</b>	<b>\$ 9,886,158</b>	<b>\$ 16,121,629</b>	<b>\$516,034</b>	<b>3.10%</b>
<b><u>EXPENDITURES</u></b>						
SCHOOL COMMITTEE	41,500	19,843	23,250	43,093	(1,593)	-3.84%
SUPERINTENDENT	58,225	35,350	5,888	41,238	16,987	29.18%
LEGAL SERVICES	40,000	15,000	0	15,000	25,000	62.50%
DISTRICTWIDE INFO MGMT	77,000	66,395	14,404	80,798	(3,798)	-4.93%
SCHOOL LEADERSHIP - BUILDING	68,700	33,525	21,695	55,220	13,480	19.62%
CLASSROOM SUPPLIES	30,700	11,535	3,294	14,829	15,871	51.70%
SPED SERVICES/SUPPLIES	130,200	102,926	106,075	209,000	(78,800)	-60.52%
LIBRARIES & MEDIA CENTER	4,775	4,092	70	4,162	613	12.83%
COURSE REIMBURSEMENT/PD	93,900	27,690	1,026	28,716	65,184	69.42%
TEXTBOOKS & RELATED SOFTWARE	84,400	50,892	4,090	54,982	29,418	34.86%
LIBRARY INSTRUCTIONAL MATERIAL	30,000	22,172	1,438	23,610	6,390	21.30%
INSTRUCTIONAL EQUIPMENT	85,400	29,709	21,312	51,021	34,379	40.26%
GENERAL SUPPLIES	155,100	68,241	7,291	75,531	79,569	51.30%
OTHER INSTRUCTIONAL SERVICES	19,850	3,671	6,000	9,671	10,179	51.28%
CLASSROOM INSTRUCTIONAL TECH.	138,029	122,456	1,971	124,427	13,602	9.85%
GUIDANCE	45,150	22,233	2,634	24,867	20,283	44.92%
MEDICAL / HEALTH SERVICES	8,800	1,966	974	2,940	5,860	66.59%
TRANSPORTATION SERVICES	817,484	19,576	434,734	454,310	363,174	44.43%
ATHLETICS	226,500	59,117	44,763	103,880	122,620	54.14%
CUSTODIAL SERVICES	55,500	23,964	0	23,964	31,536	56.82%
MAINTENANCE OF BUILDINGS	539,500	281,070	143,772	424,842	114,658	21.25%
MAINTENANCE OF GROUNDS	60,000	29,756	4,068	33,824	26,176	43.63%
UTILITIES	591,750	156,714	360,555	517,269	74,481	12.59%
ER RETIREMENT CONTRIBUTION	716,472	735,993	0	735,993	(19,521)	-2.72%
ER INSURANCE ACTIVE EMPLOYEES	2,752,409	1,295,415	1,266,912	2,562,328	190,081	6.91%
ER INSURANCE RETIRED EMPLOYEES	745,000	350,149	375,740	725,889	19,111	2.57%
OTHER NON EMPLOYEE INSURANCE	72,446	56,906	0	56,906	15,540	21.45%
LONG TERM DEBT RETIREMENT	870,000	0	870,000	870,000	0	0.00%
LONG TERM DEBT SERVICE	95,800	47,900	47,900	95,800	0	0.00%
<b>TOTAL EXPENDITURES</b>	<b>\$8,654,590</b>	<b>\$3,694,258</b>	<b>\$3,769,854</b>	<b>\$7,464,112</b>	<b>\$1,190,478</b>	<b>13.76%</b>
<b>TOTAL OPERATING</b>	<b>\$25,292,254</b>	<b>\$9,929,729</b>	<b>\$13,656,012</b>	<b>\$23,585,741</b>	<b>\$1,706,513</b>	<b>6.75%</b>

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TO: Regional School Committee  
FROM: Dawn Fattore, Business Administrator  
RE: FY21 Budget Process Timeline  
DATE: January 3, 2020

For your convenience, we are providing the timeline of meetings for the FY21 Budget process. We will keep you updated with any changes as the season progresses.

## Upcoming Budget Related Meeting Dates

January 7<sup>th</sup> RSC Meeting – budget proposals for SPED and Technology initiatives presented

February 4<sup>th</sup> RSC Meeting – version 2.0 of budget presented to include:

- all new State FY21 budgetary information (Chapter 70, 71 and updated MLC)
- initiatives presented in January
- staffing changes due to retirements/section needs/ programmatic needs
- other budget line items based on new available information

February 25<sup>th</sup> RSC Meeting for final budget review

February 26<sup>th</sup> Jt. meeting with RSC, Dover Warrant and Sherborn Advisory – Dover Town Hall 7pm (tentative)

March 3<sup>th</sup> RSC Budget Open Hearing

March 14<sup>th</sup> Sherborn Advisory Committee Open Hearing 8:45am

March 16<sup>th</sup> Dover Warrant Committee Open Hearing 7:30pm

April 28<sup>th</sup> Sherborn Annual Town Meeting 7pm

May 4<sup>th</sup> Dover Annual Town Meeting 7pm

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To: Dr. Andrew Keough, Superintendent  
From: Elizabeth McCoy, Assistant Superintendent  
Anthony Ritacco, Director of Technology  
Re: Proposal for 1:1 Device Model at Dover Sherborn Middle School  
Date: January 2, 2020

As members of the Dover Sherborn Technology Advisory Committee and in support of the Dover Sherborn Technology Plan 2016-2021 and Dover Sherborn Strategic Plan, we recommend that the district adopt a 1:1 Chromebook model in grades six, seven and eight for student use in school and at home.

After referencing technology education recommendations, consulting with multiple districts in the area, and reflecting upon our current bring your own device (BYOD) program, we feel this proposal represents the most appropriate model for Dover Sherborn Middle School. Reasons include the district's utilization of the Google platform, an increased demand for devices by multiple teachers throughout the school day and our commitment to ensuring equitable access to the curriculum for all students. Additional details are included in the pages and appendices that follow.

The following is a cost breakdown for this project:

HP Chromebooks 14" G5 - Grades 6, 7 & 8 (550 units)

Total Cost:	\$184,150.00
Finance Term:	3 Years
3 Annual Payments:	\$64,133.92

We are happy to address any questions or concerns at the January 7th Regional School Committee meeting.

## PROPOSAL FOR 1:1 DEVICE MODEL AT DOVER SHERBORN MIDDLE SCHOOL

January 2020

### Recommendation

- As members of the Dover Sherborn Technology Advisory Committee and in support of the Dover Sherborn Technology Plan 2016-2021 and Dover Sherborn Strategic Plan, we recommend that the district adopt a 1:1 Chromebook model in grades six, seven and eight for student use in school and at home.

### Rationale

- In our efforts to prepare students for success in college, career and life, we realize the prevalence of technology in society and the use of individual computers to accomplish all things personal and professional. As our fourth and fifth grade students use classroom sets of Chromebooks daily for researching, writing and collaborating, it is a natural progression for middle schoolers to take ownership of a device as they move from class to class and utilize it for a variety of activities throughout the day.
- The Massachusetts Department of Elementary and Secondary Education has published *“Planning and Implementation Considerations for BYOD and 1:1 Technology Models.”* In it, the department has outlined the pros and cons of a hybrid model (BYOD and 1:1) versus a 1:1 model (see attached). After careful review of this document and in reflecting upon the status of our current BYOD-only model, the Committee feels strongly that the benefits of a 1:1 model prevail and therefore respectfully submit this proposal for consideration.
- The proposal is for implementation of 1:1 Chromebooks as Dover Sherborn utilizes the Google platform and there are endless programs available to teachers and students via the Google Suite. As mentioned earlier, students become familiar with Chromebooks beginning in grade three and they serve as a reliable and cost-effective technological tool.
- In speaking with Dover Sherborn Middle School teachers, many expressed frustration over the lack of available Chromebooks for use on a regular basis and its impact on their instructional planning:

*“It’s difficult to secure a cart of CBs for your class and even then, it may be missing a number of devices or some may not be working. I would need to secure two carts for my classes for one day and that would be very difficult. When teaching 7th and 8th grade, you could always count on a number of students BYOD so one cart could potentially work for a class. However, the number of students that BYOD has declined understandably but it makes the situation that much more challenging.”*

*“There are simply not enough carts. We must check the carts out far in advance and hope that they are available, that there are enough chromebooks per cart, that the carts are where they are supposed to be. Also, if I check the carts out for one day and we have a fire drill, snow day, or the students simply needed more time before using chromebooks - rescheduling access can be impossible. There are times that we spontaneously need access - when the students ask to type a response rather than writing it, when students would like to research a topic and we do not have the resource in the room. I would like students to be able to type their bell work and record homework on a digital format at the beginning of class. I would like them to be able to access handouts, etc from Google*

*Classroom rather than always printing items for them. I would like them to hand in more work digitally.”*

Of 26 survey respondents, 46% say they wish they had access to Chromebooks daily, 12% a few times per week and 8% weekly (note: respondents include elective teachers who have access to desktops and/or have no curricular need for Chromebooks).

