NOTICE

Dover-Sherborn Regional School Committee
Meeting Agenda
November 1, 2016

DOVER-SHERBORN REGIONAL MIDDLE SCHOOL LIBRARY
(Members of the public are welcome to attend.)
Regional School Committee members include: Ms. Clare Graham, Chair, Lori Krusell, Vice-Chair, Ms. Dana White, Secretary, Ms. Carolyn Ringel, Mr. Michael Lee, Mr. Richard Robinson

1. Call to Order

2. Community Comments

3. Reports:
   - DSHS Student Report- Ms. Virginia Daukas
   - DSHS Headmaster's Report – Mr. Smith
   - DSMS Student Report – Mr. Calvin Kocher
   - DSMS Headmaster's Report – Mr. Kellet
   - Assistant Superintendent Report – Dr. LeDuc
   - Director of Special Education Report – Ms. Smith
   - Interim Superintendent Report – Mr. McAlduff
     - Personnel Report
     - Special Education Enrollment Report
     - Class Size Report

4. Finance and Operations
   - FY17 Monthly Report
   - FY18 Capital Plan – Approval A.R.

5. 2016 MCAS Report – Version 2.0

6. Superintendent Search Update

7. Consent Agenda A.R.
   - FY18 Technology Plan Supplements – Approval
   - Approval of Minutes October 4, 2016
   - Donations – METCO, Sailing Club
   - Field Trip

8. Communications (For Members Information)
   - Dover School Committee September 20, 2016, October 6, 2016
   - Sherborn School Committee Minutes September 13, 2016

9. Items for December 6, 2016 Meeting

10. 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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The Public Schools of Dover and Sherborn

Memo from
Interim Superintendent Bill McAlduff

TO: Dover-Sherborn Regional School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: October 28, 2016

RE: Agenda Item #3

In the attached documents you will find reports from the:

- DSHS Student Report- Ms. Virginia Daukas
- DSHS Headmaster's Report –Mr. Smith
- DSMS Student Report- Ms. Calvin Kocher
- DSMS Headmaster's Report- Mr. Kellett
- Assistant Superintendent – Dr. Karen LeDuc
- Director of Special Education Report – Ms. Smith
- Interim Superintendent Report – Mr. McAlduff
    - Personnel Report
    - Special Education Enrollment Report
    - Class Size Report

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Phone: 508-785-1730 Fax: 508-785-8141

John Smith
Headmaster

Ann Dever-Keegan
Assistant Headmaster

Ellen Chagnon
Director of Guidance

Jeff Parcells
Athletic Director

TO: Mr. William McAlduff, Interim Superintendent
FROM: John G. Smith, Headmaster, DSHS
RE: Headmaster's Monthly Report
DATE: November 1, 2016

Headmaster's Reflections

On Wednesday October 26th, a representative from Primary Source presented to DS faculty in regard to teaching for global understanding. This professional development offering gave faculty from all departments the chance to review current trends in teaching global issues and ways to incorporate global instructional lessons into their current curriculum. One of the focuses of this pd also centered on authentic assessment which is the academic focus of the high school for the 2016-2017 school year. Teachers were able to interact as a full faculty as well as in their own academic disciplines. This work will be important as we move forward with our global competency certificate for students at Dover Sherborn.

HS Events:

Sunday November 6th- Jazz Brunch – Wellesley College Club 11AM
Friday November 11th- Veterans Day- No School
Thursday November 17th- Saturday November 19th- Fall Play -The Dining Room
Wednesday November 23rd- Monday November 28th- Thanksgiving Break
Thursday November 24th- Thanksgiving football game versus Medfield HS 10:00 AM
Monday November 28th- Full Day Teacher Professional Development/Winter Sports begin

Student Recognition: On Thursday October 20, 2016 the following students were inducted into the Dover Sherborn High School Chapter of the National Honor Society.

Olivia Adamczyk	Elizabeth Jenkins	Colleen Raftery
Charles Allen	Grace Johnson	Tara Raftery
Marissa Badeau	David Kennan	Owen Searle
Natasha Barberio	Barrett Laird	Hannah Thompson
Trevor Bowman	Annie Liu	Victoria Tso
Kerrianne Brown	Andrew Mahoney	Luke Turo
Hannah Bruce	Michael Mastrobuono	Amy Ursitti
Sophie Charron	Mark McVeigh	Kelby Weden
Christopher Cone	Krista Minas	Peter Wiemeyer
Danielle Cormier	Lucas Minas	Jason Zavras

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Sophia Cutler	Molly Murphy	Amy Zhang
Virginia Daukas	Jennifer Mutch	Chelsea Zhang
Theodore Davidson	Lillian Nystrom	
Grace Doherty	Madeleine Nystrom	
Alicia Goganian	Isabella Oliva	
Hamilton Hackney	Kristen Pucci	
Victoria Heinlein		

Curriculum and Learning-

In support of their work in Poetry Workshop and AP Literature, on October 20th Kelly Menice, Erin Newton and Gretchen Donohue attended Teacher Day for the 30th annual Dodge Poetry Festival in Newark, New Jersey. The Dodge Poetry Festival is the largest poetry event in North America; it brings together the most eminent poets from the late 20th to early 21st centuries as well as up-and-coming poets who all engage in readings and conversations about their poetic craft. Our teachers heard directly from poets about their writing process, they listened to a reading and lecture from Billy Collins, the former poet laureate of the United States, and they heard poets representing many different cultural viewpoints and identities in their poems. They discovered contemporary poets and purchased several new volumes of poetry to be integrated into the English classrooms, and they are sharing these resources and the materials that they gathered with the other English department members.

Athletics-

The fall regular season is quickly coming to an end. We are happy to announce that all of our varsity teams once again made the MIAA post-season tournaments! Our Coed Golf Team competed in the South Shore Sectional Tournament and came in 2nd as a team and will now compete in the MIAA Division 3 State Championship at Shining Rock Country Club in Northbridge on Tuesday!

Our boys and girls cross country teams both competed in the Tri Valley League Championship on Wednesday and both teams had great showings. The boys came in a close 2nd and the girls came in 3rd! They will now move forward to the State Tournaments.

Our football team opens up tournament play on Friday as they travel to Archbishop Williams of Braintree.

The remaining teams (field hockey, boys soccer and girls soccer) will have their tournament seeding meetings on Monday or Tuesday.

Overall, a very successful Fall season!

Guidance News-

Seniors:

Early Decision and Early Application season is well underway. As of October 27th, 49% of the senior class has applied early to a college or university. We expect that number to increase by

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the November 1st and November 15th deadlines as well.
Juniors:

Guidance will be hosting a Junior Parent/Guardian evening in early December. Admissions representatives from area colleges will participate in a panel discussion and guidance will share information about the college admissions process and post-secondary planning in general.

Sophomores and Juniors:

254 students took the PSAT on Saturday October 15th at DSHS – 123 juniors and 131 sophomores

Freshmen:
Meet and Greets have concluded and freshmen will start their seminar series during the second week in November. The focus will be on getting acquainted with the high school, mindfulness, organization, and time management. AP:
AP Exam Registration will be active online through a program called Total Registration beginning on November 1st.

MEFA (Massachusetts Educational Financing Authority) presented a Financial Aid seminar for students and parents on October 25, 2016.

Facilities and Physical Plant-

Automatic opening doors are being considered in order to support DS students with mobility issues. Quotes are being gathered now and a plan will be established shortly.

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Mr. Scott Kellett
Headmaster

Mr. Brian Meringer
Assistant Headmaster

Ms. Jill Arkin
Special Education
Team Chair

Ms. Ellen Chagnon
Guidance Director

Mr. Jeff Parcells
Athletic Director

TO: Mr. William McAlduff, Superintendent
FROM: Mr. Scott Kellett, Headmaster, DSMS
RE: Headmaster's Monthly Report
DATE: November 1, 2016

MS Happenings:

Thursday, November 3rd: Parent/Teacher Conferences 2:45 PM to 6:55 PM
Monday, November 7th: Quarter 1 Ends
Monday, November 14th: MS School Advisory Council 3:00 PM
Quarter 1 Report Cards available in ASPEN Portal
Wednesday, November 23rd: CAG In-Service Day
Early Dismissal (10:50 AM)
Thursday, November 24th through Monday, November 28th NO SCHOOL (Thanksgiving)
Tuesday, November 29th: School Reopens
Friday, December 2nd: Grade 7 & 8 Dance (Sponsored by HS Girls Ice Hockey)

Student Recognition

Student Council elections took place for all three grades the last week in September. During our October meetings, we planned the Halloween Dance that will take place on October 28th from 7 to 9 pm in the middle school gym, and we selected our treasurer, Eli Kaplan and secretary, Merritt Sullivan. The members for the 2016-2017 school year are:

President:
Calvin Kocher

Vice President:
Hope Shue

Team Fire:
Eli Kaplan – treasurer
Merritt Sullivan – secretary

Team Ice:
Stephen Fitzpatrick
Tommy Lambert

Team Lighting:
Liza Birmingham – returning
Cyrus Bleakley – returning
Sterling Williams
Rachel Windle

Team Thunder:
Leo Olmstead - returning
Hope Breslin
Derek Daly

Team Moon:
Nicco Ban
Riley Spaulding

Team Sun:
Ava Hatfield
Michael Morrissey
Luke Rinaldi

Curriculum & Learning

English:
Sixth grade is wrapping up a narrative unit. Students are writing their own stories and working on finishing someone else's story as well. They are also practicing the skills of character and setting development.

The seventh graders are studying text structure to enhance their comprehension and authorship of explanatory/informative texts. The seventh grade is also delighted to have been selected as one of twenty grant winners for Crayola's national "Champion Creatively Alive Children" program. The grant will enhance the interdisciplinary project between English, science, and art, known as the Sidman project. The work of our students and faculty will be featured in a supplement to *Principal* magazine.

Eighth graders are revising their original short stories and found inspiration in author Laurie Halse Anderson's comments about the writing process. They are presenting book talks about independent reading and writing reviews.

On October 18th, the entire school came together to welcome award-winning author, Laurie Halse Anderson, to DSMS. Anderson only visited two schools in Massachusetts as part of her nationwide book tour for *Ashes*. Her engaging presentation and animated question and answer session inspired our students and faculty. We are grateful for the community support of author visits and look forward to hosting an author at least once a year.

Science:
Sixth graders learned the steps to the scientific method by testing toothpaste brands. They were trying to determine which brand would clean a stain the fastest. They carried out trials, collected data and analyzed the results. Students then wrote business letters to the various toothpaste companies communicating the results of their experiments and suggesting methods for improving the products. We are awaiting responses and/or free products (for further testing purposes) from some of the big manufacturers like Colgate-Palmolive and Glaxo-Smith Kline. Partners are now designing their own experiments using three brands or models of a consumer product. At the same time, we are continuing our studies of the solar system and are working on mastering the phases of the moon and its origin for an up and coming quiz.

Seventh grade students have had a wonderful month exploring the biological processes of photosynthesis and cellular respiration. In the spirit of Challenge Success, students have been spending much more time in nature for homework assignments creating "nature notebooks". There is a large amount of research that shows spending time outdoors is great for kids' mental health and well-being. With this priority in mind, Mrs. Bond and Mrs. Hurley have decided that on a weekly basis, if not more, students will spend time outside observing the beauty and wonder of nature. Life science students have been refining their observation skills and recording what they notice, and then their scientific questioning skills in what they wonder. Our students have then transformed their observations and learning about the various vegetation here in Dover and Sherborn, and conducted their own sampling of the trees found in their backyards to create a large data set. Students then analyzed the data collected from their team peers, created pie and bar charts through Google Sheets, and communicated their findings through Google Classroom. It was a wonderful blend of nature and twenty-first century learning! This fall foliage has been a terrific discussion point for our studies about chlorophyll and soon our lessons will move into a deeper inquiry into the parts and types of cells. With regard to their nature notebooks, we are learning more about common bird species and are hoping to design and conduct several experiments about birds throughout the winter.

Students in 8th grade are also heading out into nature to do their homework. Eighth grade students are wrapping up their study of chemical and physical changes with a project where they identify and describe chemical and physical changes in nature. They have to present their findings in a video or slide show, which allows them to work on the practice of obtaining and communicating information. They continue to work on

lab skills as they identify and observe changes in laboratory experiments from mixing reactive chemicals to igniting magnesium.

Social Studies:
Sixth grade students have just begun a new unit on ancient Mesopotamia, the ancient Middle East. In this unit, they will be examining the key components of a civilization, which we will commonly refer to as using the acronym PERSIA GEM (politicians and government, education, religion, social classes, ideas, arts, geography, economy and military). They will also be learning about different groups of people who controlled Mesopotamia during ancient times. Throughout the unit, we will be analyzing how the PERSIA GEM's can be applied to each of these civilizations. We will also learn and discuss how and why power shifts over time.

Seventh graders are wrapping up their Prepare to Travel geography unit with a project on climate regions and their impact on daily life. Students created either a poster or a digital presentation with photos, captions, climographs and a climate map showing vegetation, wildlife, housing and human activities typical of their assigned climate region. Each class displayed their projects around the room in a "poster museum," where students could learn from each others' research and give and get feedback. In November, 7th-graders will "travel" to their first region of study, the Middle East, to learn about its physical and human geography. We are having a guest speaker, Mr. Karim Nagi next Tuesday, (Nov.1st) to perform traditional Arab music and dance for the 7th grade. Thanks to POSITIVE for funding this opportunity for our 7th grade students.

Eighth grade students have just completed their study of the Revolutionary period. We read the Declaration of Independence and classes staged Town Meeting debates where students portrayed actual historical character's beliefs. Students then wrote persuasive letters to General Washington or King George for or against independence for the colonies. We are rearranging our curriculum to study the Presidency before the upcoming election. We will then continue our 8 week study of the US Constitution and each branch of our government.

With the upcoming elections, DSMS students will be learning about our electoral system and taking some online surveys that will then "match" their beliefs with candidates. Students will "vote" in their Social Studies classes on Nov 7 or 8 on a Google Form ballot and then we will compare our results against the town, state and national election results. Consider taking your student with you to vote so they can see the process firsthand! Each grade's approach to this study will vary based on our curriculum.

All DSMS students will also be participating in the school-wide Geography Bee preliminary rounds in their Social Studies classes the week of Thanksgiving Break. The initial 7 rounds of questions are done in class and are "spelling bee" style where students answer questions aloud. Usually students who score 6/7 or 7/7 are invited to an after school or Help Session run-off where they take a written test to measure their geography knowledge. This is to get down to our top 10 students who will then participate in our school Geography Bee on December 23 (the last day of school before winter break).

World Language:
The 8th grade French students are participating in a pen pal exchange with students from Gif-Sur-Yvette, France, a town just outside of Paris.
Using Google docs (Shout out to the IT department), we are able to have the French students and the American students write to each other, with the letters shared also with both the teachers! In the past this has been an exciting event, as students exchange authentic language skills and cultural insights. The French teacher and I suggest a topic, and alternate using French and English for the exchange. The outcomes are extraordinary as students become more engaged with their French counterparts.
An addition this year, is students made introductory videos of themselves,describing themselves, their interests, their families and their pets. The French students have done the same. When our students watched them, the room exploded with enthusiasm! Again, the IT department has been invaluable in figuring out how to make it all happen.

Wellness:

Physical Education

Grade 7 and 8- Students have learned how to wear the Polar heart monitors and are now receiving daily Performance Grades based on keeping their heart rate in the recommended target zone of 140 BPM or greater for 18 to 23 minutes of their 52 minute class. 140 BPM is a moderate activity for students in grades 7 and 8.

- Heart rate monitors treat everyone as an individual giving the students instant feedback about their heart and productivity.
- All students have the option to purchase their own strap or use one of ours that is washed after each use
- The students can check their heart rate by looking at their personal ID number
- Students can monitor how they are doing in class by checking their own data on the smart board or Ipad
- The invaluable information that each heart rate monitor provides, allows students the opportunity to learn to exercise according to their individual level. With the help of heart rate monitors, our students will now be given credit for doing their personal best, and they will be exercising according to what is safe for their level.
- The most elite athletes in the world wear heart rate monitors to prevent over and under training. In physical education, students use them to tailor their workouts to meet their individualized goals. Workload (the amount of laps, reps, etc.) becomes a question when you are working with an entire class. A good way to teach this lesson is to have the students all get in the "green zone" 70% of max heart rate. Some students will be walking and some students will be running, others will be running very fast. They all have different work loads, or the amount of laps they ran, Even though they had different work loads, their heart rate indicated that their bodies were being taxed the same. The overall goal of exercise is to be able to do more work load at a lower heart rate intensity. If participating students come in with highly trained cardiovascular systems, they will be doing more work load in class, but it is not "harder" on their body. The benefit is that they are working at a level that is appropriate to their fitness level

Grade 6- Students are spending the first 15 minutes of class working on the Fitnessgram assessment as practice. The final fitness assessment will take place at the end of this month. Reports will be shared with parents. Students continue their work on participation in various team sports.

Health Education

Grade 8 Health students are learning how to perform CPR/AED skills for adults. Once mastered, they will move on to child and infant rescues. Students have the opportunity to be certified through the American Heart Association. The Heartsavers In Schools program is taught by our health teacher, Andrea Merritt.

Grade 7 Health classes have started our unit on tobacco and vaping. Students are learning facts about nicotine addiction. Each student will design a postcard with a message and caption to encourage a young person to stay smoke/nicotine free. Students will demonstrate the ability to refuse unsafe, unhealthy smoking/vaping behavior.