- Additionally, it takes minutes away from valuable instructional time for students to obtain a Chromebook at the beginning of class, login to a new device and return it at the end of class. Having one device assigned to every student would allow teachers to plan computer-based activities freely and maximize instructional time.
- Both teachers and IT staff have shared concern around the amount of wear and tear on current devices as students borrow them and often quickly and carelessly shove them back into carts at the end of class. By assigning each student a device, other districts have found that students take more ownership of them and there are fewer time-intensive and costly repairs. As one teacher responded, one benefit of a 1:1 model would be *“Not having to deal with missing buttons, dead batteries, having students put them away incorrectly, etc.”*
- As the district adopts more and more web-based textbooks and utilizes activities that require technology for completion, it is important that students have access to devices at home. In our ongoing efforts around cultural responsiveness, allowing students to take home devices ensures equity of access for all students. Teachers relayed the following:

*“Students also have home access issues that sometimes make it hard for them to complete work (this is an equity issue).”*

*“If all kids had the same school-monitored device, then there wouldn't be distractions of a home computer that is loaded with photos, bookmarked with non-school sites, etc.”*

*“Students need time to work on writing by themselves without the pressure of other students around. In addition, students would be able to access electronic materials and assignments on Google Classroom, use Google Read and Write in a private setting, access audio books, etc.”*

A June 2019 article by the Associated Press, *“‘Homework Gap’ Shows Millions of Students Lack Home Internet”* (attached) states, *“the consequences can be dire for children in these situations, because students with home internet consistently score higher in reading, math and science. And the homework gap in many ways mirrors broader educational barriers for poor and minority students.”* Dover Sherborn is committed to ensuring that all students have access to the internet at home and will continue to explore avenues to free wifi via state and local programs as well as mobile hotspot devices.

- In order to increase consistency, streamline teacher and student access to various platforms and applications, manage usage and student privacy, and ensure proper care, the proposal is for Dover Sherborn to own and administer the devices.
- Educators have also been advocating for a 1:1 model in order to decrease paper usage and increase access to digital materials and resources.
- A November 2018 study, *“The Impact of Backpack Loads on School Children: A Critical Narrative Review,”* published in the International Journal of Environmental Research and Public Health found, *“Students carried on average over 15% of their own body weight and exhibited significant biomechanical and physiological impacts of these loads as well as reporting pain, fatigue, skin*

*redness, swelling and discomfort.*” By transitioning to a 1:1 model, students will have fewer textbooks and binders to carry as many resources and materials will be accessed digitally.

## Research

- The Dover Sherborn Technology Plan 2016-2021 was drafted by a 9 member advisory committee including the Director of Technology, Assistant Superintendent, District Technology Integration Specialist, three school committee members and three community members. The Plan aligns with the United States Department of Education 2020 National Technology Education Plan and continues to be reviewed annually by a 19 person district-based committee.

- The Dover Sherborn Technology Plan states,

*“The Public Schools of Dover and Sherborn are committed to providing our students with the best possible education. As a system we seek to identify, implement and maintain best practices in the technology arena to enhance teaching and learning. The use of technology is seamlessly integrated in all aspects of schools’ operations both instructionally and administratively. We believe that all members of the school community should be able to:*

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

As outlined in section V. Infrastructure, goal two states:

*“Ensure that every student and educator has at least one internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in (and out of) school.”*

As outlined in the section V. Infrastructure action plan, the district is to:

*“a. Research models, i.e. BYOD, 1:1, school-based devices, to ensure that every student and educator has at least one internet device and appropriate software and resources needed.*  
*c. Investigate take home technology for student use.”*

- The Dover Sherborn Strategic Plan was approved in April 2018 and includes the following action steps:
  - *“Review and expand current STEAM (Science, Technology, Engineering, Arts, and Math) opportunities (i.e. computer programming, robotics, software design, etc.), further integrating curriculum and activities that will strengthen the Pre-K through 12 continuum of content and skills.*
  - *Design and implement professional development opportunities that further support and develop educators as fluent users of technology, with the aim of increasing student digital literacy and broader implementation of compelling, engaging, and relevant learning experiences.*
  - *Update and advance the action plan established by the Technology Committee.*
    - *Year 1: Launch/further 1-to-1 strategies; ensure all student data is secure; upgrade & maintain infrastructure.”*

- In addition to researching International Society for Technology and Education (ISTE) guidelines and standards, district leaders have consulted with multiple districts including Chelmsford, Dedham, Franklin, Holliston, Hopkinton, Medfield, Medford, Millis, Natick, Needham, Norton, Walpole, Westwood and Weymouth. After a thorough 18 month process, this proposal aims to meet the goals outlined in the Dover Sherborn Technology and Strategic Plans in a method most appropriate for our context.

## Curricular Benefits

- As stated in the Dover Sherborn Technology Plan's Guiding Beliefs,
  - *“Technology is a tool that supports 21<sup>st</sup> Century skills including information seeking, analysis, reasoning, problem solving, information and communication skills, and inter-personal, collaborative, and self-direction skills.*
  - *Technology supports the diverse learning needs of all students and heightens operational and instructional efficiency among personnel.*
  - *Meaningful technology use encourages active, independent, and lifelong learning.*
  - *Technology helps facilitate learning by expanding it beyond the walls of the classroom.”*
- As the district maintains its focus on student engagement, educators believe that ongoing access to Chromebooks will allow for greater development of 21st century skills including *communication, collaboration, creativity and critical thinking*. Additionally, as we have partnered with TEC Collaborative and the Highlander Institute to bring the Fuse program to the middle school, one-to-one access will allow teachers to implement more personalized and blended learning opportunities for students.

*“I think that this would be a huge step in the right direction for our school! It will set the stage for innovative thinking to flourish!” (Middle School Teacher)*

- Currently, students and teachers use Chromebooks in a variety of ways, including but not limited to Google Classroom, Google Read & Write, audiobooks, speech-to-text, student polls, formative assessments, writing/editing/revising, recording audio and video, skills practice (i.e. ALEKS, IXL, Desmos), word reference, accessing authentic materials and primary sources, listening and comprehension exercises, pen pals, journaling and blogging, peer editing, online resources (i.e. iCivics, Newsela, QUIA, Brainpop), creating webpages, escape rooms, webquests, simulations, online textbooks, etc.

Additionally, teachers noted that Chromebooks allow for access to instant formative data, opportunities for immediate feedback via written and voice-recorded comments, and ongoing collaboration between students and each other, the teacher, and the outside world.

- As mentioned before, middle school educators have expressed frustration over the availability of Chromebooks via our current system and believe that the one-to-one model will provide continuous availability, greater flexibility in instructional planning, maximized instructional time and equitable access for students to technology at school and at home.
- There is a strong desire among middle school staff to maintain a balance of instructional time involving human interaction as a means to support the development of communication and collaboration for all students. As such, there will be ongoing discussion as to how and when to use Chromebooks as a tool to support learning amid a wide range of non-technological activities and strategies.

## Supporting All Learners

- As mentioned above, *“Technology supports the diverse learning needs of all students and heightens operational and instructional efficiency among personnel”* (Dover Sherborn Technology Plan). As such, students and teachers utilize technology as a means of providing accommodations and modifications so all can access the curriculum in the least restrictive environment. Examples include and are not limited to Google Read & Write, speech-to-text, typewritten work completion, electronic notes, audiobooks, etc.
- In their ongoing integration of the Language-Based Learning Disability program and collaboration with the Landmark School, teachers view a transition to digital files as an opportunity to further develop students’ executive functioning skills and streamline organizational structures across classrooms and grades.
- As Google continues to expand its suite and add extensions to its menu, there will be more and more ways in which students will be able to access learning in an efficient, reliable and non-stigmatizing manner.

## Educator Support & Professional Development

- A major factor in the success of any technology model is that, *“All personnel must be supported in their use of technology with working, up-to-date technology, timely technical support, and continuous, meaningful, high quality professional development and coaching”* (Dover Sherborn Technology Plan). That being said, we will continue to support the wide-range of interests and readiness of our educators by providing ongoing and differentiated professional development, coaching and support. Areas for professional learning will include and are not limited to Google Classroom, Google Read & Write, Google Extensions, managing screen time, various programs/apps, using data in the classroom, copyright laws, etc.

## Student Expectations - Chromebook Usage Expectations at School

- Students and parents/guardians will sign a contract that explicitly outlines Chromebook expectations at school.
  1. I will only use the Chromebook that is assigned to me.
  2. I will only access the account and/or files assigned to or shared with me.
  3. I will not share files and folders that I did not create without the permission of the creator/owner.
  4. I will not steal someone’s password and/or identity. I will not log into any device with someone’s username or password, and I will not share my username or password with anyone.
  5. Chromebooks must be brought to school each day fully charged. Options to charge at school will be limited. To ensure they are charged, students should charge the devices at home each night.
  6. Not having a Chromebook or not having your Chromebook in working order will not be an excuse for not participating in class or completing assignments. Students should check with their teacher about alternate methods of completing assignments until their Chromebook is accessible again.
  7. Sound will be muted unless directed by the teacher.
  8. School supplied headphones will be available for use in class and students may bring their own headphones/earbuds for use with the Chromebook.
  9. Printing is allowed with permission of the teacher.

10. Personal games and music are not allowed without permission of the district.
11. If a student repeatedly (three or more times as determined by any staff member) leaves their Chromebook at home, they may be required to “check out” their Chromebook. “Checking out” specifies that a student will only be able to utilize the Chromebook during school hours. The Chromebook will be checked out in the morning from a central location and returned at the end of the school day to the same central location.
12. Any attempt to alter the Chromebook or change the configuration of the device will result in immediate disciplinary action.
13. Students will only be allowed to download apps and extensions approved by the district. Students will not have access to the Google App Store as devices will be managed by the district. The only apps or extensions students will have access to will be made available through the management system. Other apps and extensions may be added for a particular course with approval by the district.
14. Students may record audio or use the camera to record still or video photos in a classroom or at a school outing or event only with the prior consent of the teacher, coach or responsible faculty member

### **Student Expectations - Chromebook Usage Outside of School**

- Students and parents/guardians will sign a contract that explicitly outlines Chromebook expectations at home.
  1. Students are allowed to set up access to home wireless networks on their Chromebooks to do their schoolwork from home. All changes will be synced upon return to school.
  2. Students may also set up home printing capabilities for their Chromebook. This will require a wireless printer and proper settings on the Chromebook using Google Cloud Print.
  3. It is the sole responsibility of the parents/guardians to monitor device use outside of school. The district will filter the chromebook assigned to the student regardless of where the device connects to the Internet through the use of the Family Zone filtering product. If parents/guardians are interested in providing content filtering at home, it is suggested that parents/guardians contact their Internet provider for details and support. THIS article includes recommendations for parents who wish to enable parental filtering/controls on their home network.
  4. It is highly recommended that students turn off their Chromebooks completely at night. This will allow the device to update on its own when powered on the following day.

### **Chromebook Management - Distribution**

- In the fall of 2020, students will receive a Chromebook and charger for educational purposes following student/parent/teacher informational meetings. The Chromebooks will be the sole property of the Dover Sherborn Public Schools and loaned to students for use in school and at home. In order to receive a Chromebook, the following conditions must be met:
  - The student must be actively enrolled in the Dover Sherborn Public Schools.
  - The student must submit a Chromebook Loan Agreement and Acceptable Use Policy that has been signed by both the student and their guardian.
  - New students who enroll in the Dover Sherborn Public Schools during the school year must schedule a time with the technology department to receive their Chromebook.
- Chromebook carts currently in use at the Middle School will be redeployed to the high school to meet their demand for additional devices.

## **Chromebook Management - Return**

- Students will return their Chromebook and charger in good working condition at the end of each school year. The district will set a return date prior to the end of school in order to have time to check devices for serviceability before being stored for the summer. During the summer, devices may be serviced, updated, cleaned, and/or power washed.
- Students who transfer, are withdrawn or graduate early from the Dover Sherborn Public Schools must return their Chromebook and charger to the IT department on or before the effective date of separation. If the Chromebook is damaged or the charger is not returned, a fee will be assessed to the student. If the Chromebook is not returned, the Chromebook will be reported as lost or stolen and the student will be responsible for the full cost of a replacement Chromebook.

## **Chromebook Care and Maintenance**

- Students will be issued explicit guidelines for the care and maintenance of their device:
  - Students are responsible for the safety, maintenance, and activity of their own Chromebook.
  - Students must never loan the device to another student for any reason.
  - Students will not deface the Chromebook in any way (i.e. scoring, carving, painting, permanently marking).
  - Care should be taken to protect the device from external conditions. This includes accidental food and beverage spills, excess humidity and precipitation, extreme cold weather and direct sunlight. All of these things will harm the device and are not covered under the typical warranty.
  - Students will not place heavy objects on top of the Chromebook as pressure can damage the screen.
  - Students will make sure nothing is on the keyboard before closing the Chromebook in order to prevent damage to the screen.
  - While the Chromebook is off, the keyboard, trackpad, and screen may be cleaned with an approved electronics cleaner or cloth dampened with water.
  - Cords and cables must be inserted and removed carefully to prevent undue wear and damage.
  - All Dover Sherborn Public School Chromebooks are outfitted with an asset tag for inventory purposes. Asset tags may not be removed or altered in any way.

## **Safety & Security: Loss, Theft or Damage**

- All students and parents will sign a Chromebook Loan Agreement and the district's Acceptable Use Policy prior to being issued a device. Students will be held accountable to all standards outlined in these documents as well as the Student Handbook.
- In the event that a Chromebook is lost or stolen, students should notify their teacher and the District's Technology Department immediately. The Chromebook will have absolutely no value to anyone but the student to whom it is assigned. The device will not allow any other user to log in. Parents/guardians will have the option to purchase an insurance policy for lost or stolen devices; otherwise, families will be responsible for a new device.
- In the event of a lost Chromebook charger the family will be expected to purchase a replacement (\$20).

- If there are any problems with a Chromebook, students should notify their teacher and the district's technology department immediately so prompt action can be taken to repair the Chromebook whenever possible. While a student Chromebook is being serviced a loaner device will be issued. All rules and policies apply to the loaner Chromebook.
- Chromebooks are subject to inspection by the district at any time without notice.

### **Measuring Success of the Program**

- As with anything that affects students and fiscal resources, it is important that we monitor the impact the 1:1 model has on teaching and learning at the middle school. Data points will include and are not limited to:
  - Use of "technology to develop critical thinking, complex problem solving, collaboration, and multimedia communication skills." (Dover Sherborn Technology Plan)
  - Implementation of "technology based assessments across all disciplines" when appropriate (Dover Sherborn Technology Plan)
  - "Every student and educator has at least one internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in (and out of) school" (Dover Sherborn Technology Plan)
  - Teacher satisfaction around the availability and condition of Chromebooks
  - Increased instructional time due to fewer logins and transitions
  - Additional "professional learning opportunities to support and develop educators as fluent users of technology; creative and collaborative problem solvers; and socially aware professionals" (Dover Sherborn Technology Plan)
  - Changes to the volume and cost of Chromebook repairs
  - Demands on the IT department and their programs/responsibilities

### **Next Steps Re: Implementation**

- Should the Regional School Committee support the implementation of the 1:1 model, next steps include and are not limited to:
  - Signing the order agreement with Whalley Computer Associates and Hewlett Packer.
  - Designating an IT employee(s) to oversee implementation, support and care of the Chromebooks.
  - Collaborating with curriculum and team leaders to schedule professional development opportunities and further define specifics of the roll-out.
  - Further implementing the Massachusetts Standards for Digital Literacy across all content areas.
  - Exploring covers, cases and mechanisms to support care and security.
  - Communicating with respective families about the implementation plan and expectations.
  - Ongoing monitoring of the schools' wifi connectivity.
  - Researching personal hotspots for students without wifi connectivity at home.
  - Convening a task force to determine an appropriate model at the high school level.