Our DSMS Peer Leadership club is off and running. Andrea Merritt and Detective James Godinho co-facilitate this club. Any 7th and 8th grader who would like to help plan our annual Raiders Rock fitness event are encouraged to get involved.

Music

General Music Report from Mr. Duprey & Mr. Herrmann

On November 3rd during A, B, C & E Blocks, the Choral Room at DSMS will transform into a venue similar to The House of Blues in Boston. The 7th & 8th grade music classes will be performing their final band performances for Term One. The 7th graders have written words and music to their own blues and have formed blues bands, complete with singing with a unique blues voice and improvising responses to the calls of their melodies.

The 8th graders have formed bands as well, but are mashing up early Rock, Motown, Beatles, or Michael Jackson tunes to create a unique arrangement of their very own. All parents, staff, and students are invited to come and be a part of the audience for these exciting performances.

Chorus Report from Mr. Herrmann

Sixth Grade chorus is off to a fantastic start, making great strides in sight singing and risk-taking. This chorus in particular has rather advanced vocal production skills, so I am very thankful to the good foundation being laid by my elementary colleagues. In addition to vocal production, we are learning how to listen actively and create music as a unit rather than as individual singers.

Seventh and eighth Grade chorus is focusing very heavily on how to perform as an ensemble. There are many excellent singers in the chorus with creative ideas in our arranging exercises. The chorus is now learning how to take those ideas and skills and fit them into a larger picture as a choir in terms of rhythm, active listening, and unified vowel shapes.

Technology & Engineering:

Grade 6 students are in full swing coding and sharing their unique robots through variables has encouraged hands-on computer programming skills. Students are also understanding binary and how it works by creating binary puzzles for classmates to "crack the code".

Students are beginning their research on a nutrition topic to present and share with each other at the end of the quarter. They will also explore skills to collect and read data using spreadsheets, functions and charts.

Students in Engineering just finished their woodworking project and are beginning to work on their robotics section.

Grade 7 students have been discussing and sharing trending technology news that revolves around what they are exploring in Technology Literacy classroom. We are linking topics such as drones, 3D printing and driverless transportation to our Computer Science and Steam lessons. Students continue to collect data on their stocks, reading data in charts tables. Our unplugged STEAM Team challenge has started as students begin to think about connecting Science, Technology, Engineering, Art and Math in a project they will research, collaborate and present.

*Grace Murray Hopper, Ada Lovelace and Charles Babbage are common names discussed as we continue our preparations for this year's Hour of Code celebration at DSMS that will take place from December 5th - 11th.

Students in Engineering have recently finished their bridges unit. This unit about structures leads nicely into the next unit they have started, which includes lessons/activities relating to architectural design and environmental engineering.

Grade 8 Engineering students are in their final stages of their Mechanical Engineering Trebuchet project. Testing, reflecting and documenting with videos are being shared collaboratively as part of their individual digital portfolios. Telecommunications begins this week linking their hands-on labs on electricity and magnetism to collaborative design and building of telegraphs.

Library:
Math Counts meetings started Wednesdays afterschool and 2 lunches a week; 21 students have signed up.

We have started our Harlem Renaissance research unit with 6th graders.

Newbery Club continues to meet with 13 students and 3 faculty.

New library displays include Halloween murder mysteries and National Book Award nominees.

6th Grade:
In October, sixth grade students were introduced to their first monthly theme related to the topic of Effective Effort. The theme introduced this month was "Time," and students were encouraged to think about whether or not they put in a sufficient amount of time in order to get a job done well. To reinforce this theme, 6th grade teachers have been emphasizing the importance of time management in each of their classes. The monthly theme that will be introduced in November is "Focus," and students will be asked to consider whether they are working efficiently and without distractions. As we get closer to the end of the first term, 6th grade teachers are also looking forward to meeting with parents for conferences from 11:30 a.m. to 3:45 p.m. on Wednesday, October 26th, and from 2:45 to 7:00 p.m. on Thursday, November 3rd.

7th Grade:
On Tuesday, October 11th, the seventh grade visited Hale Reservation in Westwood, Ma to attend a workshop on team-building. There were 14 groups, each comprised of 10-13 students. Each completed different challenges, ranging from navigating a maze while not speaking to others, to de-bugging a "computer" by touching "key pads" in a specific order. These problems required extensive collaboration. Groups worked together in different ways that emphasized communication, leadership and flexibility of roles.

As of Friday. October 21st approximately 50% of the seventh grade has signed up and registered for BYOD. Teachers are excited to explore how this initiative can enhance their curriculum and the classroom experience.

8th Grade:
Team leaders, Kathy Moloy and Donna Bedigan, met with eighth grade parents and students on October 5th. They discussed in detail the expectations for eighth grade students, the CAG Program, and the Boston/DC Trips.

Student Council:
Student Council elections took place the week of September 26th for all three grades. Each team voted for two new members, and the results were announced on October 4th.

The 7th and 8th grade Halloween dance was held on Friday, October 28th. It was enjoyed by all who attended.

Professional Development:
Mrs. Ana Hurley recently hosted her first Middle School Science Summit meeting of the year. Over a dozen districts and thirteen attendees came to DSMS to collaborate on science curriculum planning and

implementation. Mrs. Hurley's job alike group is in it's third year of existence. Mrs. Hurley has not only brought districts together, but she has also been able to showcase the exemplary work done here at DSMS. She continues to promote and highlight DSMS as a leader in teaching and learning as she will present at the STEM Summit in Worcester, MA on November 1st along side the Department of Education's STE specialists. We are quite proud of Mrs. Hurley in her efforts to continue to draw Dover Sherborn into center stage as a leading school in the Commonwealth.

Callie Egan has been named to the Massachusetts Foreign Language Association Board of Directors (MaFLA)

Kerry Aucoin attended an MCAS-Alternative Assessment Training last week.

Maura Cavanaugh is taking a class - The Teacher, the Child, and the Law - through NCTA/Framingham State

Nancy Siska is attending a workshop at B.U. Saturday for SLP's on RTI approaches to managing stuttering in the classroom.

Jill Arkin attended the "Special Education Summit" (Lyons and Rogers LLC attorneys) in Randolph last Friday.

DS Professional Growth & Evaluation System Update:
The staff has met with their evaluators regarding their three goals for this year. Mr. Meringer and I are continuing with our classroom observations.

School Council:

DSMS School Advisory Council
Meeting Dates
for
2016-2017

November 14, 2016	3:00 PM in Middle School Conference Room
December 5, 2016	3:00 PM in Middle School Conference Room
January 9, 2017	3:00 PM in Middle School Conference Room
February 13, 2017	3:00 PM in Middle School Conference Room
March 13, 2017	3:00 PM in Middle School Conference Room
April 10, 2017	3:00 PM in Middle School Conference Room
May 8, 2017	3:00 PM in Middle School Conference Room

DSMS
School Advisory Council Minutes
Monday, October 17, 2016

Present: Anita Sebastian, Scott Kellett, Wendy Lutz, Ellen Bendremer, Caroline Melchionda, Kim Nehiley, Julie McKee, Lori Krusell, Joanne Draper, Lauren Leahy, Michael Jaffe

Absent: Joelle Sobin

1. **Welcome**: This year's Council members were introduced- thank you for your time!!
Our mission: To serve as an advisory council representing school stakeholders and to develop a school improvement plan for 2016-2017

2. **Election of Co-Chair and Secretary**:
Co-Chair: Caroline Melchionda
Secretary: Wendy Lutz, Anita Sebastian

3. **Meeting Dates/Times** were determined:
-dates: second Monday of the month
November 14
December 5
January 9
February 13
March 13
April 10
May 8

-meeting time: 3:00pm

4. **Community Concerns:** Scott opened the meeting with checking on community/parent feedback on concerns about school
-clarification was sought about the Handbook and how often it is reviewed (annually and as needed). Some examples of recent major revisions are food allergy related and locker decorating, along with grading scale.

-clown concerns are rumbling, especially the impact and role of social media. Upcoming dance will be "clown free."
-guidance does host and organize forums to support and educate parents and community members
-the local police also conduct classes in school about cyber-bullying
-questions raised about providing public access online and via community cable network

-security was raised as a concern
-there is a proposal to add cameras to parking lots at the region campus
-Dover and Sherborn elementary have already implemented security systems, where visitors are buzzed in/out
-area districts are also monitoring parking lots
-difficult to institute lock system, so monitoring parking lot proposal is a step toward additional oversight
-cost is estimated at $50,000 at this point to install

-transition to middle school
-introduce two column notes
-binder set-up
-implement Challenge Success programs at elementary level?
-two elementary principals have attended conference this year
-books groups also active in both schools
-Challenge Success advisory group just getting underway
-addition of language
-big difference in HW level, number of tests/quizzes
-how to study, how to gauge when "enough is enough"
-homework philosophy

-consistency between teachers on grade level
-Mingle in the Middle was once an evening event to provide orientation; but that has now shifted into daytime orientation activities.

School Improvement Plan and Handbook are two documents the School Council is charged with contributing to and developing. Stay tuned! Scott will send copies.

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Mr. William H. McAlduff, Jr., Interim Superintendent
Dr. Karen L. LeDuc, Assistant Superintendent
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Ms. Dawn Fattore, Interim Business Manager

To: William McAlduff, Jr.

From: Karen LeDuc

Re: November School Committee meeting

Date: October 27, 2016.

Science and Technology/Engineering and Computer Science Curriculum Review

The K-12 review continues, with the elementary and middle school science curriculum leaders and high school department head working collaboratively with me to review the survey data and to prepare a formal report, to be presented to the School Committees in January. A comprehensive action plan is under development to assure our K-12 alignment to the new Science and Technology/Engineering and Computer Science standards. This plan includes development of new Understanding by Design (UbD) units, professional development in the areas of the practice standards, and collaboration among grade/content educators on delivering a high quality teaching and learning experience for all Dover Sherborn students.

Professional Development

The district-wide professional development day is scheduled for Monday, November 29th, with all K-12 educators and administrators participating.

A full day session will find Chickering and Pine Hill educators gathering at Pine Hill to continue our collaborative work on Science and Technology/Engineering. The session, facilitated by Ms. Jen Ryan and Ms. Laurie Ryan from Pine Hill and Ms. Cathy Chiavarini and Ms. Cheryl Chase from Chickering, along with the building administration, will feature Doug Llewellyn, an educator and professional developer whose book Inquire Within will provide training for educators on science inquiry.

During the morning session, ELA Middle School educators will continue their work with Heinemann professional development on using a continuum of literacy learning and other educators will focus on assessments as will High School educators who will participate in an assessment symposium. In the afternoon, middle and high school educators will attend technology sessions, facilitated by their peers, highlighting how technology supports teaching and learning.

Wellness Committee

The district-wide Wellness Committee will meet on November 21st at 3:00 Dover-Sherborn High School. Agenda items include an update on the Challenge Success program, SPAN-DS and Food Service.

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

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org
Mr. William H. McAlduff, Jr., Interim Superintendent
Dr. Karen L. LeDuc, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Interim Business Manager

To: William McAlduff, Interim Superintendent
From: Christine J. Smith, Director of Special Education
RE: Progress and Activities
Date: October 28 2016

Building a base at the Region

Since beginning my work on July 1st a good deal of my time has been spent engaged in conversation with building administration and teachers. My understanding of the strengths and practices used at both the High School and the Middle School has deepened and I feel we are establishing a solid base to our working relationships.

Regularly scheduled meetings

In addition to visits and evaluation sessions, I am scheduled for a weekly meeting with the Team Chair and a weekly meeting with the Administration. Through an additional weekly meeting called Guidance and Administration, I am able to glean an understanding of the complexity of the needs of the students, the strategies we are engaging to address the needs, and the highly effective interaction among all of the professionals. These meetings have become an important means for me to interact with staff. Additionally, I review the IEP schedule and try to find annual and re-evaluation meetings to join.

Moving forward

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

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Ms. Dawn Fattore, Interim Business Manager

TO: **Dover-Sherborn Regional School Committee**

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

DATE: **October 28, 2016**

RE: **Interim Superintendent's Report**

Personnel Report:

Attached you will find copies of a staffing report for both the Middle and High Schools. Each report contains data for all professional staff with the exception of administration. The data for all other categories of employees will be provided as a separate section of your Proposed FY18 Budget notebook which you will be receiving in December. I hope to have a summary of FTE's (as reported on the last page of these reports) for the last few years at Tuesday night's meeting.

Special Education Enrollment Report:

Enclosed you will find information regarding both out-of-district and in-district Special Education enrollment data. As reported at the previous meeting the number of in-district students with an IEP is twelve students less this year than last. The out of district enrollment numbers for FY17 have increased over the numbers that were projected at budget time last year.

In Dover we projected a total of 36 students enrolled out of district for the 2016-17 school year and the actual number is 39. In Sherborn we projected a total of 13 students enrolled out of district for the 2016-17 school year and the actual number is 16. This is an increase of three students in each town. The confidential data you received in your packet details out of district placements, costs, and current budget status as a result.

Class Size Reports:

Enclosed you will find class size reports from each school. The data from both schools is very similar to last year's data which is not surprising given that enrollment for the region has remained static.

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

Special Education (In District)

Grade	Dover	Sherborn
K	4	4
1	8	9
2	8	13
3	11	8
4	21	9
5	18	11
Totals	**70**	**54**

Grade	Dover	Sherborn
6	11	11
7	20	10
8	17	12
9	11	18
10	11	13
11	8	8
12	6	8
Totals**	**84**	**80**

Totals K-12	**154**	**134**

**Add 12 METCO students

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

	ENROLLMENT		SPED IN-DISTRICT		METCO		ELL		
Grade	Dover	Sherborn	Dover	Sherborn	Dover	Sherborn	Dover	Sherborn	Total
K	64	61	4	4	0	0	4	0	125
1	72	55	8	9	0	3	2	2	127
2	68	63	8	13	3	2	4	0	131
3	83	73	11	8	2	2	2	2	156
4	96	80	21	9	1	1	2	3	176
5	88	72	18	11	1	0	2	1	160
6	90	76	11	11	6		0	0	172
7	102	70	20	10	2		1	0	174
8	102	77	17	12	3		0	0	182
9	102	68	11	18	4		0	0	174
10	82	67	11	13	4		0	0	153
11	90	76	8	8	1		2	0	167
12	77	77	6	8	4		1	0	158
Total	**1116**	**915**	**154**	**134**	**39**		**20**	**8**	**2055**

REGION	**645**	**511**
%	**54.66%**	**43.31%**

1180

Dover-Sherborn Middle and High School
Ten Year Enrollment History and Five Year Projections
October 1, 2016

Year	5	6	7	8	9	10	11	12	MS Total	HS Total	REG. Total
2007-08	177	175	173	168	129	159	147	145	516	580	1096
2008-09	195	170	168	177	164	126	161	144	515	595	1110
2009-10	186	199	177	166	170	160	125	153	542	608	1150
2010-11	187	180	197	173	159	164	159	123	550	605	1155
2011-12	157	192	168	194	158	153	167	159	554	637	1191
2012-13	184	161	194	170	183	161	146	156	525	646	1171
2013-14	173	182	157	188	167	180	149	146	527	642	1169
2014-15	168	171	181	160	176	161	176	150	512	663	1175
2015-16	167	172	173	177	159	169	161	175	522	664	1186
2016-17	162	172	174	182	174	153	167	158	528	652	1180

Projections:											
3 Year Rate		101%	101%	102%	97%	96%	99%	99%	MS Proj.	HS Proj.	Reg. Proj.
	Grade	6	7	8	9	10	11	12	Total	Total	Total
2017-18	162	164	173	177	177	167	151	166	514	661	1176
2018-19	176	178	165	176	172	170	166	150	520	658	1177
2019-20	156	158	180	168	171	165	168	165	506	669	1174
2020-21	132	134	159	182	163	164	163	167	475	658	1133
2021-22	127	129	135	162	177	157	162	162	425	659	1084
2022-23	125	127	130	137	157	170	155	161	393	644	1037

Projections:											
1 Year Rate		103%	101%	98%	99%	96%	100%	99%	MS Proj.	HS Proj.	Reg. Proj.
	Grade	6	7	8	9	10	11	12	Total	Total	Total
2017-18	161	167	174	170	181	167	153	166	511	667	1178

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

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

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

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

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

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

Year	K	1	2	3	4	5	Total
2007-08	68	71	78	87	97	69	470
2008-09	59	77	71	80	87	96	470
2009-10	52	62	73	72	81	92	432
2010-11	57	61	67	76	73	82	416
2011-12	48	60	59	67	79	68	381
2012-13	49	51	66	64	74	79	383
2013-14	49	55	58	67	62	77	368
2014-15	50	60	61	64	69	66	370
2015-16	49	57	66	69	68	72	381
2016-17	**61**	**55**	**63**	**73**	**80**	**72**	**404**

Sections	**3**	**3**	**3**	**4**	**4**	**4**	**21**
Avg. C/S	**20.3**	**18.3**	**21.0**	**18.3**	**20.0**	**18.0**	**19.2**
Breakout	**20,20,21**	**18,18,19**	**19,22,22**	**18,18,18,19**	**19,20,20,21**	**17,18,18,19**	