<b>MANAGEMENT AND SUPPORT: Pros and Cons of Mobile Device Models</b>	
<b>ONE TO ONE PLUS BYOD</b>	<b>ONE TO ONE</b>
<p>↑ Students are responsible for the use, care, and maintenance of their own devices and related peripherals.</p>	<p>↑ Pushing out new software and security updates can be done more efficiently, and technology staff know which software and security updates will work in a 1:1 environment.</p>
<p>↓ Issues such as charging stations and adaptors, printing options, and security of the devices, can be challenging in an environment with different types of devices.</p>	<p>↑ Technology staff only contend with one device in a 1:1 environment, giving them the opportunity to develop expertise in supporting the devices.</p>
<p>↓ Schools must consider support, information and training that will be provided to parents/guardians to be good stewards of technology in the home.</p>	<p>↑ Loaners can be deployed with minimal disruption to learning because the students will know how to use the device.</p>
<p>↓ BYOD has implications for the negotiation of licenses for digital content, software, and applications required for school use.</p>	<p>↑ Charging stations can be standardized in a 1:1 environment.</p>
<p>↓ Students bringing in their own devices to school may increase the possibility of theft.</p>	<p>↑ Some districts report that it is easier to administer online assessments in a 1:1 environment.</p>
<p>↓ The need to integrate a variety of devices will increase the load on the district's existing infrastructure.</p>	<p>↓ It can be challenging to fund 1:1 on a large scale.</p>
<p>↓ More devices mean increased vulnerability to cyberattacks and other security threats, and BYOD could make it difficult to filter internet content as required by law.</p>	
<p>↓ Devices have different levels of connectivity, which could limit students' access to school resources, depending on the infrastructure.</p>	
<p>↓ Students might forget to bring their personal devices to school.</p>	

<b>LEARNING AND TEACHING: Pros and Cons of Mobile Device Models</b>	
<b>ONE TO ONE PLUS BYOD</b>	<b>ONE TO ONE</b>
<p>↑ Students are used to using personal devices outside the classroom, therefore making the transi. on from home to school more seamless and familiar in BYOD.</p>	<p>↑ As a community, teachers can leverage the common capabilities of the devices and share practices in a 1:1 environment.</p>
<p>↑ Students will be more productive and be able to demonstrate their learning (including on computer-based tests) with a device they already know how to use.</p>	<p>↑ Because teachers can count on the devices being in the classroom in a 1:1 environment, it is easier to plan and teach with the devices.</p>
<p>↑ Different technologies allow teachers and students to get creative with teaching and learning.</p>	<p>↑ Knowing that all students are using devices with the same functionality make it easier for teachers to plan instruction.</p>
<p>↑ Many students (or their parents/guardians) purchase devices that are more current, powerful, and flexible than those offered in schools.</p>	<p>↑ The district can be confident that the device(s) included in the model are capable of handling the learning and instruction tasks in which students may engage during the school day.</p>
<p>↓ In BYOD, students (or their parents) may not want to mix school work with personal information on their device or be subject to school policies governing device use.</p>	<p>↓ Some students may not be familiar with the school-provided device in a 1:1 environment.</p>
<p>↓ Students may be more easily distracted while working on their own devices.</p>	<p>↓ If all students are using the same apps and digital tools in a 1:1 environment, creativity may be limited, and “the tool” risks becoming the focus of the program, rather than the use of the tool.</p>
<p>↓ Applications may not be universal across operating systems and platforms.</p>	

<b>DIGITAL EQUITY: Pros and Cons of Mobile Device Models</b>			
<b>ONE TO ONE PLUS BYOD</b>		<b>ONE TO ONE</b>	
↑	BYOD permits anytime, anywhere learning, especially if the district provides students with 24/7 access to school resources.	↑	In a 1:1 environment, students do not have to worry about devices being treated as a status symbol, because all of the devices have the same capabilities.
↑	Districts can provide devices for sale at different price points, and offer multiple payment methods (such as installment plans) that make it easier for parents/guardians to purchase a device from the school.	↑	Districts using lease-to-own programs can re-sell the devices or provide them to students at the end of the lease.
↑	Teachers can use certain apps to be more connected with students and parents/guardians.	↓	Some students will have access to devices at home, and others will not.
↓	If the district provides some students with a device to use while in school, but does not permit them to use them outside of school, those students will be at a disadvantage as compared to students who own their own devices.		
↓	Districts may consider BYOD because the cost of most devices will be passed on to students' parents/guardians. But even if flexible payment plans are available, the devices may be too expensive for some parents/guardians.		
↓	Students may treat the devices as a status symbol.		

[U.S. NEWS](#)

## 'Homework gap' shows millions of students lack home internet

In classrooms, access to laptops and the internet is nearly universal. But at home, the cost of internet service and availability gaps create obstacles in urban areas and rural communities alike.



Graham Stidham asks his father, East Webster High School Assistant Principal Corey Stidham, to use the internet as his brother, Miles, finishes a game at the school in Maben, Mississippi, on May 8, 2019.

Rogelio V. Solis / AP file

June 10, 2019, 9:24 AM EDT

**By Associated Press**

HARTFORD, Conn. – With no computer or internet at home, Raegan Byrd's homework assignments present a nightly challenge: How much can she get done using just her smartphone?

On the tiny screen, she switches between web pages for research projects, losing track of tabs whenever friends send messages. She uses her thumbs to tap out school papers, but when glitches keep her from submitting assignments electronically, she writes them out by hand.

"At least I have something, instead of nothing, to explain the situation," said Raegan, a high school senior in Hartford.

She is among nearly 3 million students around the country who face struggles keeping up with their studies because they must make do without home internet. In classrooms, access to laptops and the internet is nearly universal. But at home, the cost of internet service and gaps in its availability create obstacles in urban areas and rural communities alike.

In what has become known as the homework gap, an estimated 17% of U.S. students do not have access to computers at home and 18% do not have home access to broadband internet, according to an Associated Press analysis of census data.

Until a couple of years ago, Raegan's school gave every student a laptop equipped with an internet hot spot. But that grant program lapsed. In the area surrounding the school in the city's north end, less than half of households have home access.

School districts, local governments and others have tried to help. Districts installed wireless internet on buses and loaned out hot spots. Many communities compiled lists of wi-fi-enabled restaurants and other businesses where children are welcome to linger and do schoolwork. Others repurposed unused television frequencies to provide connectivity, a strategy that the Hartford Public Library plans to try next year in the north end.

Some students study in the parking lots of schools, libraries or restaurants – wherever they can find a signal.

The consequences can be dire for children in these situations, because students with home internet consistently score higher in reading, math and science. And the homework gap in many ways mirrors broader educational barriers for poor and minority students.

Students without internet at home are more likely to be students of color, from low-income families or in households with lower parental education levels. Janice Flemming-Butler, who has researched barriers to internet access in Hartford's largely black north end, said the disadvantage for minority students is an injustice on the same level as "when black people didn't have books."

Raegan, who is black, is grateful for her iPhone, and the data plan paid for by her grandfather. The honors student at Hartford's Journalism and Media Academy tries to make as much progress as possible while at school.

"On a computer – click, click – it's so much easier," she said.

Classmate Madison Elbert has access to her mother's computer at home, but she was without home internet this spring, which added to deadline stress for a research project.

"I really have to do everything on my phone because I have my data and that's it," she said.

Administrators say they try to make the school a welcoming place, with efforts including an after-school dinner program, in part to encourage them to use the technology at the building. Some teachers offer class time for students to work on projects that require an internet connection.

English teacher Susan Johnston said she also tries to stick with educational programs that offer smartphone apps. Going back to paper and chalkboards is not an option, she said.

"I have kids all the time who are like, 'Miss, can you just give me a paper copy of this?' And I'm like, 'Well, no, because I really need you to get familiar with technology because it's not going away,'" she said.

A third of households with school-age children that do not have home internet cite the expense as the main reason, according to federal Education Department statistics gathered in 2017 and released in May. The survey found the number of households without internet has been declining overall but was still at 14 percent for metropolitan areas and 18 percent in nonmetropolitan areas.

A commissioner at the Federal Communications Commission, Jessica Rosenworcel, called the homework gap "the cruelest part of the digital divide."

In rural northern Mississippi, reliable home internet is not available for some at any price.

On many afternoons, Sharon Stidham corrals her four boys into the school library at East Webster High School, where her husband is assistant principal, so they can use the internet for schoolwork. A cellphone tower is visible through the trees from their home on a hilltop near Maben, but the internet signal does not reach their house, even after they built a special antenna on top of a nearby family cabin.

A third of the 294 households in Maben have no computer and close to half have no internet.

Her 10-year-old son, Miles, who was recently diagnosed with dyslexia, plays an educational computer game that his parents hope will help improve his reading and math skills. His brother, 12-year-old Cooper, says teachers sometimes tell students to watch a YouTube video to help figure out a math problem, but that's not an option at his house.

On the outskirts of Starkville, home to Mississippi State University, Jennifer Hartness said her children often have to drive into town for a reliable internet connection. Her daughter Abigail Shaw, who does a blend of high school and college work on the campus of a community college, said most assignments have to be completed using online software, and that she relies on downloading class presentations to study.

"We spend a lot of time at the coffee shops, and we went to McDonald's parking lot before then," Abigail said.

At home, the family uses a satellite dish that costs \$170 a month. It allows a certain amount of high-speed data each month and then slows to a crawl. Hartness said it's particularly unreliable for uploading data. Abigail said she has lost work when satellites or phones have frozen.

Raegan says she has learned to take responsibility for her own education.

"What school does a good job with," she said, "is making students realize that when you go out into the world, you have to do things for yourself."

Associated Press



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NEWS

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TODAY

# The Public Schools of Dover and Sherborn

Dr. Andrew W. Keough, Superintendent

157 Farm Street

Dover, MA 02030

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

Dawn Fattore, Business Administrator

Elizabeth M. McCoy, Asst. Superintendent

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

Kate McCarthy, Director of Student Services

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

To: Dr. Andrew Keough, Superintendent

From: Ms. Kate McCarthy, Director of Student Services

RE: Secondary Special Education Coordinator position

Date: January 3, 2020

We are presenting a recommendation to create a Secondary Special Education Coordinator position. We believe that making this adjustment will result in greater coordination of special education programming across the district and at the secondary level. This increased level of leadership and oversight of special education will allow for consistent and meaningful supervision, evaluation and support for all special education staff.

In order to outline the role and financial impact, we have enclosed the following documents for your review in support of the Secondary Special Education Coordination position:

- Proposed Student Services Organizational Chart
- Job Description for Secondary Special Education Coordinator

The new position would support students and programming in the following ways:

- Adding a .5FTE Administration Role to the Region – This change will ensure that special education staff will have sufficient supervision and evaluation coverage at both the middle school and high school. Additionally, it addresses the previous concern that the Director of Student Services will not have adequate time to oversee the Region Special Education services.
- Assigning the Out of District Coordinator responsibilities to the Secondary Coordinator of Student Services – This change will allow for continuity for supports K-12, insight for in-district programming needs and consistent criteria for the out of district referral process.
- The Secondary and Elementary Coordinator Collaboration – This will allow for added transition focus and planning for programs and supports needed throughout the district.

These documents clearly identify roles and responsibilities for the delivery of special education programs and supports across the district.

## Secondary Special Education Coordinator

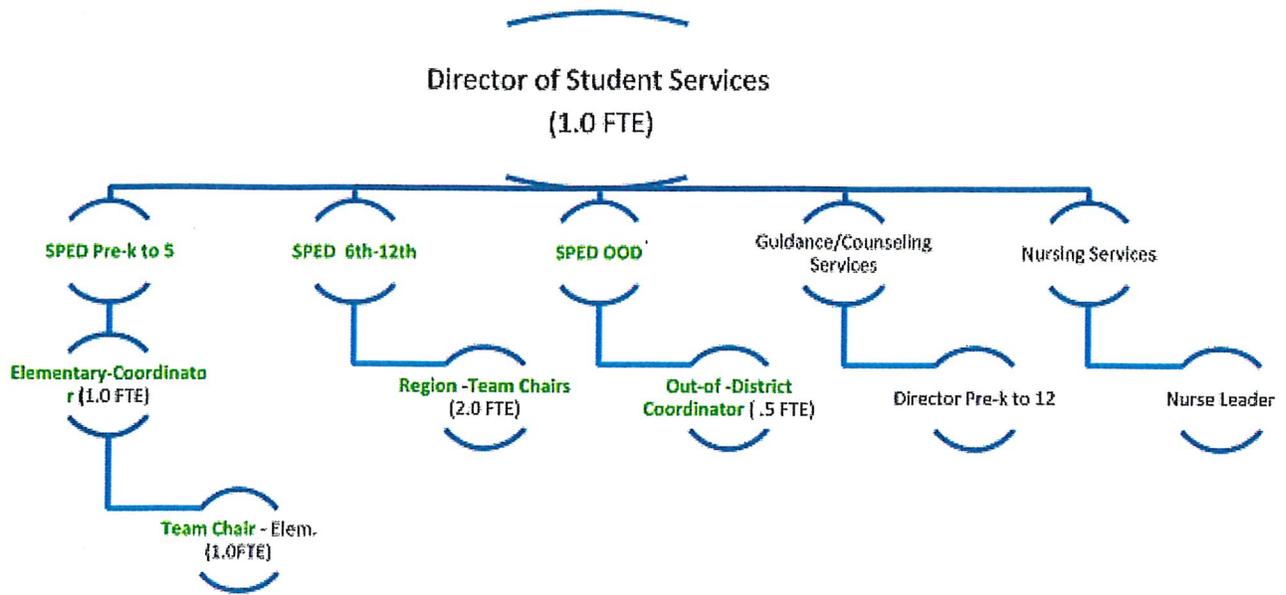
Dover Sherborn School Districts  
Dover, Massachusetts

General Description: The **Secondary Coordinator of Special Education** provides educational, instructional, and programmatic leadership for special education and related services staff working at the middle and high school level. Reporting directly to the Director of Student Services, the Secondary Coordinator works collaboratively with secondary level building administrators to develop the vision for delivery of secondary special education services, making recommendations for possible program revision or development, while maintaining effective existing programs. The Secondary Coordinator shares responsibility with the building administration for supervision and evaluation of middle and high school special education and related services staff and provides regular support to the secondary Team Chairs. The Secondary Coordinator oversees all out of district programming K-12.

### Key Responsibilities:

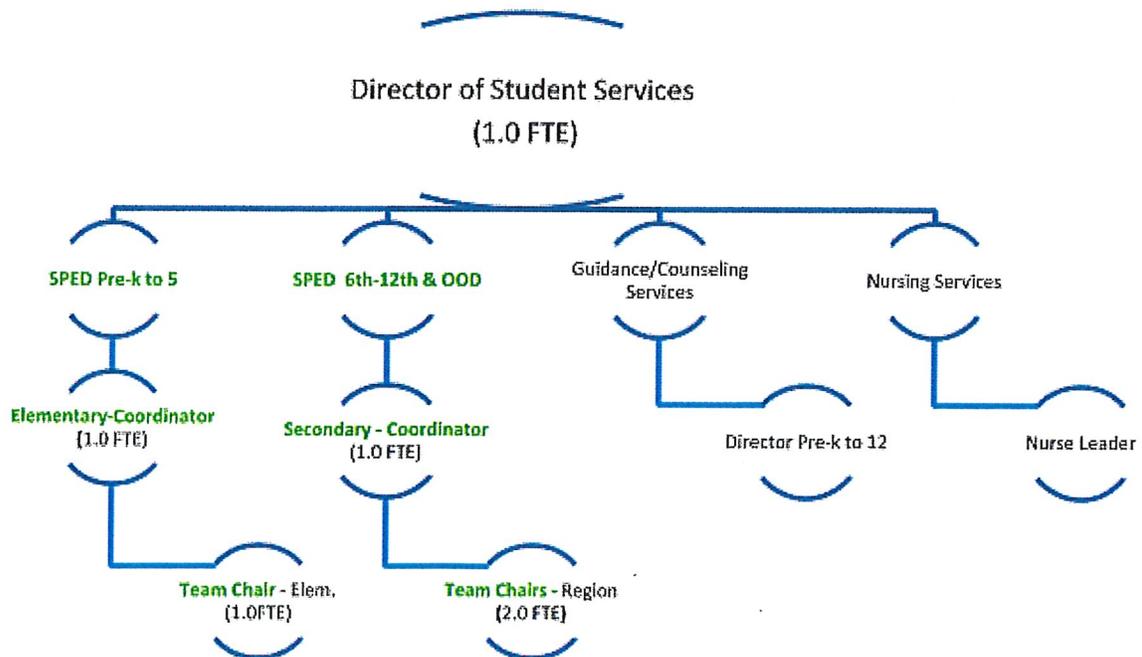
- Supervises and evaluates all secondary special education and related services staff that is required.
- Regularly coordinates with building leadership, the Assistant Superintendent for Curriculum and Instruction to provide training and technical assistance to special education teachers, general education teachers, related service providers, school counselors, instructional coaches, and educational assistants in best practices for special education delivery.
- Provides full leadership and oversight of all extended school year programming, including proper dissemination of announcements of services, establishment of curriculum, daily scheduling and transportation, and hiring of all necessary staff.
- Works in collaboration with the building leaders, Elementary Special Education Coordinator and Director of Student Services in the recruitment, screening, and hiring of all secondary special education and student service related staff members.
- Provides support and mentorship to newly-hired and veteran special education educators and provides individualized professional development as needed.
- Oversees the delivery of home-hospital services in collaboration with the building principal.
- Coordinates schedules and services provided by school psychologists, special education supervisors, itinerant special education staff and/or social workers, in conjunction with site based staff.
- Assumes leadership role in due process sessions including mandated mediations and hearings.
- Establishes effective collaboration with the various offices and agencies providing specialized or professional help to students and their parents/guardians, and serves as the referral agent to those offices and agencies.
- Attends regularly scheduled building based general education, special education, and district leadership meetings to ensure collaboration and consistency with other district educational leaders and initiatives.
- Provides thorough and timely data based reporting to the district and the Department of Elementary and Secondary Education (DESE) as required.
- Oversees case management services for all secondary special education students, including the identification placement, follow-up, and individualized educational plan development and review.
- Assumes responsibility for the accuracy, validity, and interpretation of assessment results as related to special education eligibility determination.
- Coordinates and implements departmental policies, procedures, and practices with respect to special education.
- Monitors the student record system related to special education to ensure that appropriate information is kept current in student cumulative record folders as required by law.
- In coordination with building leadership, prepares budget recommendations and oversees management and use of special education grants.
- Attends and participates in related community events, including the Special Education Parent Advisory Council (SEPAC) meetings.
- Performs tasks and assumes any additional duties deemed necessary by the Director of Student Services.
- Uses data for decision-making.
- Works with principals to determine placement of students to maximize efficiencies in service delivery.
- Evaluates individual programs for effectiveness. Valid Massachusetts Administrator of Special Education licensure by the Department of Elementary and Secondary Education.
- Coordinates and manages all students being supported through out of district placements K-12. This would include the process of identifying appropriate placements and liaison for all students placed out of district.
- Manages the referral process of students requiring out of district programming as well as supports the potential re-entry of students returning from out-of-district programs.