Projections: **3 Year Rate**		**116%**	**110%**	**111%**	**108%**	**106%**	
2017-18	**53**	**71**	**61**	**70**	**79**	**84**	**419**
2018-19	**54**	**62**	**78**	**68**	**76**	**84**	**422**
2019-20	**56**	**63**	**68**	**87**	**73**	**80**	**429**
2020-21	**55**	**65**	**70**	**76**	**95**	**77**	**438**
2021-22	**55**	**64**	**72**	**78**	**83**	**100**	**451**

Projections: **1 Year Rate**		**112%**	**111%**	**111%**	**116%**	**106%**	
2017-18	**53**	68	61	70	85	85	422
2018-19	**54**	60	76	67	81	90	427
2019-20	**56**	61	66	84	78	86	430
2020-21	**55**	63	67	73	97	83	438
2021-22	**55**	62	69	74	85	103	448

Dover-Sherborn High School
Staffing Report
FY2017

ENGLISH	Name	FTE
Teacher	CATALFANO, JOSEPH MICHAEL	1.0
Teacher	DONOHUE, GRETCHEN	1.0
Teacher	HUNTOON, SCOTT R	1.0
Teacher	LI, LINDSAY	1.0
Teacher	LOCKROW, HEATHER M	1.0
Teacher	MENICE, KELLY W	1.0
Teacher	NEWTON, ERIN M	0.6
Teacher - Dept. Chair	POTTS, KENNETH C.	1.0
Teacher	SIMON, LEIGH	0.4
		8.0

MATHEMATICS	Name	FTE
Teacher	AMBER, KURT	1.0
Teacher - Dept. Chair	BARODY, JAMES	1.0
Teacher	CHEVERIE, CARYN E	1.0
Teacher	COLLINS, ALLISON	1.0
Teacher	ECKLES, CARLY M	1.0
Teacher	LUSKIN, THERESA	1.0
Teacher	PEARSON, LISA M	0.4
Teacher	RYAN, STEPHENSON M.	1.0
Teacher	BACHAND, MARISSA A	1.0
		8.4

SCIENCE	Name	FTE
Teacher	BARRETT, JANAE	1.0
Teacher	BISHOP, KARYN M	1.0
Teacher	BRIDGER, JOSHUA	1.0
Teacher	CLANCY - KELLEY, DEIRDRE T	1.0
Teacher	FRIEDMAN, ELIZABETH R	1.0
Teacher	LEVASSEUR, CHRISTOPHER J	1.0
Teacher	LONCICH, KRISTEN T	1.0
Teacher	LOTTI, ANITA J	1.0
Teacher	MACIE, KENNETH W	1.0
Teacher - Dept. Chair	TUCKER, GREGORY K.	1.0
		10.0

SOCIAL STUDIES	Name	FTE
Teacher	ANDREWS, MARY K	1.0
Teacher	BOURQUE, THOMAS	1.0
Teacher	GRADY, RICHARD	1.0
Teacher - Dept. Chair	HICKEY, JOHN E	1.0
Teacher	KAPLAN, KEITH V	1.0
Teacher	MELAD, ELISABETH	1.0
Teacher	O'HAGAN, BRENDAN	1.0
Teacher	VIZULIS, REBECCA	1.0
		8.0

WORLD LANGUAGES	Name	FTE
Teacher	ESTABROOK, CHRISTOPHER	1.0
Teacher - Dept. Chair	FARRIS, JEFF D	1.0
Teacher	GLEN, LEONI	0.2
Teacher	GOMEZ, DAVID A	1.0
Teacher	LI, YANHONG	0.8
Teacher	LINARDI GARRIDO, ALEJANDRO	1.0
Teacher	UNIACKE, PATRICIA S	1.0
Teacher	WATERMAN, REBECCA L	1.0
Teacher	WATERMAN, RICHARD D	0.6
Teacher	WATERMAN, RICHARD D	0.4
		8.0

FINE & PERFORMING ARTS	Name	FTE
Teacher-Music	MARTEL, ROBERT N.	0.6
Teacher-Music	HERMANN, GEOFFREY	0.2
Teacher-Art	POTTS, HANNAH J	1.0
Teacher-Art	BLAIS, CARLY A	1.0
Teacher-Art	BUCK, DARREN J	1.0
		3.8

WELLNESS	Name	FTE
Teacher-PE Health	GRUSECK, JOSEPH K	1.0
Teacher-PE Health	LUCIL, ELLIOTT D	1.0
Teacher-PE Health	MCGOVERN, LAURA F.	1.0
Teacher-PE Health	JOHNSON, DARA L.	0.2
Teacher-PE Health	WESOLY, ALLYSA	0.6
		3.8

TECHNOLOGY ENGINEERING	Name	FTE
Instr. Technology Teacher	PAPPAFOTOPOULOS, DIANNE M	0.8
Teacher-Technology	ALIGHIERI, LORI	1.0
Teacher-Dept. Chair	GROUT, NICHOLAS W	1.0
Teacher-Technology	SWEENEY, MICHAEL	1.0
		3.8

SPECIAL EDUCATION	Name	FTE
Teacher	BRODSKY, LISA BETH	1.0
Teacher	CENTO, LINDA M	1.0
Teacher	CHLEBDA, KANEE A	1.0
Occupational Therapist	GOOEN, JUDY	0.5
Teacher	HYMAN, ELLEN M	1.0
OOD Coordinator	MORAN, AUDREY	0.25
Occupational Therapist	SHEA, NATALIA M	0.5
Speech & Language	SAVERY, JANICE S	0.5
Team Chair	ROBERTS, MELINDA	0.8
Psychologist	LAURENCE, KERRY A	0.5
		7.1

GUIDANCE & COUNSELING	Name	FTE
Guidance Counselor	HECKER, BETH A	1.0
Guidance Counselor	KINSELLA, ELEANOR	1.0
Guidance Counselor	SPEZZANO, CAROL A	1.0
Guidance Counselor	WILLIAMSON, ROBERT	1.0
HS Adjustment Counselor	LOANDO, HEIDI A	0.5
HS Adjustment Counselor	MCAULIFFE, KARA L	0.3
		4.8

LIBRARY SERVICES	Name	FTE
Librarian	BUTTERWORTH, PAUL	1.0
		1.0

NURSING SERVICES	Name	FTE
Nurse	SANTOS, KIRSTIN A	1.0
		1.0

ENGLISH LANGUAGE LEARNING	Name	FTE
Teacher - ELL	LUCZKOW, CHRISTINE	0.2
Tutor	EDELSON, JOHANNA	0.0
		0.2

SCHOOL YEAR 2016-17 TOTAL:	**67.9**

FY17 DSRHS STAFFING SUMMARY:

ENGLISH	8.0
MATHEMATICS	8.4
SCIENCE	10.0
SOCIAL STUDIES	8.0
WORLD LANGUAGES	8.0
FINE & PERFORMING ARTS	3.8
WELLNESS	3.8
TECHNOLOGY ENGINEERING	3.8
SPECIAL EDUCATION	7.1
GUIDANCE & COUNSELING	4.8
LIBRARY SERVICES	1.0
NURSING SERVICES	1.0
ENGLISH LANGUAGE LEARNING	0.2

SCHOOL YEAR 2016-17 TOTAL:	67.9

Dover-Sherborn Middle School
Staffing Report
FY2017

ENGLISH	Name	FTE
Teacher	DRAPER, JOANNE	1.0
Teacher	DURYEA, ANNIE V	1.0
Teacher	FIORE, MARIA V	1.0
Teacher	MCINTOSH, KEVIN M	1.0
Teacher	MCKEE, JULIE A.	1.0
Teacher	MOY, VERONICA L	1.0
Teacher	MULLEN, LAURA G	1.0
Teacher	PUDELKA, JANEL H	1.0
Teacher	SIMON, LEIGH E	0.4
		8.4

MATHEMATICS	Name	FTE
Teacher	BERGERON, CARMEL A	1.0
Teacher	HEATH, SARAH B	1.0
Teacher	KEE, DIANNE	1.0
Teacher	MILBOURN, TONYA	1.0
Teacher	MOLOY, KATHLEEN D	1.0
Teacher	NEWMAN, ERIN E	1.0
Teacher	RAYMOND, KAREN P.	1.0
Teacher	SIRULL, MARSHA J	1.0
		8.0

SCIENCE	Name	FTE
Teacher	BOND, HEATHER	1.0
Teacher	HURLEY, ANA B	1.0
Teacher	MEMMOTT, MARY E	1.0
Teacher	MORGAN, LORI M.	1.0
Teacher	THOMPSON, MARK A	1.0
Teacher	WISKOFSKE, ADAM S	1.0
		6.0

SOCIAL STUDIES	Name	FTE
Teacher	CRISCUOLO, JASON J	1.0
Teacher	HOOVER, RANDALL	1.0
Teacher	LUTZ, WENDY	1.0
Teacher	MACCHIANO, ANGELO P	1.0
Teacher	PHELAN, KIMBERLEY SPAIN	1.0
Teacher	RICE, ALLISON A	1.0
		6.0

WORLD LANGUAGES	Name	FTE
Teacher	BABSON, CHRISTINE W	1.0
Teacher	DARDOMPRE, CAREY A	0.6
Teacher	EGAN, KATHLEEN A.	1.0
Teacher	GLEN, LEONIE	0.8
Teacher	LASKARIS, MARIA T	0.6
Teacher	WATERMAN, RICHARD D	0.4
Teacher	ZOLLER, GINA M	1.0
		5.4

FINE & PERFORMING ARTS	Name	FTE
Teacher-Art	PRIMACK, MARGARET H	0.2
Teacher-Art	SIMINO, CATHERINE	1.0
Teacher-Music	DUPREY, THOMAS W	1.0
Teacher-Music	HERRMANN, GEOFFREY L	0.4
Teacher-Music	MARTEL, ROBERT N.	0.4
		3.0

WELLNESS	Name	FTE
Teacher- Dept. Chair	JOHNSON, DARA L.	0.8
Teacher-PE Health	MCLAUGHLIN, BRIAN P.	1.0
Teacher-PE Health	MERRITT, ANDREA L	1.0
Teacher-PE Health	WESOLY, ALYSSA R	0.4
Teacher-PE Health	FRASER, CHRISTOPHER	0.2
		3.4

TECHNOLOGY ENGINEERING	Name	FTE
Teacher	MCCOY, BRETT T	1.0
Teacher	SAMMARCO, SANDRA S	1.0
		2.0

SPECIAL EDUCATION	Name	FTE
Teacher	AUCOIN, KERRY A	1.0
Teacher	BEDIGAN, DONNA M	1.0
Teacher	CAVANAUGH, MAURA H	1.0
Teacher	COLLINS, MEAGHAN O	1.0
Teacher	GORDON, KIMBERLY A	1.0
Teacher	SEBASTIAN, ANITA E	1.0
Teacher	SISKA, NANCY E	1.0
Teacher (TVI)	PIERCE, JOAN	1.0
MS SPED LTS Liaison	MORAN, ANDREA D	1.0
OOD Coordinator	MORAN, AUDREY	0.25
Team Chairperson	ARKIN, JILL	0.8
Occupational Therapist	GOOEN,JUDY	0.5
Occupational Therapist	SHEA, NATALIA M	0.5
		11.05

GUIDANCE & COUNSELING	Name	FTE
Guidance Counselor	DESJARDINS, TAWNY C	1.0
Guidance Counselor	SOBIN, JOELLE A	1.0
Adjustment Counselor	LOANDO, HEIDI A	0.5
Adjustment Counselor	MCAULIFFE, KARA L	0.2
Psychologist	LAURENCE, KERRY A	0.5
		3.2

LIBRARY SERVICES	Name	FTE
Librarian	WOODWARD, OLIVIA	1.0
		1.0

NURSING SERVICES	Name	FTE
Nurse	PATTERSON, ALICIA T	1.0
		1.0

SCHOOL YEAR 2016-17 TOTAL:		**58.5**

FY17 DSRMS STAFFING SUMMARY:

ENGLISH	8.4
MATHEMATICS	8.0
SCIENCE	6.0
SOCIAL STUDIES	6.0
WORLD LANGUAGES	5.4
FINE & PERFORMING ARTS	3.0
WELLNESS	3.4
TECHNOLOGY ENGINEERING	2.0
SPECIAL EDUCATION	11.05
GUIDANCE & COUNSELING	3.2
LIBRARY SERVICES	1.0
NURSING SERVICES	1.0

SCHOOL YEAR 2016-17 TOTAL:	58.5

Class Size Survey

2016-2017

Courses in session during all year

October 28, 2016

Department: English

Course Name	Sections	Total Enrollment	Avg. Class Size	Range	
				Low	High
AP Lang AP	5	94	18.80	14	23
AP Literature	4	76	19.00	13	23
AdvPoetWk CP	1	1	1.00	1	1
Amer Lit CP	4	46	11.50	8	14
Amer Lit H	4	24	6.00	4	8
ContempLit CP	4	47	11.75	8	15
ContempLit H	4	33	8.25	5	10
ESL III CP	1	1	1.00	1	1
Engl I CP	5	72	14.40	11	19
Engl I H	4	93	23.25	21	24
Engl II CP	4	80	20.00	17	24
Engl II H	4	75	18.75	11	25
Engl Lit CP	1	11	11.00	11	11
Engl Lit H	1	6	6.00	6	6
English I CP	1	8	8.00	8	8
Film As Art H	1	6	6.00	6	6
FilmAsArt CP	1	1	1.00	1	1
Mythology & the Epic CP	2	17	8.50	5	12
Mythology & the Epic H	2	9	4.50	3	6
Poetry Wk H	3	22	7.33	6	9
PoetryWk CP	3	27	9.00	6	11
Writing & Non-Fiction	3	36	12.00	8	17
Writing & Non-Fiction H	3	28	9.33	8	11
Subtotal	65	813	12.51	1	25
ELL Support	3	3	1.00	1	1
FrshSmallGrE	4	19	4.75	3	6
SophSmGrEng	2	13	6.50	5	8
Subtotal	9	35	3.89	1	8
Department Total	74	848	11.46	1	25

Department: Foreign Language

Course Name	Sections	Total Enrollment	Avg. Class Size	Range	
				Low	High
AP Fr V AP	1	12	12.00	12	12
AP Latin	1	10	10.00	10	10
AP Spanish Language and Culture	1	7	7.00	7	7
Adv. Topics Latin Lit H	1	17	17.00	17	17
Chin Int1 CP	1	1	1.00	1	1
Chin Int1 H	1	8	8.00	8	8
Chin Nov1 CP	1	16	16.00	16	16
Chin Nov1 H	1	8	8.00	8	8
Chin Nov2 CP	1	7	7.00	7	7
Chin Nov2 H	1	13	13.00	13	13
Chin Nov3 CP	1	1	1.00	1	1
Chin Nov3 H	1	9	9.00	9	9
Fr Int1 CP	1	15	15.00	15	15
Fr Int1 H	1	22	22.00	22	22
Fr Int2 CP	1	11	11.00	11	11
Fr Int2 H	1	22	22.00	22	22
Fr Int3 H	1	7	7.00	7	7
Fr Nov3 CP	1	12	12.00	12	12
Fr Nov3 H	1	17	17.00	17	17
Lat Int1 CP	1	4	4.00	4	4
Lat Int1 H	1	10	10.00	10	10
Lat Nov3 H	1	19	19.00	19	19
Sp Int1 CP	2	31	15.50	15	16
Sp Int1 H	1	19	19.00	19	19
Sp Int2 CP	2	26	13.00	13	13
Sp Int2 H	1	21	21.00	21	21

Department: Foreign Language

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Sp Int3 CP	1	19	19.00	19	19
Sp Int3 H	1	16	16.00	16	16
Sp Nov1 CP	2	23	11.50	10	13
Sp Nov1 H	1	9	9.00	9	9
Sp Nov1A CP	2	17	8.50	7	10
Sp Nov1B CP	2	19	9.50	8	11
Sp Nov2 CP	2	29	14.50	13	16
Sp Nov2 H	2	9	4.50	1	8
Sp Nov3 CP	3	50	16.67	14	21
Sp Nov3 H	3	56	18.67	16	21
Subtotal	47	592	12.60	1	22
Department Total	47	592	12.60	1	22

Department: Guidance

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
FrGuidBH	3	51	17.00	16	18
FrGuidCS	2	32	16.00	14	18
FrGuidEK	2	42	21.00	21	21
FrGuidRW	3	42	14.00	9	17
JRGuidBH	2	34	17.00	16	18
JRGuidCS	3	40	13.33	11	17
JRGuidEK	3	40	13.33	11	18
JRGuidRW	2	40	20.00	17	23
Other/Misc	1	1	1.00	1	1
SRGuidBH	2	29	14.50	13	16
SRGuidCS	2	32	16.00	14	18
SRGuidEK	3	46	15.33	14	16
SRGuidRW	3	47	15.67	14	17
SophGuidBH	3	35	11.67	9	14
SophGuidCS	3	49	16.33	16	17
SophGuidEK	2	35	17.50	16	19
SophGuidRW	2	28	14.00	13	15
Subtotal	41	623	15.20	1	23
Department Total	41	623	15.20	1	23

Department: L/F/T Arts

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
AP Adv Portfolio II	1	4	4.00	4	4
PhotoDigital	3	31	10.33	7	13
Subtotal	4	35	8.75	4	13
Adv Portfolio II H	1	1	1.00	1	1
Advanced Portfolio 1 H	1	11	11.00	11	11
Art I 3-D	2	39	19.50	16	23
Ceramics	4	81	20.25	14	23
Ceramics II	2	41	20.50	20	21
CompGrDsgn	6	69	11.50	5	20
Concert Band	1	27	27.00	27	27
Concert Band	1	2	2.00	2	2
DrawFromLife	2	36	18.00	17	19
Engineering: Sci., Tech and Design	2	5	2.50	1	4
Food and Nutrition	4	79	19.75	19	20
Guitar I	3	47	15.67	12	19
Guitar II	1	12	12.00	12	12
Ind Study Art	1	1	1.00	1	1
IndTech F	2	15	7.50	1	14
IndTech II F	1	2	2.00	2	2
IndTech II S	1	1	1.00	1	1

Department: L/F/T Arts

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
IndTech S	1	15	15.00	15	15
Jazz Band	1	19	19.00	19	19
Music Ind Study	1	1	1.00	1	1
PhotoDkroom	3	34	11.33	8	15
Silkscreen Pr	2	43	21.50	21	22
Vocal Ensemble F	2	6	3.00	1	5
Vocal Ensemble FY	1	14	14.00	14	14
Vocal Ensemble FY	1	2	2.00	2	2
Vocal Ensemble S	1	1	1.00	1	1
Yearbook I	1	14	14.00	14	14
Yearbook II	1	7	7.00	7	7
Subtotal	50	625	12.50	1	27
Department Total	54	660	12.22	1	27

Department: Mathematics

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
AP Calculus AB	1	15	15.00	15	15
AP Calculus BC	1	23	23.00	23	23
AP Statistics	3	51	17.00	12	22
Algebra II	1	11	11.00	11	11
Algebra 1B	2	23	11.50	11	12
Algebra II	5	85	17.00	12	24
Algebra II H	2	44	22.00	17	27
Calculus	1	12	12.00	12	12
Calculus H	1	25	25.00	25	25
Geom H	3	63	21.00	20	23
Geometry	5	86	17.20	9	21
Geometry	2	20	10.00	8	12
Integrated Math	1	2	2.00	2	2
PreCalc H	2	46	23.00	21	25
PreCalculus	6	109	18.17	15	21
PreCalculus and Applied Topics	2	21	10.50	8	13
Prob&Stat CP	2	46	23.00	20	26
Subtotal	40	682	17.05	2	27
Alg 1 Skills	2	6	3.00	1	5
Geom Skills	2	6	3.00	2	4
Multivariable Calculus	1	1	1.00	1	1
PreCalcSkills	1	2	2.00	2	2
Subtotal	6	15	2.50	1	5
Department Total	46	697	15.15	1	27

Department: Physical Education

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Freshman Health	8	173	21.62	19	25
Freshman Phys Ed	8	176	22.00	18	25
Soph/Jr/Sr PhysEd Spring	10	386	38.60	32	51
Sph/Jr/Sr PhysEd Fall	10	414	41.40	29	53
Subtotal	36	1149	31.92	18	53
Department Total	36	1149	31.92	18	53

Department: Science

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
AP Biology AP	2	19	9.50	8	11
AP Chem AP	2	31	15.50	14	17
AP Physics AP	1	15	15.00	15	15
AdvTopBio H	1	8	8.00	8	8

Class Size Survey

2016-2017

Department: Science

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Anat & Phys CP	2	12	6.00	5	7
Anat & Phys H	2	37	18.50	17	20
Astronomy H s	2	34	17.00	15	19
Astronomy CP s	2	16	8.00	5	11
Biology CP	5	78	15.60	11	20
Biology CP	1	7	7.00	7	7
Biology H	4	88	22.00	17	24
Chemistry CP	5	80	16.00	11	20
Chemistry H	3	68	22.67	22	23
Eng: Sci Tech and Design	2	13	6.50	5	8
EnvRes CP	1	4	4.00	4	4
EnvirRes H	1	18	18.00	18	18
Introductory Physics	1	11	11.00	11	11
Marine Sci CP	3	14	4.67	4	6
Marine Sci H	3	59	19.67	19	20
Physics CP	5	83	16.60	15	19
Physics H	3	49	16.33	15	17
Small Group Bio	2	9	4.50	2	7
Subtotal	53	753	14.21	2	24
Ind Study Marine Sci CP	2	2	1.00	1	1
Science Lab Aide	7	7	1.00	1	1
Small Group Chemistry	2	9	4.50	4	5
Subtotal	11	18	1.64	1	5
Department Total	64	771	12.05	1	24

Department: Social Studies

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
AP Gov&Pol AP	3	68	22.67	20	24
AP US History	3	61	20.33	15	23
Econ CP	1	3	3.00	3	3
Econ H	1	18	18.00	18	18
FacingHist CP	1	7	7.00	7	7
FacingHist H	1	15	15.00	15	15
Gov&Law CP	2	12	6.00	4	8
Gov&Law H	2	34	17.00	16	18
Psych CP	1	2	2.00	2	2
Psych H	2	46	23.00	21	25
ThWorldHist CP	1	6	6.00	6	6
US Hist CP	3	55	18.33	16	22
US Hist H	3	48	16.00	13	18
WldHist I CP	6	78	13.00	9	16
WldHist I H	5	88	17.60	14	20
WldHist II CP	6	85	14.17	10	19
WldHist II H	4	72	18.00	14	25
Subtotal	45	698	15.51	2	25
China Exchange Participant	1	1	1.00	1	1
Modern China Tutorial	1	4	4.00	4	4
Subtotal	2	5	2.50	1	4
Department Total	47	703	14.96	1	25

Department: Technology

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Astronomy H t	1	1	1.00	1	1
Subtotal	1	1	1.00	1	1
AP Computer Science TEC	1	1	1.00	1	1
Cmp Prg with Java Script	2	27	13.50	13	14
Intro Cad	2	36	18.00	16	20

Department: Technology

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Social Media Literacy	2	26	13.00	8	18
TV-Media I	8	120	15.00	14	16
TV-Media II	2	30	15.00	15	15
Technology and Society	2	26	13.00	11	15
Web Design Using HTML and CSS	2	25	12.50	8	17
Subtotal	21	291	13.86	1	20
Department Total	22	292	13.27	1	20

Department:

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
IndTech II F	1	17	17.00	17	17
	49	884	18.04	4	27
Subtotal	50	901	18.02	4	27
Department Total	50	901	18.02	4	27

School Total	481	7236	15.04	1	53

Class Size Survey

2016-2017

Courses in session during all year

Department: Art

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Art 6	8	173	21.62	21	22
Art 7	8	174	21.75	20	23
Art 8	8	175	21.88	21	23
Media Studies 7	8	174	21.75	21	23
Subtotal	32	696	21.75	20	23
Department Total	32	696	21.75	20	23

Department: English

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
ELA: ELE/SEI 6-7-8	2	2	1.00	1	1
English 6	10	167	16.70	1	21
English 7	9	172	19.11	14	22
English 8	10	172	17.20	12	20
Ind Eng 7	1	2	2.00	2	2
Ind. Eng 8	1	4	4.00	4	4
Ind. English 6	1	6	6.00	6	6
Sm Gr English 6	3	8	2.67	1	4
Sm Gr English 7	4	20	5.00	4	6
Sm. Gr. English 8	4	17	4.25	3	5
Speech/Drama 8	8	175	21.88	21	23
Subtotal	53	745	14.06	1	23
Department Total	53	745	14.06	1	23

Department: Health

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Health Education 7	8	173	21.62	21	22
Health Education 8	8	176	22.00	21	23
Subtotal	16	349	21.81	21	23
Department Total	16	349	21.81	21	23

Department: Mathematics

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Algebra Honors 8	4	88	22.00	18	24
Algebra Level 2A 8	2	16	8.00	7	9
Algebra Level I 8	4	76	19.00	18	20
Honors Geometry	1	7	7.00	7	7
Math Connections-2 8	8	175	21.88	21	23
Mathematics 1A 7	3	32	10.67	8	14
Mathematics 6	7	122	17.43	15	21
Mathematics 6	5	48	9.60	1	16
Mathematics 7	6	112	18.67	15	23
Mathematics 7	2	23	11.50	11	12
Sm. Gr. Math 6	4	11	2.75	2	4
Sm. Gr. Math 7	4	12	3.00	2	4
Sm. Gr. Mathematics 8	2	5	2.50	2	3
Subtotal	52	727	13.98	1	24
Department Total	52	727	13.98	1	24

Department: Music

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Band / Chorus 7-8	1	14	14.00	14	14
Band 6	1	33	33.00	33	33
Band 7-8	1	57	57.00	57	57
Band/Chorus 6	1	13	13.00	13	13
Chorus 6	1	27	27.00	27	27
Chorus 7-8	1	33	33.00	33	33

Class Size Survey

2016-2017

Courses in session during all year

Department: Music

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Music 6	8	172	21.50	20	23
Music 7	8	174	21.75	21	22
Music 8	8	175	21.88	21	23
Subtotal	30	698	23.27	13	57
Department Total	30	698	23.27	13	57

Department: Physical Education

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Physical Education 6	8	173	21.62	19	25
Physical Education 7	8	174	21.75	21	22
Physical Education 8	8	177	22.12	21	23
Subtotal	24	524	21.83	19	25
Department Total	24	524	21.83	19	25

Department: Science

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Science 6	11	173	15.73	1	21
Science 7	10	174	17.40	12	25
Science 8	10	177	17.70	13	21
Subtotal	31	524	16.90	1	25
Department Total	31	524	16.90	1	25

Department: Social Studies

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Social Studies 6	11	173	15.73	1	23
Social Studies 7	10	174	17.40	13	25
Social Studies 8	10	177	17.70	12	22
Subtotal	31	524	16.90	1	25
Department Total	31	524	16.90	1	25

Department: Technology

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
Engineering 6	8	173	21.62	20	23
Industrial Tech 7	8	174	21.75	21	22
Industrial Tech-2 8	8	175	21.88	21	23
Technology Literacy 6	8	173	21.62	21	22
Technology Literacy 7	8	173	21.62	21	22
Subtotal	40	868	21.70	20	23
Department Total	40	868	21.70	20	23

Department: World Language

Course Name	Sections	Total Enrollment	Avg. Class Size	Range Low	Range High
French 6	3	42	14.00	13	15
French 7	3	47	15.67	15	17
French 8	2	49	24.50	24	25
Latin 6	2	31	15.50	15	16
Latin 7	2	21	10.50	9	12
Latin 8	2	37	18.50	18	19
Spanish 6	5	86	17.20	13	23
Spanish 7	4	78	19.50	16	22
Spanish 8	4	51	12.75	11	15
Subtotal	27	442	16.37	9	25
Department Total	27	442	16.37	9	25
School Total	336	6097	18.15	1	57

The Public Schools of Dover and Sherborn

Memo from
Interim Superintendent Bill McAlduff

TO: Dover-Sherborn Regional School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: October 28, 2016

RE: Agenda Item #4

In the attached documents you will find reports from the:

- FY17 Monthly Financial Reports
- FY18 Capital Plan - Approval

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

The Public Schools of Dover and Sherborn
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Phone: 508-785-0036 Fax: 508-785-2239
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Mr. William H. McAlduff, Jr., Interim Superintendent
Dr. Karen L. LeDuc, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Interim Business Manager

TO: William McAlduff, Interim Superintendent

FROM: Dawn Fattore, Interim Business Manager

RE: Revenue and Status of Appropriations as of October 31, 2016

DATE: October 28, 2016

Attached are the following reports for the Committee's review:

a. Revenue Report as of October 31, 2016
b. Status of Appropriations as of October 31, 2016

Revenues

The attached report includes revenues received to date as well as a column denoting estimates to be received through June 30th. There is a positive variance for Chapter 70 ($137,290) and Chapter 71 ($21,498) as the budget was based on a preliminary Cherry Sheet. Given it is still early in the fiscal year, we are assuming most line items will meet budget. Additional receipts were not estimated for Middle and High School activities; however some monies may still be collected.

Status of Appropriations

Two budget line transfers were made to better align expenditures within function codes. The entries were:

1. Salaries of $54,119 for the SPED Administrative Assistant for the Middle School and High School were transferred from Teachers, SPED to SPED/Guidance Leadership. This provides consistency to the function code reporting of the other Administrative Assistants.

2. Stipends/Salaries of 13,003 for Middle School Activities were transferred from High School Athletics to Other Student Activities to properly reflect the expense.

a. **Salaries**

Salaries were reviewed in detail last month. As previously discussed, salary costs shared between the Districts had not been fully processed. This month reflects a decrease in the School Committee line for the minute taker but an increase in the Teachers, Classroom line of $24,500 representing the Region's cost for the ELL teacher and a Middle School Wellness teacher. As reported in October, there were $14,000 of unrealized teacher lane changes, however, there was a lane change realized for the nurses of $12,000 that was not carried in the budget. You will now see a negative variance in the Medical/Health Services reflecting this. The unrealized teacher amount offset the unbudgeted nurse amount.

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Stipends are still in the process of being encumbered. This should be completed for the November 30, 2016 report.

b. **Expenditures**

As mentioned last month, we are encumbering several new categories of expenses this year to better monitor our operating results. This month's statement reflects encumbrances for electrical and heating expenses based on our projected use and contracted rates as well as our scheduled long term principal and interest debt expenses. In addition, we have analyzed the health care expense and have encumbered estimated expenses based on enrollment as of November 1st. We are estimating a negative variance for the active employees of approximately $30,000. This is based on a net addition of $67,500 in plan change costs versus the $35,000 budgeted. We have had eleven additions, four terminations and four plan changes to date. The retired employees' expense is expected to be in line with the amount budgeted.

Other Business Office Activity:

The FY16 wrap-up is almost complete. DESE's EOY Financial Report was filed on October 21st. In addition, the auditors were on-site in September and have completed their field work. We anticipate having the financial statements and audit report to present at the Committee's December meeting.

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

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Dover Sherborn Regional School District

General Fund Revenues as of October 31, 2016

	FY17 BUDGET	YTD RECEIVED	EST. TO BE RECEIVED	OPERATING VARIANCE	% OF BUDGET
DOVER ASSESSMENTS	$11,324,793	$3,536,844	$7,787,949	$0	0.00%
SHERBORN ASSESSMENTS	9,220,591	2,164,104	7,056,487	0	0.00%
CHAPTER 70, net	1,733,576	477,073	1,393,793	137,290	7.92%
CHAPTER 71 (Transportation)	289,905	0	311,403	21,498	7.42%
H/S ATHLETIC FEES	256,000	91,275	164,725	0	0.00%
H/S PARKING FEES	43,000	40,739	2,261	0	0.00%
H/S ACTIVITY FEE	12,000	9,855	0	(2,145)	-17.88%
M/S ACTIVITY FEE	12,000	10,035	0	(1,965)	-16.38%
BUILDING RENTAL, transfer in	20,000	0	20,000	0	0.00%
TRANSFERS IN/OUT	25,000	0	25,000	0	0.00%
MISC REVENUE	10,000	989	9,012	0	0.00%
BANK INTEREST	15,000	746	14,254	0	0.00%
LOST BOOK FEES	0	0	0	0	na
NON-CASH ACTIVITY	0	0	0	0	na
E&D UTILIZATION	250,000	0	250,000	0	0.00%
TOTAL REVENUES	$23,211,865	$6,331,659	$17,034,884	$154,678	0.67%

Dover Sherborn Regional School District
Status of Appropriations as of October 31, 2016