**CURRENT STRUCTURE**



*Total SPED FTEs- 5.5*

**PROPOSED STRUCTURE**



Green signifies special education positions

*Total SPED FTEs- 6.0*

DOVER SHERBORN REGIONAL SCHOOL DISTRICT  
 FY21 CAPITAL PLAN w/ years 2022-2025  
 January, 2020 v1.0

#	Capital Item Requested	Location	Addition/ Replacement?	2021	2022	2023	2024	2025	NOTES
	Asphalt Paving	Remaining areas	replace	\$90,000					Will complete campus-wide paving project. Coordinate with Town of Dover Highway Department
	Floors (Lobby and Hallways)	MS	replace	\$85,000					Obtaining initial quotes for identified areas - replacing with LVT
	Floors-classrooms	HS	replace	\$50,000					Obtaining initial quotes for identified areas - replacing with LVT
	Equipment tbd	WWTP	repair/replace	\$20,000					Annual upgrade to Treatment Plant - consulting with Service Provider on needed upgrades
	EMS System (initial project from FY18)	Campus-wide	replace	\$300,000					Engineering Study performed to better assess need - new estimate represents more complete system upgrade. Researching funding/financing opportunities- \$150,000 of funding available from FY18
	Roof	HS	replace		\$840,000				Researching MSBA funding and solar opportunities - consolidate roof and boiler projects
	Roof	MS	replace		\$795,000				NOTE : Roofs are at ESL of 20 years in 2023
	Roof	Lindquist	replace		\$350,000				" " " " "
	Domestic Hot Water Generation	MS/HS	replace		\$131,000				
	Floors-classrooms	HS	replace		\$50,000				
	Skylights	HS	replace		\$15,000				
	Floors/fixtures bathrooms	Lindquist	repair/replace		\$40,000				
	Boilers (3)	MS	replace			\$240,000			See above regarding project consolidation
	Boilers (3)	HS	replace			\$235,000			" " " " "
	Rooftop Air Handling Units (HVAC) (over 2 years)	HS	replace			\$175,000			
	Elevator Components	HS	replace			\$98,000			
	Rooftop Air Handling Unit (HVAC)	Lindquist	replace			\$97,500			
	Rooftop Air Handling Unit (HVAC)	MS	replace			\$56,000			
	Ford F250 Pick-up truck	Grounds	replace			\$39,500			
	Irrigation System Control Station	Grounds	replace			\$34,000			
	Original Well Re-fracturing	Grounds	replace			\$22,500			
	Pump House Boiler	Grounds	replace			\$22,500			
	Floor Scrubber	MS	replace			\$14,500			
	Rooftop Air Handling Units (HVAC) (over 2 years)	HS	replace				\$180,000		
	Rooftop Air Handling Unit (HVAC)	Lindquist	replace				\$58,000		
	Equipment (tbd)	WWTP	replace				\$17,000		
	Turf Field/Track/Fencing	Grounds	replace					\$1,380,000	
	Rooftop Air Handling Unit (HVAC)	Lindquist	replace					\$125,000	
	AAON Rooftop units (2)	MS/HS	replace					\$53,600	
	<b>TOTALS</b>			<b>\$545,000</b>	<b>\$2,221,000</b>	<b>\$1,034,500</b>	<b>\$255,000</b>	<b>\$1,558,600</b>	

**DOVER SHERBORN RSD  
DEBT REPAYMENT SCHEDULE**

	TOTAL DEBT Re-Issue 2/2015	PAID as of 6/30/19	ASSESSED 2020	BUDGETED 2021	ESTIMATE 2022	ESTIMATE 2023	ESTIMATE 2024	ESTIMATE 2025	REMAINING as of 6/30/19
<b><u>GENERAL OBLIGATION BOND</u></b>	8,380,000.00	(3,590,000.00)	(870,000.00)	(845,000.00)	(815,000.00)	(790,000.00)	(760,000.00)	(710,000.00)	4,790,000.00
GOB INTEREST	929,500.00	(605,000.00)	(95,800.00)	(78,400.00)	(61,500.00)	(45,200.00)	(29,400.00)	(14,200.00)	324,500.00
TOTAL GOB PAYMENTS	9,309,500.00	(4,195,000.00)	(965,800.00)	(923,400.00)	(876,500.00)	(835,200.00)	(789,400.00)	(724,200.00)	5,114,500.00

*The Public Schools of Dover and Sherborn*

*Memo from  
Superintendent Dr. Andrew Keough*

To: Dover Sherborn Regional School Committee  
From: Dr. Andrew W. Keough, Superintendent  
Date: January 3, 2020  
RE: High School Nurse Appointment – Ms. Janet Chandler

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I respectfully request that the Dover Sherborn Regional School Committee vote favorably to appoint Ms. Janet Chandler as the high school nurse, replacing Ms. Kiri Santos who will be retiring February 7, 2020.

Ms. Kate McCarthy, Director of Student Services, conducted a thorough search process.

Ms. Chandler's resume is attached.

Thank you for considering this appointment.

# JANET CHANDLER

(t) 508-528-8321 | (f) 508-541-6722 | j.chandler@verizon.net | 11 Evergreen Road, Norfolk,

MA 02055

## EXPERIENCE

Registered Nurse, ACCEPT Education Collaborative, July 2012-Current  
Natick, MA

- € Registered Nurse in school setting, caring for medically fragile students with multiple disabilities.
- € Assessment of students with seizure disorders and administration of emergency medications as needed.
- € Support of students with asthma and ongoing pulmonary issues.
- € Assist with mandated health screenings as needed for students in all Accept programs.
- € Helped create health education curriculum for students of all ages and cognitive levels.
- € Conduct classes in health education, hygiene and puberty for middle school students.

Registered Nurse, Home and Hospice Care of Rhode Island , October 2011-October 2012  
Pawtucket, RI

Registered Nurse at 24 bed inpatient unit, providing end of life care and support for patients of all ages with varied diagnoses.

Registered Nurse, Private duty nursing, March 2009-January 2010  
Norfolk , MA

- € Provided nursing care for patient with Lou Gehrig's disease in final stages of his life.
- € Palliative care including medication administration, assessment of level of comfort, assistance with activities of daily living and end of life counseling for patient and family.
- € Skills included being self directed with astute judgement skills. High level of personal accountability.

Case Manager, Newton-Wellesley Hospital, January 1993-January 1994  
Newton, United States, Massachusetts

- € Responsible for facilitating the arrangement of postoperative services for patients of all ages.
- € Established home health services and assisted in finding appropriate placement for patients being transferred to skilled nursing facilities.
- € Coordinated services between the hospital, insurance companies and health care facilities on patient's behalf.
- € Assisted families with appropriate placement of patients requiring both short and long term care.
- € Worked closely with Licensed Social workers to ensure quality and continuity of care.

Home Health Care Nurse, Home Health care nurse, Nurses House Calls, January 1990-January 1997  
Framingham, Ma., Massachusetts

- Private duty nursing for pediatric patients with a focus on gastrostomy tube care and feedings, cardiac monitoring, autism and developmental disorders.

Registered Nurse, Pediatric Gastroenterology clinic, Newton-Wellesley Hospital, January 1989-January 1993

Newton, United States, Massachusetts

- Assisted with pre procedural care including IV placement, collecting history pertinent to plan of care, obtaining consent forms and educating patients and families regarding endoscopic procedures.
- Procedure room nurse, assisting with conscious sedation and endoscopic procedures.
- Additionally served as recovery room nurse.
- Charge Nurse, responsible for staffing and scheduling of daily clinical procedures to ensure appropriate patient coverage.

## **EDUCATION AND TRAINING**

Bachelor of Science

Nursing, The University of Kansas, Lawrence Kansas

## **CERTIFICATIONS**

- Massachusetts Nursing License [REDACTED]
- DESE (Massachusetts Department of Elementary and Secondary Education) School Nurse Certification obtained on 11/2/2016.