SALARIES	FY17 BUDGET	EXPENDED THRU 10/31	ENCUMBRANCES	TOTAL PROJECTED	OPERATING VARIANCE/ BUD. REMAINING	% OF BUDGET
SCHOOL COMMITTEE	26,850	8,450	17,454	25,904	946	3.52%
SUPERINTENDENT	176,116	56,456	112,441	168,897	7,219	4.10%
BUSINESS AND FINANCE	179,068	41,057	89,294	130,351	48,718	27.21%
HUMAN RESOURCES AND BENEFITS	21,858	7,255	14,603	21,858	0	0.00%
DISTRICTWIDE INFORMATION MGMT	288,036	89,511	201,144	290,655	(2,619)	-0.91%
SPED/GUIDANCE ADMINISTRATION	221,082	50,240	170,236	220,476	605	0.27%
SCHOOL LEADERSHIP - BUILDING	663,596	203,872	452,908	656,780	6,815	1.03%
ACADEMIC LEADERS/QPO	161,489	0	130,744	130,744	30,745	19.04%
TEACHERS, CLASSROOM	8,750,076	1,345,614	7,326,684	8,672,298	77,778	0.89%
TEACHERS, SPED	1,420,381	221,186	1,170,322	1,391,508	28,873	2.03%
SUBSTITUTES	110,000	9,547	3,027	12,574	97,426	88.57%
EDUCATIONAL ASSISTANTS,SPED	328,601	57,564	336,508	394,072	(65,471)	-19.92%
LIBRARIANS	209,882	32,290	177,592	209,882	0	0.00%
BUILDING BASED PD	48,070	44,109	4,907	49,016	(946)	-1.97%
GUIDANCE	729,550	140,221	617,149	757,370	(27,820)	-3.81%
PSYCHOLOGICAL SERVICES	97,771	15,042	82,729	97,771	0	0.00%
MEDICAL / HEALTH SERVICES	156,850	26,648	138,791	165,439	(8,589)	-5.48%
ATHLETICS	409,038	39,310	173,174	212,485	196,554	48.05%
OTHER STUDENT ACTIVITIES	171,858	0	132,410	132,410	39,448	22.95%
CUSTODIAL SERVICES	751,887	239,932	459,692	699,624	52,264	6.95%
TOTAL SALARIES	$ 14,922,060	$ 2,628,302	$ 11,811,812	$ 14,440,114	$481,946	3.23%
EXPENDITURES						
SCHOOL COMMITTEE	$54,147	$18,874	$7,839	$26,712	$27,435	50.67%
SUPERINTENDENT	67,425	18,031	9,932	27,963	39,462	58.53%
LEGAL SERVICES	45,000	7,500	7,500	15,000	30,000	66.67%
DISTRICTWIDE INFO MGMT	84,100	45,575	3,058	48,633	35,467	42.17%
SCHOOL LEADERSHIP - BUILDING	91,017	20,799	13,119	33,918	57,099	62.73%
CLASSROOM SUPPLIES	24,275	12,615	86	12,700	11,575	47.68%
SPED SUPPLIES	166,975	25,757	99,757	125,514	41,461	24.83%
LIBRARIES & MEDIA CENTER	4,792	2,813	1,205	4,018	774	16.15%
COURSE REIMBURSEMENT/PD	76,400	5,654	4,301	9,955	66,445	86.97%
TEXTBOOKS & RELATED SOFTWARE	44,542	11,296	2,483	13,778	30,764	69.07%
LIBRARY INSTRUCTIONAL MATERIAL	61,205	19,010	8,969	27,979	33,226	54.29%
INSTRUCTIONAL EQUIPMENT	86,240	16,959	32,061	49,019	37,221	43.16%
GENERAL SUPPLIES	138,092	43,681	32,370	76,052	62,040	44.93%
OTHER INSTRUCTIONAL SERVICES	20,000	1,920	1,825	3,745	16,255	81.28%
CLASSROOM INSTRUCTIONAL TECH.	113,480	84,770	3,560	88,330	25,150	22.16%
GUIDANCE	41,280	7,255	665	7,921	33,359	80.81%
MEDICAL / HEALTH SERVICES	8,850	2,433	0	2,433	6,417	72.51%
TRANSPORTATION SERVICES	809,729	132,304	529,216	661,520	148,209	18.30%
ATHLETICS	215,296	32,982	4,526	37,508	177,789	82.58%
CUSTODIAL SERVICES	639,227	206,711	257,178	463,888	175,339	27.43%
UTILITIES	595,300	135,544	421,000	556,544	38,756	6.51%
ER RETIREMENT CONTRIBUTION	511,400	503,123	0	503,123	8,277	1.62%
ER INSURANCE ACTIVE EMPLOYEES	2,426,099	866,298	1,592,984	2,459,282	(33,183)	-1.37%
ER INSURANCE RETIRED EMPLOYEES	626,180	211,228	414,952	626,180	0	0.00%
OTHER NON EMPLOYEE INSURANCE	60,315	55,397	0	55,397	4,918	8.15%
LONG TERM DEBT RETIREMENT	1,120,000	0	1,120,000	1,120,000	0	0.00%
LONG TERM DEBT SERVICE	158,440	0	158,440	158,440	0	0.00%
TOTAL EXPENDITURES	**$8,289,806**	**$2,488,528**	**$4,727,024**	**$7,215,553**	**$1,074,253**	**12.96%**
TOTAL OPERATING	**$23,211,865**	**$5,116,831**	**$16,538,836**	**$21,655,667**	**$1,556,199**	**6.70%**

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

TO: William McAlduff, Interim Superintendent

FROM: Dawn Fattore, Interim Business Manager

RE: FY18 Capital Requests

DATE: October 28, 2016

Several meetings were held over the last month to further discuss the FY18 Capital requests. Based on those meetings and the feedback from the Committee's October meeting, the attached revised capital request schedule is being presented for discussion and approval. The items are listed in priority based on input from the Capital Sub-Committee, the Facilities Director and Administration. The current request is for $435,045.

Additions/Changes to costs:

a. Lindquist Doors – It was determined this project would move forward. The cost estimates were updated along with the inclusion of an ADA compliant door. The total project cost is $128,500 including a 10% contingency. The request in FY18 represents funds needed in addition to the $84,000 remaining for this project from FY15.
b. EMS Controls Replacement and Software upgrade – An additional 15% was added to this project to include costs for project administration as a detailed RFP will need to be prepared.
c. Tennis Courts – A revised estimate was received to repair structural and random cracks versus a full resurfacing. This reduced the cost to $13,000.
d. VCT Replacement – The cost was reduced to $48,000 by eliminating the repair work in Lindquist Commons. These areas will be included when the entire area is replaced in FY19.
e. MS IT Head End A/C units – Actual estimate was higher than earlier placeholder.
f. MS and HS Exhaust/Ventilation – The new project cost covers the replacement of the science area lab hoods and purchase of equipment to have on hand for emergency repairs. This will allow for more efficient repairs when the equipment fails and needs to be replaced.

Deletions/Other Funding:

a. Fifth Tennis court and Junction Street field irrigation – Deleted for the immediate future given the continued discussions around a master plan for the campus athletic fields.
b. Fire Suppression and Pump Equipment and MS Humidifier – Based on work recently performed on this equipment it was determined that replacement was not required.
c. Mudge Carpet Replacement – It is being recommended to fund this project using the recent gift from the Mudge Fund.

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

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DOVER SHERBORN REGIONAL SCHOOL DISTRICT
FY18 CAPITAL PLAN w/ years 2018-2021
Draft 10/26/2016

#	Capital Item Requested	Addition or a Replacement?	2018	2019	2020	2021	NOTES
1	Lindquist Door project - additional funds needed	replacement	$44,500				Funds to complete FY15 project ($84,000 available)
2	HS Boys locker room lavatory waste line*	replace/repair	$16,000				Lines are calcified and are not properly draining. Drains inside exterior wall
3	EMS software upgrade and controller replacements	replace/upgrade	$135,000				Upgrade EMS software and replace all controllers
4	Tennis Court resurfacing	repair	$13,000				Repair courts (this has been delayed, in Onsite-Insight for second time in FY20 - removed)
5	VCT Replacement	replace/repair	$48,000				10,000 sq.ft. of tile replacements HS/MS/Lindquist
6	MS IT Head end A/C units	replacement	$25,000				At end of useful life - systems run 24/7
7	Concrete repairs (handicap ramps/cafeteria dumpster pad)	replacement	$18,000				Needed repairs for ADA compliance and better maintenance
8	Anoxic Tank Mixers - WWTF	replace	$10,700				At end of useful life
9	Variable Frequency Drive (VFD) Upgrade SyncroFlo system	replacement	$12,000				At end of useful life. New upgrade provides for better water flow/pressure
10	Exhaust / Ventilation - MS and HS	replace / repair	$23,500				Replace Science area lab hoods/ purchase replacement parts inventory (3 of each style - 6 total)
11	UTV Truck Snow Blower attachement	replace	$12,000				Existing attachment at end of useful life/ new one would attach to Kubota
12	Security Cameras HS parking lot*	addition	$50,000				Security cameras and system for HS parking lot
13	Deep Tine Power Aerator (for Tractor)*	addition	$27,345				Improve field management
	Mudge Auditorium Carpet	replacement	$0				Deferred from Fy16. Fund $22,000 from Mudge Gift
	Floors - Lindquist - Cafeteria (deferred from FY18)	replace		$40,000			* items not specifically identified in Onsite-Insight Report
	Water Storage Tank (reline, etc.) - Irrigation (deferred from FY18)	replace		$33,800			
	Elevator - MS (deferred from FY18)	replace / repair		$14,600			
	Floor scrubber (riding)	replace		$13,000			
	Mowers	replace		$10,500			
	Truck (F250)	replace		$40,600			
	Equipment TBD - WWTF	replacement		$11,000			
	Exhaust / Ventilation - Lindquist	maint		$10,900			
	Heating Water Circulation Pumps - MS	replace		$19,500			
	Exhaust / Ventilation - MS and HS	repair/replace		$18,400			
	Sealant / Expansion Joints-MS	repair/replace		$14,000			
	Stair Treads	repair/replace		$14,000			
	Bleachers	repair/upgrade		$62,000			
	gator cart for athl director	replacement		$12,500			
	Roof Covering-HS	replace			$1,112,748		
	Floors (Restrooms / Lockers)-gym	repair/replace			$77,152		
	Skylights-HS	replace			$42,986		
	Irrigation System Control Station	replace			$41,792		
	Lockers / Benches-HS	replace			$39,404		
	Floors-HS classroom	repair/replace			$29,732		
	Scoreboard-Track	replace			$28,478		
	Repair / Crack-fill / Striping-Campus	repair/replace			$19,166		
	Public Address / Sound System-Track	replace			$17,911		
	Floors (Exercise Room)-HS	repair/replace			$12,126		
	Walk-In Freezer and Refrigeration-Cafeteria	replace			$11,941		
	Winter Truck Sander-campus	replace			$6,567		
	Kitchen Exhaust Fans / Hood Ansul System	repair/replace			$6,567		

	Floors/fixtures-HS bathrooms	repair/replace				$16,000
	Mowers-grounds	replace				$63,953
	Pumping Mechanisms-WWTF	repair/replace				$26,648
	Controls / Panels-WWTF	repair/replace				$10,454
	Exhaust / Ventilation-MS	repair/replace				$11,512
	Floors (Kitchen)	replace				$41,840
	Aerial Man Lift	replace				$8,500
	Common Area Lighting Upgrades-HS	replace				$50,000
	Irrigation System Valves / Heads	replace				$9,224
Total			**$435,045**	**$314,800**	**$1,446,569**	**$238,131**

The Public Schools of Dover and Sherborn

Memo from
Interim Superintendent Bill McAlduff

TO: Dover-Sherborn Regional School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: October 28, 2016

RE: Agenda Item #5

In the attached documents you will find reports from the:

- 2016 MCAS Report – Version 2.0

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

To: William McAlduff, Jr.

From: Karen LeDuc

Re: 2016 MCAS

Date: October 28, 2016

Attached you will find the grade 3-8 and High School MCAS report for your review.

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

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

MATHEMATICS

Elementary: Pine Hill and Chickering

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

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

( ) Percentage change from previous year administration.
(*) Percentages are the four year average for the '13-'16 MCAS administrations.

Secondary: Middle School

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

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

( ) Percentage change from previous year administration.
(*) Percentages are the four year average for the '13-'16 MCAS administrations.

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

Secondary: High School

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

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

( ) Percentage change from previous year administration.
(*) Percentages are the four year average for the '13-'16 MCAS administrations.

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

ENGLISH LANGUAGE ARTS

Elementary: Pine Hill and Chickering

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

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

( ) Percentage change from previous year administration.
(*) Percentages are the four year average for the '13-'16 MCAS administrations.

Secondary: Middle School

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

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

( ) Percentage change from previous year administration.
(*) Percentages are the five year average for the '13-'16 MCAS administrations.

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

Secondary: High School

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

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

( ) Percentage change from previous year administration.
(*) Percentages are the five year average for the '13-'16 MCAS administrations.

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

SCIENCE

Elementary: Chickering and Pine Hill

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

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

( ) Percentage change from previous year administration.
(*) Percentages are the five year average for the '13-'16 MCAS administrations.

Secondary: Middle School

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

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

( ) Percentage change from previous year administration.
(*) Percentages are the four year average for the '13-'16 MCAS administrations.

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

Secondary: High School

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

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

( ) Percentage change from previous year administration.
(*) Percentages are the four year average for the '13-'16 MCAS administrations.

The Public Schools of Dover and Sherborn

Memo from
Interim Superintendent Bill McAlduff

TO: Dover-Sherborn Regional School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: October 28, 2016

RE: Agenda Item #6

Ms. Dana White, Superintendent Search Committee Chair will update the committee on the Superintendent Search.

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The Public Schools of Dover and Sherborn

Memo from
Interim Superintendent Bill McAlduff

TO: Dover-Sherborn Regional School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: October 28, 2016

RE: Agenda Item #7

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

- FY18 Technology Plan Supplements – for Approval
  - You can find the plan in your October 4, 2016 packet or in the link to our website
- Approval of Minutes October 4, 2016
- Donations from METCO, Sailing Club
- Field Trip

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DOVER-SHERBORN MIDDLE SCHOOL YEAR 2016-2017

Goal 1: Maximize educator and student use of technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation through the identification and implementation of project-based common technology learning experiences for students

Curriculum Connections: Educators will increase exploration and use of technology for instruction in a variety of curricular settings, build capacity with devices, enhancing access to information and opening up opportunities to develop 21st century skills.

Budget implication: None at this time

Action Plan:

- Implement expectations for student learning experiences relative to the Technology Literacy Standards
- Create a documented list of agreed upon learning products for grade level content areas/units of study
- Define anticipated learning outcomes for students using mobile devices inclusive of Digital Literacy Standards, the 5 Cs of concepts of knowledge, critical thinking, communication, collaboration, and creativity
- Enhance curriculum, instruction and assessment through the use of technology
- Assure uniform common grade level learning experiences
- Use technology for strategically designed differentiated and innovative learning opportunities

Benchmarks

- By November 2016, convene a team of educators to determine learning products by grade level and to document technology literacy skills and integration experiences
- In monthly faculty meetings, highlight products and integration experiences

Goal 2: Maximize educator and student access to technology

Curriculum Connections:

Budget Implication: None at this time

Action Plan:

- Pilot BYOD for grade seven students
- Increase student access to mobile devices to support flexibility of use
- Provide professional development in the use of existing technologies

Benchmarks:

- Spring 2016 conduct survey of families as to accessibility of a device for grade seven students for BYOD

- By October 30th, create, administer and analyze an educator survey on needed professional development to increase educator proficiency in technology integration.
- Based on articulated areas, develop professional development for educators, using district- and school-based technology integrator to facilitate sessions

Goal 3: To increase feedback to students and parents/guardians, and to communicate more effectively with the broader school community

Curriculum Connections: Families will develop a better understanding of long- and short-term initiatives and their purpose.

Budget Implication: none at this time

Action Plan:

- Use staff mobile devices to enhance timely parent communication
- Increase ASPEN functionality in areas ranging from communication to use of curriculum maps and common assessment measures
- Utilize video monitor throughout the school to communicate important information to students

Benchmarks:

- By October 2016, document staff use of mobile devices to enhance timely parent communication

Goal 4: Determine a technology replacement cycle plan that assures technology is maintained and upgraded

Budget Implication: Refer to the chart inserted at the end of this Plan

Action Plan:

- Review inventory in consultation with the Director of Technology to determine priorities and needs as aligned to the Technology Supplement Plan

School Year 2016-2017 Budget Appropriation

Item	**Cost**	**Purpose**	**Timeline**	**Alignment to goal**
Desktop Replacements	* 26 Laptops & Docking Stations @$900 $23,400	Start the transition from teacher desktops to laptops	Summer 2016	2
Laptop Replacement	23 Chromebooks @260 $5,980	Replace Final Netbook Cart with Chromebooks	Summer 2016	4
Interactive Display Replacements	7 @ $1200 $8,400	Replace Non-Functioning IWB's	Summer 2016	4
Infrastructure improvements	$5,000	Replace outdated Cisco's with HP 2920 switches	Summer 2016	4
Total	**$42,780**			

*Teacher desktops that don't need replacing will be repurposed to areas that are up for replacement (Front Office, Guidance, and Nurse).

DRAFT

Dover-Sherborn Middle School Technology Plan Supplement 2017-2018

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

Middle School Technology Committee
2016-2017

Table of Contents

Introduction

Technology Advisory Committee

District-wide Technology Committee

Technology Mission, Vision and Guiding Principles

Setting the Context

I. Learning

II. Teaching

III. Leadership

IV. Assessment

V. Infrastructure

Introduction

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

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

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

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

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

Dover-Sherborn Middle School Technology Committee 2016-2017

NAME	POSITION	AFFILIATION
Anthony Ritacco	Director of Technology	The Public Schools of Dover and Sherborn
Karen LeDuc	Assistant Superintendent	The Public Schools of Dover and Sherborn
Scott Kellett	Headmaster	Dover-Sherborn Middle School
Brian Meringer	Assistant Headmaster	Dover-Sherborn Middle School
Olive Woodward	Library and Media Specialist	Dover-Sherborn Middle School
Kim Phelan	Classroom Educator	Dover-Sherborn Middle School
Adam Wiskofske	Classroom Educator	Dover-Sherborn Middle School
Ana Hurley	Science Curriculum Leader and Educator	Dover-Sherborn Middle School
Erin Newman	Classroom Educator	Dover-Sherborn Middle School
Veronica Moy	Classroom Educator	Dover-Sherborn Middle School
Kathleen Egan	Classroom Educator	Dover-Sherborn Middle School
Dianne Pappafotopoulos	Technology Integration Specialist and Technology Educator	Dover-Sherborn Middle School

Technology Mission, Vision and Guiding Principles

Mission

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

Vision

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

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

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

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

Guiding Principles

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

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

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

Setting the Context

The Public Schools of Dover and Sherborn Technology Action Plan

Numerous national and state technology planning initiatives have provided a framework for this District Technology Plan and Action Plan and subsequent Dover-Sherborn Middle School Technology Plan Supplement 2017-2018.

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

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

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

Each of these documents informed the District Technology Plan, with the tenets of the NETP framing the Action Plan. Five areas were identified for our focus: Learning, Teaching,

Leadership, Assessment, and Infrastructure. Each is outlined below with an essential question, goals, objectives and an action plan.

I. Learning

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

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

Dover-Sherborn Middle School

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

1.a. Use technology to develop critical thinking, complex problem solving, collaboration, and multimedia communication skills, incorporating such in Aspen curriculum documents.
1.b. Investigate learning resources (i.e. as Universal Design for Learning, project-based learning, etc.) to ensure equity and accessibility of the learning experience.

a.) Rationale:Technology can provide easy access to real-world issues and allow students to experiment with virtual solutions that would otherwise be prohibitive. Likewise, technology allows access to collaborators beyond the middle school and levels the playing field in terms of background knowledge, allowing children to learn independently and as a team from a wide variety of online resources.
b.) Action Plan and Benchmarks:
   i.) Research various online tools to embed 21st century skills into our curriculum
   ii.) Pilot online tools in selected classes:
   iii.) September 2016-January 2017, teams of educators will begin to research various software and web-based tools.
   iv.) January 2017, selected classes will begin piloting software and web-based tools identified in the research.
   v.) May 2017, classes share results of pilot during common planning time/faculty meeting(s), action steps discussed
c.) Budget implication: None at this time

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
I.1.a Use technology to develop critical thinking, complex	**a. Educators will research technologies for use within grade**	**Apps, software, web-based tools, webinars, workshops**	**a. Publish a compilation of "go to"**	**a. 2016 - 2017** **b. 2016-2017**

problem solving, collaboration, and multimedia communication skills, incorporating such in Aspen curriculum documents	**level spans and/or content areas** **b. Educators will pilot technologies to determine applicability** **c. Professional development will be provided for all technology and resources** **d. Department / grade levels will work together to revise curriculum and update curriculum maps in Aspen**	**and other resources**	**technologies K-12** **b. Research, pilot and publish technologies for use within grade level spans and/or content areas** **C. Ensure that curriculum documents meet the Guiding Principles (p.1) established in the DS Tech Plan for Future Ready Learning**	**c. 2017-2021**
I.1.b. Investigate learning resources (i.e. as Universal Design for Learning, project-based learning, etc.) to ensure equity and accessibility of the learning experience	**a. Research and review learning resources** **b. Develop lesson/unit plans that incorporate learning resources**	**a.Universal Design for Learning** **b. Project Based Learning** **c. Open Educational Resources** **d. IT Staff** **e. Building Staff**	**a.Research, review, and pilot identified resources** **b.Use the resources to ensure equity and accessibility of the learning experience**	**a.2016- 2018** **b.2017- 2019**

II. Teaching

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

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

Dover-Sherborn Middle School

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

d.) Rationale:Technology takes time to explore, to access a range of resources and select appropriate matches for instruction. Time must be provided for teams to collaborate on technology integration in order to fine-tune curriculum.

e.) Action Plan and Benchmarks:

i.) Survey staff to identify technology needs

ii.) Provide professional development to staff based on the needs identified in the survey. :

iii.) September 2016, staff will be surveyed to identify their professional development needs on technology.

iv.) Nov. 28, 2016 Technology sessions developed based on needs

v.) Ongoing: Technology Integration Specialist will develop PD sessions, online and face-to-face, based on feedback from survey and meetings with department/teams to determine specific needs

vi.) March of 2017, staff will be surveyed to assess the effectiveness of the professional development that was provided, and to identify future needs.

f.) Budget implication: None at this time

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
II.1.a. Design professional learning opportunities to support and develop educators as fluent users of technology; creative and	**a. Develop educators' understanding of current research - supported practices and best use of emerging online technologies to**	**a. Tiers of Technology Integration Rubric** **b. SAMR Model Substitute, augment,**	**a. Create and implement student-centered learning environments that foster critical**	**2017-2019**

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

	Universal Design for Learning and other relevant instructional strategies			

III. Leadership

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

Dover-Sherborn Middle School

Goals:

1.) Develop funding models and plans for sustainable technology school-based plans through the technology plan supplement (NETP Section 3: Leadership, bullet 3, p. 84).
   a.) Rationale: A clearly articulated technology plan, facilitated by building and district leadership, in conjunction with with a building-based team affords
   b.) Action Plan and Benchmarks
      i.) 09/28/16 Tech Plan Supplement crafted with School-Based Technology Committee to be published upon approval by school committee
      ii.) Ongoing meetings with Tech Plan Supplement Team, see chart above, to determine progress on action steps noted in the plan
   c.) Budget implication: None at this time

2.) Develop clear communities of practice for leaders and educators at all levels that act as a hub for setting vision, understanding research, and sharing practices (NETP Section 3: Leadership, bullet 4, p. 84)
   a.) Rationale: By identifying staff with expertise in technology, and utilizing school-based structures, such as staff meetings, early release time, grade level team meetings, and department meetings, there are opportunities to share vision, research and practices.
   b.) Action Plan and Benchmarks
      i.) 09/14/16 and 09/28/16 Technology Committee convened and Technology Plan Supplement crafted and reviewed.
      ii.) By March 2017, technology professional development will be offered to staff, see additional action steps in number one above
   c.) Budget implication: None at this time

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
III. Goal 1. Develop funding models and plans, through school-based technology	**a. With building-based technology team develop and publish technology plan supplements that**	**MA Digital Literacy Standards** **DS and National**	**a.Update and publish the District Technology Plan and Supplements**	**2016-2017**

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

IV. Assessment

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

Dover-Sherborn Middle School

Goals:

1.) Create and implement technology based assessments across all disciplines. (NETP Section 4: Assessment, bullet 4, p. 85)

a.) Rationale: Using technology will provide educators with “in real time” data on student learning

b.) Action plan and benchmarks:

i.) Ongoing: Teams of educators will investigate different modes of technology based assessments, and selected classes will pilot these assessments.

ii.) March 2017, teams will share findings at a faculty meeting.

c.) Budget implication: None at this time.

2.) Implement models of assessment that include ongoing gathering and sharing of data for continuous improvement of teaching and learning, while updating privacy practices and policies to ensure protection of student information. (NETP Section 4: Assessment, bullet 1, p. 84

a.) Action plan and benchmarks:

i.) Ongoing: Gather and share data from piloted assessments

ii.) Ongoing: Teams of educators investigate student privacy practices and policies of web based and mobile applications to ensure the protection of student data.

b.) Budget implication: None at this time

3.) Design, develop and implement communication pathways that give students, educators, families and other stakeholders timely and actionable feedback about student learning to improve achievement and instructional practices. (Aspen, Google, eblasts, Apps for assessment, Social media, etc.) (NETP Section 4: Assessment, bullet 3, p. 84)

a.) Action plan and benchmarks:

i.) Ongoing: Use technology and resources to increase communication between faculty, students, and families: i.e. Aspen, Google platform, eblasts, Apps for assessment, Social media, etc.)

ii.) Ongoing: Utilize common planning time to discuss data-based assessments and use of data to inform teaching and learning

b.) Budget implication: None at this time

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
IV. Goal 1. Create and implement technology based assessments across all disciplines	**a. Convene teams of educators to determine and administer common measures** **b. Document common measures in curriculum maps** **c. Expand the use of ongoing, formative,**	**MSPA** **How to information:** **Other district examples of DDM** **Actual assessments:** **1.Teacher-created assessment**	**a. Publish online lists, accessible to teachers, of all approved software apps and online tools** **b. Create a process for teachers to request or suggest new**	**2016-2018**

	and embedded assessments **d. Record and communicate formative and summative data through various apps and software in the classroom** **e. Provide ongoing support and training to strengthen teachers skills in how to interpret data to better meet students needs**	**2. Aspen or Google** **3. Approved apps and online tools, see software map**	**apps or online tools to be added to the approved list.** **c. Ongoing updated common measures in all curriculum maps.** **d. At least one PD workshop per academic year which includes at least one component of training on the use of an assessment app or online tool, or on the interpretation of student data**	
IV. Goal 2. Implement model of assessment that includes ongoing gathering and sharing of data for continuous improvement of teaching and learning, while updating privacy practices and policies to ensure protection of student information	**a. Implement Massachusetts Student Privacy Alliance(MSPA)** **b. Work collaboratively with administration and technology department to assure secure environment within the school building** **c. Provide professional development for educators and information for families around privacy and information protection**	**a. MSPA** **b. Sample: See Wayland's approach, with very helpful links**	**a. Revisit and revise, as needed, Acceptable Use Policy (AUP) to include a district policy statement on student privacy** **b. Publish web page, accessible to parents and staff, with statement of district policy on student privacy, including a list of relevant web resources** **c. Clear statement of district policy on student privacy in each individual school's**	**2016-2018**

			handbook **d. At least one PD workshop or faculty meeting devoted to providing training on student privacy and protection of information**	
IV. Goal 3. Design, develop and implement communication pathways that give students, educators, families and other stakeholders timely and actionable feedback about student learning to improve achievement and instructional practices	**a. Research and implement a variety of communication tools to provide feedback, i.e. Aspen, Google** **b. Provide professional development for educators to implement the communication tools to provide feedback** **c. Provide information to families on how to use the communication tools**	**a. Aspen, Google**	**a. Publish instructional document on accessing the Aspen portal for families** **b. Publish instructional document on accessing student gmail accounts** **c. Publish instructional document on accessing Google Classroom** **d. Publish instructional documents on any other relevant technologies used for student feedback or family communication**	**2017-2019 and ongoing**

V. Infrastructure

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

Dover-Sherborn Middle School

Goals:

1.) Ensure that students and educators have broadband access to the Internet and adequate wireless connectivity (NETP Section 5: Infrastructure, bullet 1, p. 85.)
   a.) Action plan and benchmarks:
      i.) Monitor and maintain existing infrastructure to ensure that maximum speeds are available for both wired and wireless networks.
      ii.) Update the school's bandwidth to the highest available on both ISP connections.
   b.) Budget implication: See chart below

2.) Ensure that every student and educator has access to at least one internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in (and out of) school (NETP Section 5: Infrastructure, bullet 2, p. 85)
   a.) Rationale: As educators use more technology, we note an increased need for "in the moment" use of devices.
   b.) Action plan and benchmarks:
      i.) Develop a vision and purpose for using technology in classrooms.
      ii.) Gather data on BYOD in grades seven and eight to evaluate its effectiveness.
      iii.) Gather data on usage of school owned devices to evaluate their effectiveness.
      iv.) March 2017 Report to faculty share data points and determine next steps
   c.) Budget implication: None at this time

3.) Support the development and use of openly licensed educational materials to promote innovative and creative opportunities for all learners and accelerate the development and adoption of new open technology-based learning tools and courses (NETP Section 5: Infrastructure, bullet 3, p. 85)
   a.) Action plan and Benchmarks:
      i.) Ongoing: Explore, pilot and share innovative and creative opportunities for learners during the school year, at scheduled meetings with the DSMS Technology Committee and the DSMS staff, highlighting needs for the 2018-2019 school year
      ii.) November 28, 2016 tech sharing sessions will be held at the region
      iii.) Ongoing: Tech sharing sessions at department meetings

b.) Budget implication: None at this time

4.) Draft and implement sustainable plans for infrastructure, hardware and software concerns that include upgrades of wired and wireless access as well as device refresh plans and sustainable funding sources while ensuring the safety and protection of student data (NETP Section 5: Infrastructure, bullet 5, p. 86)

a.) Rationale:The existing replacement plan, as outlined and maintained by the Director of Technology, highlights the current needs as associated with outdated technology

b.) Action plan and benchmarks:

i.) Outlined in the replacement plan:

c.) Budget implication: See chart below

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

V. Goal 2. **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**	**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** **b. Upgrade and maintain Acceptable Use Policy (AUP)** **c. Investigate take home technology for student use**	**a. IT Staff** **b. Educators and Tech Specialists** **c. Airwatch reporting** **d.Tech Plan Supplements**	**a. Conduct research on models, by building, to determine appropriate solutions** **b. Inventory all devices** **c. budget for additional technologies, as needed**	**a. 2016-2017** **b. 2016-2021 (ongoing)** **c. 2016-2021**
V. Goal 3. **Support the development and use of openly licensed educational materials to promote innovative and creative opportunities for all learners and accelerate the development and adoption of new open technology-based learning tools and courses**	**a. Research and use the best open source softwares for curriculum deployment.** **b. Continue to develop and use the software map developed for each school.** **c. Continue to use the Massachusetts Student Privacy Alliance to ensure the applications students use are safe and protected.**	**a. IT Staff** **b. Educators and Tech Specialists** **c. MSPA**	**a. Create a process for teachers to request or suggest new apps or online tools to be added to the approved list.** **b.Continue to update the software map for each district.**	**a. 2016-2017** **b.2016-2021**
V. Goal 4. **Draft and implement sustainable plans for infrastructure concerns that include upgrades of wired and wireless access**	**a. Continue with building-based hardware replacement cycle to ensure all devices stay up to date**	**a. Tech Plan Supplements** **b. IT Staff** **c. MSPA**	**a.Use the MSPA website to ensure that all apps have been vetted.**	

as well as device refresh plans and sustainable funding sources while ensuring the safety and protection of student data	**b. Update comprehensive map and database of connectivity, device access, use of open licensed educational resources, and their uses across the country**			

Dover-Sherborn Middle School
School Year 2017-2018 Budget Appropriation

Item	Cost	Purpose	Timeline	Alignment to Goal
Laptops	16 @ $950 $15,200	Finish Desktop Replacements	Summer 2017	5
Desktop Computers	27 @ $450 $12,150	Replace Lab Computers	Summer 2017	5
IWB Replacements	3 @ $2100 $6,300	Replace Broken IWB's	Summer 2017	5
Desktop Computers	17@450 $7,650	Replace Library Computers	Summer 2017	5
Total	$41,300			

DOVER-SHERBORN HIGH SCHOOL YEAR 2016-2017

Goal 1: To support educators in actively integrating new technologies.

Curriculum Connections: Educators will increase exploration and use of technology for instruction in a variety of curricular settings, build capacity with devices, enhancing access to information and opening up opportunities to develop 21st century skills.

Budget implication: none at this time

Action plan

- Provide professional development on new technologies, as aligned to needs identified in the Spring 2016 survey

Benchmarks:

- By November 2016 conduct an audit of software and device use in classrooms
- By December 2016, assess professional development activities to date and plan for Spring 2017 offerings

Goal 2: To increase access to new technologies and devices supporting the curriculum standards in all content areas

Curriculum Connections: Educators will increase exploration and use of technology for instruction in a variety of curricular settings, build capacity with devices, enhancing access to information and opening up opportunities to develop 21st century skills

Budget implication: none at this time

Action plan:

- Provide professional development for educators on the use and integration of various software and web-based tools to access the curriculum
- Research and purchase mobile devices for use in the classroom
- Research and purchase internet and app resources to enhance instructional repertoire for student learning

Benchmarks:

- By November 2016 investigate use of deployable technology for BYOD, develop action plan, and implement steps

Goal 3: To increase feedback to students and parents/guardians, and to communicate more effectively with the broader school community

Curriculum Connections: Families will develop a better understanding of long- and short-term initiatives and their purpose.

Budget Implication: none at this time

Action Plan:

- Use staff mobile devices to enhance timely parent communication
- Increase ASPEN functionality in areas ranging from communication to use of curriculum maps and common measures
- Utilize video monitor throughout the school to communicate important information to students

Benchmarks:

- Ongoing: Continue to use email blasts, Twitter, educator websites, etc. to provide timely communication

Goal 4: To determine a technology replacement cycle plan that assures technology is maintained and upgraded

Budget Implication: Refer to the chart inserted at the end of this plan

Action Plan:

- Review inventory in consultation with the Director of Technology to determine priorities and needs aligned with this Plan

School Year 2016-2017 Budget Appropriation

Item	Cost	Purpose	Timeline	Alignment to goal
Desktop Replacement	*22 Laptops & Docking Stations @$900 $19,800	Start the transition from teacher desktops to laptops	Summer 2016	2
Infrastructure Improvements	$7,000	Replace outdated equipment	Summer 2016	4
Laptop Replacement	23 Dell Laptops @$800 $18,400	Replace outdated equipment	Summer 2016	4
Total	$45,200			

*Teacher desktops that are not up for replacement will be repurposed to areas that are designated for replacement (Guidance and Font Office).

DRAFT

Dover-Sherborn High School Technology Plan Supplement

2017-2018

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

High School Technology Committee
2016-2017

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District-wide Technology Committee

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II. Teaching

III. Leadership

IV. Assessment

V. Infrastructure

Introduction

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

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

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

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

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

Dover-Sherborn High School Technology Committee 2016-2017

NAME	POSITION	AFFILIATION
Anthony Ritacco	Director of Technology	The Public Schools of Dover and Sherborn
Karen LeDuc	Assistant Superintendent	The Public Schools of Dover and Sherborn
John Smith	Headmaster	Dover-Sherborn High School
Paul Butterworth	Library and Media Specialist	Dover-Sherborn High School
Lori Alighieri	Technology Integration Specialist and Technology Educator	Dover-Sherborn High School
Dianne Pappafotopoulos	Technology Integration Specialist and Technology Educator	Dover-Sherborn High School
Carly Eckles	Classroom Educator	Dover-Sherborn High School
Deirdre Clancy	Classroom Educator	Dover-Sherborn High School
Joseph Catalfano	Classroom Educator	Dover-Sherborn High School
Mary Andrews	Classroom Educator	Dover-Sherborn High School

Technology Mission, Vision and Guiding Principles

Mission

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

Vision

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

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

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

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

Guiding Principles

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

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

- Meaningful technology use encourages active, independent, and lifelong learning (see Learning and Teaching goals).

- Technology helps facilitate learning by expanding it beyond the walls of the classroom (see Infrastructure goals).