## DRAFT

### Dover-Sherborn Regional School Committee Meeting of December 10, 2019

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

Also Present: Dr. Andrew Keough, Superintendent  
Elizabeth McCoy, Assistant Superintendent  
Dawn Fattore, Business Manager  
John Smith, DSHS Headmaster

#### 1) **Call to Order**

Ms. Hovey called the meeting to order at 6:34 pm in the Middle School Library.

**2) Community Comments** - Ms. Waterman and Ms. Barrett introduced the Chinese Exchange students and their teacher. DS will send 3 students to China in January.

#### 3) **Reports**

- DSHS Headmaster and Student Report - Mr. Smith and Wyatt Goldfisher updated the Committee on recent and upcoming events at the high school.
- Assistant Superintendent Report - Ms. McCoy highlighted professional development opportunities and other work done since her last report.
- Superintendent Report - Dr. Keough spoke about the items in his report.
- Warrant Report

**4) Proposed Changes to the 2020-21 DSRHS Program of Studies** - Mr. Smith reviewed the proposed changes that were discussed at last month's meeting. Significant changes include: new courses added are AP Computer Science and Industrial Technology III/General Contracting H; added Massachusetts State Seal of Biliteracy; and updated elective courses that will count towards GPA - Astronomy H & CP, Engineering H & CP, Industrial Tech III/General Contracting H, and Pre-AP Art H. There was discussion about the GPA calculation and the reasoning of the Academic Standards Committee on which classes to include.

*Maggie Charron made a motion to approve the proposed changes to the 2020-2021 DSRHS Program of Studies. Lynn Collins seconded.*

*19-33 VOTE: 5 - 1 (Michael Jaffe)*

#### 5) **Financial Reports**

*FY20 Operating Update as of November 30th*

- Revenues - there are no changes since the last report.
- Salaries - The majority of salaries have been encumbered and there is no material variance projected at this time.
- Expenditures - initial encumbrances have been booked for the utility accounts with a projected positive operating variance of \$75,000. There are no material variances projected in any operating line items with the exception of special education services.

## DRAFT

Additional services have been necessary to serve the needs of the current cohort of students at both the Middle and High Schools.

- 6) FY21 Operating and Capital Budgets** - Ms. Fattore presented the draft FY21 Operating Budget. The proposed increase for the operating budget is \$937,886 or 3.86% over FY20 and the decrease for debt costs is (\$42,400) or -4.39% resulting in an overall increase for the FY21 Budget of \$895,486 or 3.54%. The draft Operating Budget totals \$26,187,740. Further discussion on the details of the budget will be discussed at upcoming meetings as more information becomes available.

*Michael Jaffe made a motion to approve the preliminary FY21 Operating Budget in the amount of \$26,187,740. Judi Miller seconded.*

*19-34 VOTE: 6 - 0*

### **7) Consent Agenda**

- Approval of Minutes of November 5, 2019
- Field Trip - Global Leadership's Inquiry Program at Tufts University April 3-4, 2020 and Annual Winter Leadership Trip to Greenville ME from Feb 28th to March 1st, 2020.
- Donations - \$1,500 from Needham Bank for the METCO Program.

*Judi Miller made a motion to approve the Consent Agenda. Kate Potter seconded.*

*19-35 VOTE: 6 - 0*

### **8) Communications (for Members Information)**

- DSMS Headmaster's Report - Scott Kellett
- Dover School Committee Minutes of October 22, 2019
- Sherborn School Committee Minutes of October 15, 2019

### **9) Items for January 7, 2020 meeting** - Town Reports, FY21 Budget

### **10) Adjournment at 7:02 pm.**

Respectfully submitted, Amy Davis

# *The Public Schools of Dover and Sherborn*

*Memo from  
Superintendent Dr. Andrew Keough*

To: Dover Sherborn Regional School Committee

From: Dr. Andrew W. Keough, Superintendent

Re: Donations

---

I respectfully request the Dover Sherborn Regional School Committee accept a donation from

- Leuders \$150

DSMS RSC Monthly Report  
Date: January 1, 2020  
Submitted by: Scott Kellett

On Wednesday, January 15, 2020, our school-wide event honoring Dr. Martin Luther King, Jr. will take place. The faculty will bring all students together in the spirit of building a community, learning about social action, civil rights, and expressing what is important to them. This year's themes include: Be The Change You Want to See In the World, One Voice Can Make a Difference, and Synergy.

Our Workshop Day that honors the teachings of Dr. Martin Luther King, Jr. will begin with a tribute to 40 people who have been a part of forward progress towards justice for all.

Dancers from Urbanity Dance Company will perform and later lead workshops. Students will puzzle their way out of a Civil Rights Escape Room, visit our Civil Rights Museum, make a service pledge, create an art project and follow student lead workshops. The day will wrap up with a musical performance from the Berkshire Hills Music Academy Performance Troupe (<http://www.berkshirehills.org/hire-performers>). Many thanks to POSITIVE and the DSMS faculty for supporting this unique educational experience.

On Friday, December 20th, the following students participated in the final round of the 2019 DSMS Geography Bee: Sixth graders Grant Debin, Alexa Murphy, and Kyle Xu; Seventh graders Lauryn Gong, Grant Mayer, and Douglas Welch; and Eighth graders Tyler Hwang, Patrick Lombard, Dylan Melenovsky, and Alex Wu. Congratulations to seventh grader Grant Mayer who was the winner and Patrick Lombard who placed second. Grant will be taking a test to determine if he qualifies for the Massachusetts State Geography Bee at the end of March or early April.

SIP Goals Updates:

**Goal 1: *Innovative Teaching and Learning***

Evidence of accomplishment:

Our eighth grade math and ELA teachers are collaborating on a PBL activity that involves a field trip to Park Street Books to purchase titles while working within a budget. This will involve approximately a dozen students.

Mrs. Pudelka and Mrs. McKee will be attending a workshop on literature circles at Columbia University's Teachers College.

Our work with the FUSE Program continues as our consultant from Wayland Middle School has visited and worked with several of our teachers. In addition, Sara Collins and Erin Newman have also visited their assigned districts to work with peers in those buildings.

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

Evidence of accomplishment:

Team Thunder did an excellent job of reorganizing assessments prior to the winter break to honor student schedules and stress levels.

A group of eighteen of our students spent three days working with the Roots & Wings folks preparing to facilitate workshops for their peers during our MLK Day Celebration on Wednesday, January 15th.

The middle school has once again been chosen to participate in the Boston Celtics “Playbook Initiative” Program. A group of twenty five of our students will work with our facilitator, Caroline Gallagher, and a similar cohort from a Natick middle school on how to navigate difficult situations.

### **Goal 3: Content Review and Research of Social Studies**

Evidence of accomplishment:

The social studies department continues their work on assessing the current curriculum and how to eliminate bias in their lessons.

As mentioned above, our ELA/math teachers are collaborating on a field trip to Park Street Bookstore with their small group students as part of a PBL lesson.

#### **Group Updates:**

##### **English:**

Sixth graders are continuing to analyze the novel genre through different lenses, particularly focusing on the theme of characters facing adversity. In grammar, they are learning more about adjectives through the study of Greek and Latin roots.

Seventh graders have been learning about how one person can be a catalyst for change within a community. Combining personal actions with events from the novella *Seedfolks* and stories of real people in the news, students are recognizing that they may be the one to spark changes themselves.

Eighth graders are embarking on an English/Social Studies research project, using research and writing skills learned in both disciplines, in an effort to persuade a public official to take action on a vital social issue. Eight eighth graders have had their stories published in Teen Ink magazine's online forum and another dozen are planning a Project Based Learning, interdisciplinary English/Math field trip to Park Street Books. In addition, Mrs. Pudelka and Mrs. McKee will be attending a workshop on literature circles at Columbia University's Teachers College.

##### **Mathematics:**

The math staff continues to work with their PLC groups to work on the curriculum review action plan. The PLC group focusing on the purpose of the small group math classes outlined the current practices and resources used in grades 6th to 8th grade classes. The PLC group focusing on the Implementation of the Portrait of the Graduate began to create a draft rubric to be used as

a communication device for students, parents and teachers on expected student math practices throughout classroom in grades six through eight.

### **Social Studies:**

Sixth grade Social Studies classes wrapped up their Mesopotamia PBL unit. Student-produced grants will be submitted to DSEF in late winter. They are currently exploring the civilization of ancient Egypt. At the end of the unit, students will be able to choose a topic that they would like to know more about, and conduct and write about it to teach their classmates.

Seventh grade students are currently wrapping up a unit on the Middle East and will begin their next unit on Africa shortly after returning from winter break.

Eighth grade students completed their study of the Constitution before break. They are now researching an issue of their choice and writing a persuasive letter to an elected official. This is a jointly taught and grade project with English and Social Studies classes. Most students get a response within 3-4 months and some actually have what they propose implemented (e.g. a new law introduced, a policy change etc.). We will then be focused on the Bill of Rights and learning about their rights through selected Supreme Court cases--most involving students.