- Students and all personnel will have access to the tools and technology necessary to fulfill their respective role (see Infrastructure goals).

Setting the Context

The Public Schools of Dover and Sherborn Technology Action Plan

Numerous national and state technology planning initiatives have provided a framework for this District Technology Plan and Action Plan and subsequent Dover-Sherborn High School Technology Plan Supplement 2017-2018.

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Dover-Sherborn High School

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a.) Rationale:Technology can provide easy access to real-world issues and allow students to experiment with virtual solutions that would otherwise be prohibitive. Likewise, technology allows access to collaborators beyond the high school and levels the playing field in terms of background knowledge, allowing children to learn independently and as a team from a wide variety of online resources.
b.) Action Plan and Benchmarks:
  i.) Ongoing: Yearlong collaboration in departmental meeting to discuss current and future resources in order to establish best practices using technology.
  ii.) November 28, 2016 share technologies during PD day
  iii.) Ongoing: Share technologies at HS staff meetings
  iv.) Create an online repository of tools, ideas and apps (in accordance with MSPA, see link below)
  i.) Ongoing: Reconfigure the library to become a digital-use media space
c.) Budget implication: None at this time

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE

I.1.a Use technology to develop critical thinking, complex problem solving, collaboration, and multimedia communication skills, incorporating such in Aspen curriculum documents	**a. Educators will research technologies for use within grade level spans and/or content areas** **b. Educators will pilot technologies to determine applicability** **c. Professional development will be provided for all technology and resources** **d. Department / grade levels will work together to revise curriculum and update curriculum maps in Aspen**	**Apps, software, web-based tools, webinars, workshops and other resources**	**a. Publish a compilation of "go to" technologies K-12** **b. Research, pilot and publish technologies for use within grade level spans and/or content areas** **C. Ensure that curriculum documents meet the Guiding Principles (p.1) established in the DS Tech Plan for Future Ready Learning**	**a. 2016 - 2017** **b. 2016-2017** **c. 2017-2021**
I.1.b. Investigate learning resources (i.e. as Universal Design for Learning, project-based learning, etc.) to ensure equity and accessibility of the learning experience	**a. Research and review learning resources** **b. Develop lesson/unit plans that incorporate learning resources**	**a.Universal Design for Learning** **b. Project Based Learning** **c. Open Educational Resources** **d. IT Staff** **e. Building Staff**	**a.Research, review, and pilot identified resources** **b.Use the resources to ensure equity and accessibility of the learning experience**	**a.2016- 2018** **b.2017- 2019**

II. Teaching

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

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

Dover-Sherborn High School

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

d.) Rationale:Technology takes time to explore, to access a range of resources and select appropriate matches for instruction.

e.) Action Plan and Benchmarks:

i.) December 2016: Explore models for educator time for collaboration and make recommendations and build professional development calendar for opportunities during and beyond the school year

ii.) November 2016: Survey departments to determine technology needs

iii.) Ongoing: Continue to create online training opportunities for educators

f.) Budget implication: None at this time

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

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

	relevant instructional strategies			

III. Leadership

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

Dover-Sherborn High School

Goals:

1.) Develop funding models and plans for sustainable technology school-based plans through the technology plan supplement (NETP Section 3: Leadership, bullet 3, p. 84).
   a.) Rationale: A clearly articulated technology plan, facilitated by building and district leadership, in conjunction with with a building-based team affords
   b.) Action Plan and Benchmarks
      i.) 09/28/16 Tech Plan Supplement crafted with School-Based Technology Committee, to meet periodically during the school year
   c.) Budget implication
      i.) None

2.) Develop clear communities of practice for leaders and educators at all levels that act as a hub for setting vision, understanding research, and sharing practices (NETP Section 3: Leadership, bullet 4, p. 84)
   a.) Rationale: By formulating these communities, there are opportunities to share vision, research and practices through school-based structures such as staff meetings, early release time, and professional learning communities.
   b.) Action Plan and Benchmarks
      i.) 09/27/16 Technology Committee convened and Technology Plan Supplement crafted and reviewed.
      ii.) 11/28/16 Technology showcase and training as defined under Teaching
   c.) Budget implication
      i.) None at this time

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
III. Goal 1. Develop funding models and plans, through school-based technology plan supplements, for	**a. With building-based technology team develop and publish technology plan supplements that include action steps,**	**MA Digital Literacy Standards** **DS and National Education Technology Plan**	**a.Update and publish the District Technology Plan and Supplements**	**2016-2017**

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

IV. Assessment

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

Dover-Sherborn High School

Goals:

1.) Create and implement technology-based assessments across all disciplines. (NETP Section 4: Assessment, bullet 4, p. 85)
   a.) Rationale: Using technology will provide educators with "in real time" data on student learning
   b.) Action plan and benchmarks:
      i.) Ongoing: Identify and share current assessment practices that use technology, by department
      ii.) Ongoing: Investigate and research any additional online assessment tools and apps
   c.) Budget implication: None at this time

2.) Implement models of assessment that include ongoing gathering and sharing of data for continuous improvement of teaching and learning, while updating privacy practices and policies to ensure protection of student information. (NETP Section 4: Assessment, bullet 1, p. 84)
   a.) Action plan and benchmarks:
      i.) Ongoing: Gather and share data from common assessments
      ii.) Ongoing: Teams of educators investigate student privacy practices and policies of web based and mobile applications to ensure the protection of student data.
   b.) Budget implication: None at this time

3.) Design, develop and implement communication pathways that give students, educators, families and other stakeholders timely and actionable feedback about student learning to improve achievement and instructional practices. (Aspen, Google, eblasts, Apps for assessment, Social media, etc.) (NETP Section 4: Assessment, bullet 3, p. 84)
   a.) Action plan and benchmarks:
      i.) Ongoing: Use technology and resources to increase communication between faculty, students, and families: i.e. Aspen, Google platform, eblasts, Twitter, Apps for assessment, Social media, etc.)
   b.) Budget implication: None at this time

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

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

			Google Classroom **d. Publish instructional documents on any other relevant technologies used for student feedback or family communication**	

V. Infrastructure

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

Dover-Sherborn Hlgh School

Goals:

1.) Ensure that students and educators have broadband access to the Internet and adequate wireless connectivity (NETP Section 5: Infrastructure, bullet 1, p. 85.
   a.) Action plan and benchmarks:
      i.) Monitor and maintain existing infrastructure to ensure that maximum speeds are available for both wired and wireless networks.
      ii.) Update the school's bandwidth to the highest available on both ISP connections.
   b.) Budget implication: None at this time

2.) Ensure that every student and educator has access to at least one internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in (and out of) school (NETP Section 5: Infrastructure, bullet 2, p. 85)
   a.) Rationale: As educators use more technology, we note an increased need for “in the moment” use of devices.
   b.) Action plan and benchmarks:
      i.) November 28, 2016: Educator and departmental survey of student classroom technology needs
      ii.) Research effectiveness of BYOD

(1) Gather data on BYOD use in classrooms to evaluate its effectiveness.
(2) Gather data on usage of school-owned devices to evaluate their effectiveness.

iii.) March 2017 Report to faculty share data points and determine next steps

c.) Budget implication: None at this time

3.) Support the development and use of openly licensed educational materials to promote innovative and creative opportunities for all learners and accelerate the development and adoption of new open technology-based learning tools and courses (NETP Section 5: Infrastructure, bullet 3, p. 85)

a.) Action plan and benchmarks: Explore, pilot and share innovative and creative opportunities for learners during the school year, at scheduled meetings with the DSHS Technology Committee and the DSHS staff, highlighting needs for the 2018-2019 school year

i.) November 28, 2016 tech sharing sessions will be held at the region

ii.) Ongoing: Tech sharing sessions at faculty meetings

b.) Budget implication: none at this time

4.) Draft and implement sustainable plans for infrastructure, hardware and software concerns that include upgrades of wired and wireless access as well as device refresh plans and sustainable funding sources while ensuring the safety and protection of student data (NETP Section 5: Infrastructure, bullet 5, p. 86)

a.) Rationale:The existing replacement plan, as outlined and maintained by the Director of Technology, highlights the current needs as associated with outdated technology

b.) Action plan and benchmarks:

1) Outlined in the replacement plan::

c.) Budget implication: See chart below

WHAT	HOW	RESOURCES	OUTCOME	TIMELINE
V. Goal 1. Ensure that students and educators have broadband access to the Internet and adequate wireless connectivity	**a. Monitor bandwidth speeds and upgrade when necessary.** **b. Monitor and upgrade all wireless connectivity as needed.**	**a. IT Staff** **b. Educators and Tech Specialists** **c. Apps and softwares**	**a.Continue to stay current with the latest network and broadband speeds.** **b. Maintain at least 200 MB of**	**a.2016 and ongoing** **b.2016-2017** **c.2018-2019**

	c. Provide and maintain a redundant ubiquitous high speed connection to both wired and wireless internet.		**speed to the internet.** **c.Maintain at least 1 GB of speed internally and 10GB from IDF's to MDF.**	
V. Goal 2. **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**	**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** **b. Upgrade and maintain Acceptable Use Policy (AUP)** **c. Investigate take home technology for student use**	**a. IT Staff** **b. Educators and Tech Specialists** **c. Airwatch reporting** **d.Tech Plan Supplements**	**a. Conduct research on models, by building, to determine appropriate solutions** **b. Inventory all devices** **c. budget for additional technologies, as needed**	**a. 2016-2017** **b. 2016-2021 (ongoing)** **c. 2016-2021**
V. Goal 3. **Support the development and use of openly licensed educational materials to promote innovative and creative opportunities for all learners and accelerate the development and adoption of new open technology-based learning tools and courses**	**a. Research and use the best open source softwares for curriculum deployment.** **b. Continue to develop and use the software map developed for each school.** **c. Continue to use the Massachusetts Student Privacy Alliance to ensure**	**a. IT Staff** **b. Educators and Tech Specialists** **c. MSPA**	**a. Create a process for teachers to request or suggest new apps or online tools to be added to the approved list.** **b.Continue to update the software map for each district.**	**a. 2016-2017** **b.2016-2021**

	the applications students use are safe and protected.			
V. Goal 4. **Draft and implement sustainable plans for infrastructure concerns that include upgrades of wired and wireless access as well as device refresh plans and sustainable funding sources while ensuring the safety and protection of student data**	**a. Continue with building-based hardware replacement cycle to ensure all devices stay up to date** **b. Update comprehensive map and database of connectivity, device access, use of open licensed educational resources, and their uses across the country**	**a. Tech Plan Supplements** **b. IT Staff** **c. MSPA**	**a.Use the MSPA website to ensure that all apps have been vetted.**	

Dover-Sherborn High School
School Year 2017-2018 Budget Appropriation

Item	Cost	Purpose	Timeline	Alignment to Goal
Mac Desktops	25@ $1,000 $25,000	Replace Outdated Mac Lab	Summer 2017	5
Educator Laptops	16 @ $900 $14,400	Continue Replacing Desktops with Laptops	Summer 2017	5
Desktop Computers	16 @ $450 $7,200	Library Replacements	Summer 2017	1, 5
Total	$46,600			

DRAFT

Dover-Sherborn Regional School Committee
Meeting of October 4, 2016

Members Present	Clare Graham, Chair
	Lori Krusell, Vice Chair
	Dana White, Secretary (arrived at 6:48 pm)
	Richard Robinson
	Michael Lee
	Carolyn Ringel
Also Present:	Bill McAlduff, Interim Superintendent
	Karen LeDuc, Assistant Superintendent
	Dawn Fattore, Interim Business Manager
	Christine Smith, Special Education Director
	John Smith, HS Headmaster
	Scott Kellet, MS Headmaster
	Virginia Daukas, HS Representative

1) Call to Order

Ms. Graham called the meeting to order at 6:30 pm in the Middle School Library and amended the agenda to include an Executive Session at the conclusion of the Open Meeting for matters pertaining to collective bargaining.

2) Community Comments – None

3) **Reports**

- DSMS Headmaster's Report - Mr. Kellett highlighted recent and upcoming events at the Middle School.
- DSHS Headmaster's Report - Ms. Daukas and Mr. Smith highlighted recent and upcoming events at the High School including: the recent trip of administrators, teachers, and students to the Challenge Success Conference in California and the recent donation of items by the Knitting Club to Sudanese refugees.
- Assistant Superintendent Report - Dr. LeDuc provided her report.

4) Financial and Operations

- FY17 Monthly Report - The Status of Appropriations as of September 30, 2016 was provided. Ms. Fattore pointed out slight changes to the report's format and noted that the Business Office focused on encumbering salaries since the last school committee meeting. The projected salary variance is less than $100,000 consisting of: Superintendent - $7,312 due to savings from Interim Superintendent salary vs that budgeted for a permanent superintendent; Business & Finance Office - $48,718 due to Interim Business Manager salary being lower than amount budgeted and the Business Associate position being reduced to .4 FTE; Regular Education Classroom Teachers - $104,208 due to unrealized lane changes and savings from retirements; SPED Classroom Teachers - $35,623 due to hirings at lower than budgeted amounts offset by the addition of a MS teacher hired for student that stayed in-district (the balance remaining in the account is due to expensed tutor and PT contracted salaries); Educational Assistants - ($63,871) due to new hires for students remaining in-district; and Guidance - ($24,089) due to hire of counselor at higher than budgeted amount. The report does not yet reflect full encumbrances for expenditure accounts.
- Prior Years Capital Project Status - There is currently $84,076 remaining in the FY15 Capital Plan allowance primarily due to deferring the Lindquist door replacement. Mr. McAlduff explained that any larger reconfiguring of Lindquist Commons would trigger the requirement to bring the entire building up to current codes which would be very costly. The Capital Subcommittee will look into what it will cost to replace the doors and their frames and move forward with the project.

All FY16 projects have been completed. The remaining $41,150 from the FY16 projects will be returned to the Towns of Dover and Sherborn in the next few months after all invoices have been received. There are several FY17 Capital projects that have been completed and several more that are in process.

- FY18 Capital Plan: Draft - The draft report in the amount of $478,545 was presented and discussed. There are several items that still need to be vetted at the Capital Subcommittee level. There was discussion about the proposed installation of exterior security cameras on campus including a development of school committee policy. The Administration also plans to include funds for an updated Onsite/Insight Report in the FY18 Operating Budget.
- FY18 Technology Plan Supplement: Draft - Dr. LeDuc presented the technology needs or FY18 based on the Technology Plan. For the Middle School: 16 laptops to finish desktop replacements - $15,200; 27 desktop computers to replace Lab computers; $6,300 to replace broken IWB's - $6,300; and 17 desktop computers to replace current Library computers - $7,650 for a total of $41,300. For the High School: 25 Mac desktops to replace Mac Lab - $25,000; 16 laptops to continue desktop replacements - $14,400; and 16 desktop computers to replace current Library computers - $7,200 for a total of $46,600.

5) **Annual October Enrollment Report -** Mr. McAlduff provided and discussed the enrollment reports. During the last ten years, the total regional enrollment has grown by 83 students. Further, the enrollment during the past six years has remained steady, with less than a 1% difference from year to year. The three year cohort survival methodology for projecting future enrollment at the region suggests this will continue for next year.
6) **FY18 Budget Planning -** School Committee members provided input on budget planning for FY18 including: Language Based Learning program, "virtual" classroom, and athletic team updates.
7) **Consent Agenda**
   a) RSC Meeting Minutes of September 6, 2016
   b) Approval of MS Annual Washington DC Field Trip - the trip is tentatively scheduled for June 7-9, 2017 and will cost $1,139.
   c) Approval of HS Boosters donations - the Boosters have approved the following purchases to be donated to the Region: softball jugs instant screen - $130; baseball swing analyzer - $160; baseball batting bubble - $4,000; DS Outdoor Banners around Stadium - $3,500; Core Trainings (leadership training for captains) - $500; benches for tennis courts (5) - $1,949; and ice hockey DVD training videos - $464.

   Ms. Ringel made a motion to approve the Consent Agenda. Ms. White seconded.
   16-29 VOTE: 6 - 0
8) **Communications**
   a) MCAS/SAT/AP Update
   b) Update on Educator Evaluation
   c) Fall Athletics Participation Report
   d) Cheerleader Team Memo
   e) Changes to bus schedules
   f) Dover School Committee Minutes - June 20, 2016
   g) Sherborn School Committee Minutes of June 14, 2016
9) **Items for November 1, 2016 Meeting -** Capital Plan, including Phase 2 of Boosters Plan; SPED enrollment; Class Size report; MCAS; Superintendent Search update
10) **Adjournment** to Executive Session not to return to Open Session at 8:29 pm for matters pertaining to contract negotiations.

Respectfully submitted, Amy Davis

The Public Schools of Dover and Sherborn

Memo from
Interim Superintendent Bill McAlduff

To: Dover Sherborn Regional School Committee

From: Bill McAlduff

Date: October 27, 2016

RE: METCO Donation

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Metco Donation

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

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

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

Friends of DS Sailing Inc.
PO Box 403
Dover, MA 02030

October 18, 2016

Re: Request to Accept Funds for DS Sailing Program

To the Dover Sherborn Regional School Committee:

DS Sailing is a spring varsity sport that participates in regattas and races across Massachusetts, including the Cape and Islands, Metro Boston, and Rhode Island. Our current fleet of six sailboats are leased from the Sherborn Yacht Club, are 14 years old, and not in good shape. The school additionally has four boats that were purchased several years ago in used condition for practice purposes only. We must have six boats that are of the same vintage in order to race against competing schools. The condition of the leased fleet results in a competitive disadvantage for the team, because they are worn out and in constant need of repair.