### **Science:**

Sixth graders continue their study of space science. They have seen two virtual tours of the International Space Station, listened to a couple of podcasts about the universe and taken an open notebook assessment. They are now working collaboratively to design and create lunar base camps for a 6-12 month stint on the moon.

Seventh grade students have been studying cellular biology and exploring the microscopic world. Lessons have highlighted cell organelles and how cell parts function in concert to support all life processes. Students have been learning how to use microscopes, examining cell types and observing all different cell features. Students have made 3D models and will move onto cellular division and genetics as we begin the new year. Team Thunder students are also moving deeper into their study of climate changes and Greta Thunberg and other child activists.

The 8th grade will be getting ready for one of their most involved experiments of the year, using electrolysis to separate water into hydrogen and oxygen. We'll test both of these gases for flammability and reflect on connections to one of the most famous flammable hydrogen containers, the Hindenburg.

### **World Language:**

Latin:Sixth graders made brochures advertising Roman villas, all in Latin. They don't build 'em like they used to!

Eighth graders are still in their epistolary unit, writing letters as actual 1st Century BCE figures, in response to actual historical events.

Spanish:In seventh grade,we are finalizing our unit on Ecuador. Students had the VR

experience, and they explored the Galápagos Islands. On Thursday, we will be hosting a parent, originally from Ecuador. The kids will interview her in the target language!

Sixth graders just finished presenting celebrations around the world. They are now comparing and contrasting all the celebrations presented by their peers. They are using bar graphs, and they are presenting their conclusions in small groups:

<https://drive.google.com/open?id=18ceLVu95NDemRtNzmY2dVQpi42O11zVo>

<https://drive.google.com/open?id=1JVuJaJ35LITYRrg5nd6bRaBEChm8pRsQ>

French: The French students are involved in a wellness unit ...

Yoga and meditation as an entry point into a full 6th grade unit on healthy minds and bodies.

This is serving as an 8th grade mini unit.

So far, both age groups have practiced different types of mediation, looking at the data for the benefits of meditation (physical, mental, etc).

Eighth graders have written their own meditation sequences and lead their own mini classes (with a focus on breath and a specific body part, some did hands, feet, ears, even one that focused on visualizing the flow of blood around our body)..

Sixth and eighth graders have learned about the cultural and traditional significance of reflection and self affirmation by way of cultivating personal mantra...and written their own french personal mantras.

### **Wellness:**

Physical Education: Students are wrapping up their five week unit on net sports- inclusive of badminton, Eclipse ball and Nitroball. In addition, all students spent part of their class time in the fitness center completing the Ten Minute Challenge wearing a Polar Heart Monitor to gauge their workouts (currently grade 7 and 8 only). Sixth grade students were introduced to the fitness center and have been finding their fitness with the different pieces of cardio equipment.

How we can assess students' effort using the Polar GoFit App.....This technology is an easy way to follow our students' heart rates online during a PE lesson. We can define a certain target zone for each lesson and see whether our students achieve the target. During the lesson we can guide them to stay within the correct zone and see their accumulated time within each zone. We can view this data for individual students (student ID) or collectively from the entire class.

This is an easy and fun way for students to learn about the health benefits of staying in different target heart rate zones. The students can collect badges and motivate one another, giving a new dimension to their activity.

Coming in January.....After winter break students will begin working on dance lessons. Grade six will learn several different line dances. The seventh grade will learn two square dance routines. The eighth classes will work on hip hop dances and create their own dance as well.

### **Technology:**

Computer Science Education Week: Students in grades 6 and 7 participated in Google Hangout with a Biomedical Engineer PhD student at MIT. Jackie's background is in computational Biology. She is currently working on developing algorithms using machine learning and computer science for drug repurposing and cancer treatments. Students had a great time interacting with Jackie via Google Hangout asking some great questions.

Our annual [\*Hour of Code\*](#), *A Day w/ May* event hosted by Chaima, a Computer Science PhD student at Northeastern University, College of Computer and Information Sciences, Game and Design Program. She has designed and programmed a game called May's Journey for students to give them another platform to code, giving students hands-on experience in class with a login you can use at home and at school.

**Fine and Performing Arts:** Our winter performances for the musical + after school vocal groups as well as in school Bands and Chorus went well. Students demonstrated their knowledge of music and collaboration in each of these events. The instrumental program is looking into improvements to our band room and practice space in Lindquist commons as we prepare for our annual music fundraiser and winter performance, the Chocolate Cafe. Our hope is that we can begin an improvement plan that will bring this space to a comparative level with the facilities used by our students in the Middle School, giving our instrumental students an equitable experience and a place for growth as they continue to high school.

**Sixth Grade:** Team Moon visited “The Hall at Patriot Place” and participated in several STEAM activities. Team Sun will be taking this trip in a few weeks.

**Seventh Grade:** Seventh grade students have been working on their time management skills and also a heavy focus on their writing. Most recently students have completed a study of the Middle East with an interdisciplinary essay on the Hajj. Looking into 2020 students will continue to explore themes of self advocacy and autonomy as they grow into more mature and independent workers.

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

John Smith  
Headmaster



Ellen Chagnon  
Director of Guidance

Ann Dever-Keegan  
Assistant Headmaster

Emily Sullivan  
Athletic Director

TO: Dr. Andrew Keough, Superintendent  
FROM: John G. Smith, Headmaster, DSHS  
RE: Headmaster's Monthly Report  
DATE: January 7<sup>th</sup>, 2020

### **Headmaster's Reflections:**

As we move into a new year, we begin our preparations for our midyear exams. These exams which are 90 minutes in length will be held January 21<sup>st</sup>-January 24<sup>th</sup>. As some of you know, we changed the weight of these exams from 10% each semester to 5%. We feel this is more in line with a single exam and will be a more fair approach with our students and their overall grade. In addition, many more teachers are moving away from traditional paper and pencil exams and instead are assessing students in project based or performance based assessments. This allows our students to showcase their level of mastery within the discipline in more varied ways.

### **HS Events:**

Wednesday January 8<sup>th</sup> Early Release Teacher PD  
Monday January 20<sup>th</sup>- MLK Day No School  
Tuesday January 21<sup>st</sup>-Friday January 24<sup>th</sup>- Mid Year Exams  
Monday January 27<sup>th</sup>- Start of Second Semester

### **Student Recognition:**

Just before the December break our *Project 351 Ambassadors* ran another successful Food Drive for "A Place to Turn" in Natick. The response from DSHS was amazing. The lobby was overflowing with donated non-perishables and no doubt filled the many shelves for this important food pantry. "A Pace to Turn" is one of our local food pantries that has a commitment to serving emergency food and services to our Metrowest neighbors in need.

Thank you to all of our families who donated. This drive brought in hundreds of pounds of canned goods, pasta, lunchbox snacks, diapers and toiletries. Thank you DSHS!

Also thank you to our *Project 351 Ambassadors* Tatum Evans, Caroline Gallagher, Riley Spalding, Emily Worcester, Hope Shue, Kelsey Chiu and Owen Bingham.

*\*Project 351 is an independent nonprofit organization that builds a movement of youth-led service by engaging an unsung hero from each of Massachusetts' 351 cities and towns. United for a year of*

*leadership and service, Ambassadors transform communities, elevate kindness, advance social justice, and gain the courage, compassion, and capabilities to lead change.*  
(From [www.project351.org](http://www.project351.org))

### **Curriculum:**

Students in Diane Pappafotopoulos' Video Game Design class have been working hard in developing their own video game by incorporating the necessary code, and the various design phases in order to produce a workable game. I will be attending their presentations next week to see all their efforts in action.

### **Guidance:**

#### **JANUARY NEWS**

PSAT Results- Students can access their score report online through their College Board account. Counselors will be talking about the PSAT score report in individual appointments with students.

SAT's at DS – MARCH 2020

The SAT is being offered at Dover-Sherborn High School on **Saturday, March 14th, 2020.**

Eighth Grade Parent/Guardian Transition to High School Evening is scheduled for January 9<sup>th</sup>, 2020. The high school administration along with the Director of Special Education, the Athletic Director and 3-4 students will speak to eighth grade parents about the transition to the high school, graduation requirements, special education services, and school athletics and after school activities.

Sophomore Parent/Guardian Evening will be held on February 6<sup>th</sup>, 2020. Again this year, in addition to the regular guidance presentation, we will have a representative from Summit Educational Group speak to parents about standardized testing, specifically the differences between the ACT and SAT.

#### **DS BRIDGE TRANSITION PROGRAM –**

There are currently 15 students accessing the DSBridge program with either medical or mental health based diagnoses. An electronic mid-year report was submitted to Metro West before December break which included a narrative progress update on the program, a financial statement of funding utilized to date and data outputs and outcomes that are being measured and tracked.