Due to the dire need for new boats, the parents of the sailing team formed a non profit "Friends of DS Sailing" and led an effort this past spring to raise funds towards the purchase of six new 420 sailboats for the team, along with their necessary accessories. These new boats would be enjoyed for approximately 15 years.

As a result of the fundraising campaign, The Friends of DS Sailing successfully raised $30,000, plus a $5,000 pledge that we are waiting to receive. A gracious offer from the DS Boosters to contribute $10,000 to the fundraising effort results in a total of $45,000 in funds to purchase the six new boats. The Athletic Director, from within his annual budget, has offered to cover any minimal costs that may arise when purchasing the new fleet. In order for these new boats to be available to the team for the 2017 spring season at the quoted price, they need to be ordered by November 21st, 2016.

The DS Sailing team is a highly competitive program with fifteen alumni sailing collegiately, as well as a number of current sailors competing in national events across the country. The sport of sailing takes a highly motivated, skilled individual to not only compete against other sailors, but the elements. The addition of a new fleet of boats for the sailing team would ensure the continuation of the program, and would encourage and inspire more students to join the high school program and learn about this lifelong sport.

We hope the Regional School Committee will accept the offer of $35,000 from the Friends of DS Sailing along with the $10,000 from the DS Boosters to be allocated for the purchase of six new 420 sailboats for the high school sailing team.

Sincerely,

Suzanne Nystrom

Friends of DS Sailing Inc.

STURGIS BOAT WORKS

Wake Marine Inc.
80 Mid Tech Drive
West Yarmouth, MA 02673

Invoice

Date	Invoice #
9/29/2016	65296

Bill To	Ship To
Dover Sherborn High School Elliot Lucil	

Order No.	Terms	Rep	Ship Via	Customer Phone	Customer E-mail
	50% on Order 5...	TAS		774-278-0292	dshssailing@gmail.com

Item Code	Quantity	Description	Price Each	Amount
420, LP SBW	6	LaserPerformance C420, No Trap or Spinnaker	8,500.00	51,000.00T
Discount		High School Fleet Discount	-10,500.00	-10,500.00
		Subtotal		40,500.00
SBW420RUTC	6	SBW 420 Rig Up Top Cover, Personalized	495.00	2,970.00T
Discount		Quantity Canvas Discount	-10.00%	-297.00
		Subtotal		2,673.00
Dolly 420 SBW	6	420 Dolly with Bunks	595.00	3,570.00T
Discount		Discount	-20.00%	-714.00
		Subtotal		2,856.00
		For Delivery Spring 2017		
		MA Sales Tax	6.25%	2,876.81

					Payments/Credits	
Phone #	508-778-9187	Fax #	508-778-9332	www.sturgisboatworks.com	**Balance Due**	$48,905.81

The BINNACLE
binnacle.com
15 PURCELL'S COVE ROAD HALIFAX, NS B3N 1R2 CANADA

Tel: 902.423.6464
Toll Free: 800.665.6464
Fax: 902.479.1518
charts@binnacle.com
www.binnacle.com
BN# R134445196

Quotation

NUMBER **Q000003622**
DATE **06-Sep-16**
CUSTOMER NO. **QUOTE**

BILL TO:

QUOTATION ONLY

SHIP TO:

ATTN: JENNIFER FRIESEN
6 FRANCIS ST
DOVER MA 02030
United States

P.O. NUMBER	SALESPERSON	ORDER DATE	REQ. DATE	ORDER NUMBER
	CBS	06-Sep-16	10-Mar-17	Q000003622

F.O.B.	SHIP VIA	TERMS
WARREN RI	PICK UP	NET 30 DAYS

Binnacle ID	DESCRIPTION	REQ.	UNIT PRICE	EXT. PRICE
	F.O.B. - ZIM SAILING, WARREN, RI. *15% DEPOSIT AT TIME OF ORDER ($6,750)* *STATE SALES TAX EXEMPT: TO BE SELF REPORTED* *DELIVERY: SPRING 2017 WITH IMMEDIATE ORDER*			
33047	ZIM C420 - BOAT COLLEGIATE 420 20555	6	6,800.00	40,800.00
38420	ZIM C420 - DOLLY PRACTIC C420 26000	6	439.95	2,639.70
32937	ZIM C420 - COVER TOP 20092	6	259.95	1,559.70

NET AMOUNT	44,999.40
FREIGHT	
EXEMPT	0.00
EXEMPT	
TOTAL DUE	$44,999.40

VALID FOR THIRTY (30) DAYS. SHIPPING NOT INCLUDED UNLESS OTHERWISE SPECIFIED.
ERRORS AND OMISSIONS EXCEPTED. NO RETURNS WITHOUT AUTHORIZATION - 15% RESTOCKING CHARGE MAY APPLY ON RETURNS.

From: **Dinghy Shop** <info@dinghyshop.com>
Date: Wed, Sep 7, 2016 at 5:56 PM
Subject: Re: Nystrom Quote
To: Suzanne Nystrom <nystromsuzanne@gmail.com>

Hello Suzanne,
Sorry for the delay, here's the quote for the 6 420's and accessories we s

Laser Performance 420 Package
6 x Laser Performance School Version 420 - Normally $8,250 each, Your
6 x Dynamic Double Tube Dolly - Normally $635 Each, Your Price $499 e
6 x Heavy Duty 420 Top Cover - Normally $425 each, Your Price $382
FOB Delivery $250 Per Boat

Total Package Price: $52,983

Zim 420 Package
6 x Zim School Version 420 - Normally $8,650 each, Your Price $8,349 ea
6 x Dynamic Double Tube Dolly - Normally $635 Each, Your Price $499 e
6 x Heavy Duty 420 Top Cover - Normally $425 each, Your Price $382
FOB Delivery $250 Per Boat

Total Package Price: $55,383

Laser Performance Z420 Package
6 x Laser Performance Z420 -Your Price $9,252 each
6 x Dynamic Double Tube Dolly - Normally $635 Each, Your Price $499 ea
6 x Heavy Duty 420 Top Cover - Normally $425 each, Your Price $382
FOB Delivery $250 Per Boat

Total Package Price: $60,801

In addition to the boats we can also supply you with a spare parts "First Ai
commonly lost parts. Also, should you want to purchase masthead floats w
them from $145 each to $78 each.

In order to confirm the order, we will need a 50% deposit paid via check wi
weeks prior to delivery. Since the school is out of New York state, we are n

Please feel free to contact me with any questions.

Best Regards,
Mike DeMarco

Dinghy Shop Inc.

Dinghy Shop I
334 S. Bayview Ave
www.dinghyshop.c
Tel: 631-264-0005
Like us on Facebo

15th Annual Winter Leadership Trip March 3rd to March 6th 2017
Trip Objectives and Curriculum

Trip Cost: $375
We do offer financial support for those who may need it

The Outdoor Leadership Trip allows us to introduce and allow students to experience what the outdoors has to offer all of us through an adventure group. The group's main goal is to help students learn about our environment as it relates to our impact on it and what we can do as humans to keep it as one of the world's greatest renewable resources. The following are the main goals for this year's planned trip...

- A three day two night winter wilderness activity
- An annual environmental issue to focus on while on the trip
- Organizing a group
- Camping Skills
- Navigation and Orienteering
- Mountain Craft- Identifying local botany, geology, and other local organisms
- Cardiovascular Fitness Activity with over 12 miles of snowshoeing and hiking.

It will create a group that will allow students to learn about the benefits of outdoor activities, while focusing on the biological and environmental aspects of our environment. All students will be asked to attend meetings regarding the trip its purpose from an adventure and educational perspective. The students will be introduced to several outdoor activities while constantly keeping a focus on the ecosystem we exist in as a whole. This will be accomplished by having an agenda for each trip. This agenda will focus on the biological aspect we are looking at. It will range from our impact on the environment to what types of species surround us. Each trip will have an environmental focus where research and physical data will be gathered to address issues such as, but not limited to, treading lightly and our impact as hikers, acid rain, species research, and other environmental issues.

A group of twenty students will be selected for each trip each year. Many students will have the opportunity to attend the trips during their four years at DS because they can re-apply each year. There will be direct involvement from faculty and students with this trip. We will be offering an opportunity to any high school student to apply for a position in the Winter Leadership Trip. There will be set criteria and applications will be reviewed and students selected by the administration, Mr. Baroody, and myself each year.

Students will be staying the first evening at the AMC's Joe Dodge Lodge. Students will then be completing an evening of outdoor winter camping followed by our last evening staying in the AMC's Zealand Hut. All four days and three nights in New Hampshire will be led by trained AMC group leaders along with the DS faculty chaperones. We participate in the three main activities while on the trip.

I look forward to having the trip for a thirteenth year and thank the Headmaster and School Committee for their support for such a great activity. Please feel free to reach me at lucile@doversherborn.org if you have any questions.

Sincerely,

Elliott Lucil

AMC Mountain Classroom Curricula Outline

A Mountain Classroom offers two main curricular strands, Ecology and Earth Science and Outdoor Education, Team-building, and Leadership. Lessons are integrated throughout our programs and predominately take place outdoors. As part of their experience, students conduct hands-on explorations of the natural world, strengthen problem-solving skills, build community, and have fun!
We work with you to design experiences that complement your curriculum goals and address state frameworks. Many teachers opt to combine programming elements.

Core Beliefs

- Developing environmental literacy is dependent on well-designed field activities that contribute to a well-balanced education.
- Education can be active, engaging and relevant and can stimulate the mind, body and soul.
- Experiences in nature support wellbeing.
- Stewardship of the environment grows from direct, positive experiences in the outdoors complemented by an understanding of our physical and emotional connections to the natural world.

Core Pedagogical Practices
All programs share these teaching methodologies:

- Experiential activities set in the beauty of the 1000 acre wilderness of Maine.
- Multi-disciplinary lessons designed to meet diverse learning styles.
- Active exploration of inspiring natural areas.
- Challenge and success for all participants.

Ecology and Earth Science
Basic ecology is the platform from which students investigate these options more fully.

- Forest and Wildlife Ecology
- Watershed and Water Conservation
- Geology
- Mountain Weather and Meteorology
- Climate and Climate Change
- Winter Ecology

Outdoor Education, Teambuilding, and Leadership

- Hiking/Backpacking/Snowshoeing
- Map and Compass (mathematics applications)
- Teambuilding and Leadership
- Leave No Trace – Wilderness Ethics

AMC Winter Leadership Curriculum Strands

A Mountain Classroom offers two main curricular strands, Ecology and Earth Science and Outdoor Education, Team-building, and Leadership. Lessons are integrated throughout our programs and predominately take place outdoors. As part of their experience, students conduct hands-on explorations of the natural world, strengthen problem-solving skills, build community, and have fun!
We work with you to design experiences that complement your curriculum goals and address state frameworks. Many teachers opt to combine programming elements.

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- Education can be active, engaging and relevant and can stimulate the mind, body and soul.
- Experiences in nature support wellbeing.
- Stewardship of the environment grows from direct, positive experiences in the outdoors complemented by an understanding of our physical and emotional connections to the natural world.

Core Pedagogical Practices

All programs share these teaching methodologies:

- Experiential activities set in the beauty of the New Hampshire's mountains.
- Multi-disciplinary lessons designed to meet diverse learning styles.
- Active exploration of inspiring natural areas.
- Challenge and success for all participants.

Ecology and Earth Science

Basic ecology is the platform from which students investigate these options more fully.

Forest and Wildlife Ecology

- Watershed and Water Conservation
- Geology
- Mountain Weather and Meteorology
- Climate and Climate Change
- Winter Ecology

Outdoor Education, Teambuilding, and Leadership

- Hiking/Backpacking/Snowshoeing
- Map and Compass (mathematics applications)
- Teambuilding and Leadership
- Leave No Trace – Wilderness Ethics

Evening Programs

- Night Hike
- White Mountain Madness
- Skins and Skulls
- Town Meeting
- Stars and Stories

A Mountain Classroom - Ecology and Earth Science Curriculum

Objectives

- Students explore nearby forest communities
- Students identify plants, animals, and other components that characterize different types of forest communities
- Students investigate factors necessary for the maintenance of forest communities
- Students discover how different disturbances affect forest community succession
- Students recognize the ecology of species living in the White Mountains
- Students consider the roles that animals play in the ecosystem
- Students investigate the importance of habitat for wildlife
- Students investigate the population dynamics of different species
- Students understand the importance of biodiversity within forests
- Students determine what forests provide wildlife and humans
- Students explore the history of forest use in the White Mountains
- Students reflect on their personal uses of forest and wildlife resources
- Students assess the future of forests, locally and globally, based on current human practices

Key Concepts

- Species identification and species inventory
- Habitat/s
- Life cycles
- Communities and ecosystems
- Energy input and output and energy flow within a community
- Producers, consumers and decomposers
- Disturbance
- Biodiversity
- Interdependence
- Eco-indicators of natural and mad-made impacts
- Food Chains, Food Webs and Energy transfer
- Forest resource use
- Recreational uses of forests
- Preservation, conservation and management of forests
- Impact of human activity on wildlife

Activities may include

- Tree identification
- Plot sampling
- Animal tracking
- Species identification
- Comparing form to function using animal skulls and skins
- Participation in one of AMC's Citizen Science programs
- Journal writing
- Interactive Games
- Student driven discussions
- Investigative hikes and exploration

Watershed and Water Conservation

Objectives

- Students understand and describe the properties of water and the water cycle
- Students use the scientific method and water monitoring kits to analyze the physical, chemical, and biological properties of a stream and draw conclusions about the health of the stream
- Students analyze the way water and other substances (such as nutrients, waste, and pollution) flow through watersheds
- Students compare and contrast White Mountain watersheds to their local watershed
- Students learn about natural factors that impact watersheds
- Students determine the importance of healthy watersheds to communities and discuss human impacts on watersheds
- Students describe water usage and analyze water conservation practices

Key Concepts

- pH, temperature, dissolved oxygen content, and aquatic plant and animal communities as indicators of water quality
- The Scientific Method of Inquiry and experiment design
- Watersheds as a complex system of interconnected parts
- The water cycle
- Water distribution
- Water and material flow through watersheds
- Natural and human impacts on watersheds, water quality, and aquatic communities
- Human impacts over time, including water use and future water availability and quality
- Water conservation

Activities may include

- In-depth stream study and water quality evaluation
- Interpretation of watershed maps
- Building small-scale simulated watersheds
- Town planning activity to debate land use impacts on a watershed
- Journal writing
- Interactive games
- Student driven discussions
- Investigative hikes and exploration
- Water conservation activities

Geology

Objectives

- Students learn about different rock types
- Students identify landforms
- Students describe the formation of the White Mountains and specific surrounding landforms
- Students examine the effects of weathering on rocks and landforms

- Students understand the way glaciers moved through and changed the mountains
- Students understand and appreciate the passage of time on a geological scale
- Students identify natural resources and analyze human's use of rocks and minerals

Key Concepts

- Characteristics and formation of sedimentary, igneous and metamorphic rock
- Mountain building
- Plate tectonics
- Types of landforms
- Weathering and erosion
- Glaciation
- Geological events and a sense of geological time
- Human use of natural resources

Activities may include

- Landform identification
- Small-scale simulation of mountain building events
- Predicting landscape changes
- Journal writing
- Interactive games and ativities
- Student driven discussions
- Investigative hikes and exploration

Mountain Weather and Meteorology

Mountain weather and meteorology are offered as a curriculum focus for WINTER programs; however, some aspects of this program can be incorporated year-round.

Objectives

- Students describe the difference between weather and climate
- Students identify the forces that cause and affect weather and climate
- Students understand and describe the properties of high and low pressure systems
- Students understand and describe the properties of warm and cold fronts
- Students understand the relationship between pressure systems and fronts
- Students understand how clouds and precipitation form
- Students identify and describe different types of clouds and precipitation
- Students understand the factors that affect weather in the mountains
- Students describe the way weather changes as a result of mountain landforms and increased elevation
- Students learn about and use some of the tools used for weather observation and forecasting
- Students learn to read and create weather maps
- Students track recent weather patterns and create and present a weather forecast

Key Concepts

- Weather
- Climate
- Pressure systems
- Fronts
- Clouds and precipitation
- Mountain weather patterns
- Forecasting

Activities may include

- Weather observation
- Cloud identification
- Interactive activities and weather simulations (cloud formation, fronts, etc.)
- Use of weather forecasting tools
- Weather map interpretation
- Forecasting the weather
- Creating a weather map
- Student-driven discussions

Climate and Climate Change

Objectives

- Students will develop an understanding of how climate influences and shapes biotic communities.
- Students will understand that change is an essential part of ecology and that at current, ecological change is happening at exponential rate.
- Students will demonstrate an understanding of the carbon cycle.
- Students will understand the effects climate change poses to local ecosystems.
- Students will understand that they have the power to make positive changes for themselves.
- Students will demonstrate understanding of both green house gases and the green house effect.

Key Concepts

- Climate
- Climate change
- Carbon cycle/Carbon sinks
- Ecosystem/Community
- Green house gasses
- Natural vs. human caused change

Activities may include

- Globe and differential heating
- Carbon Cycle Game
- Ecosystem or forest community mapping
- Climate in a Bottle
- Carbon Dioxide Tag Date collection and graphing Web of life

Winter Ecology

Objectives

- Students understand the challenges that winter presents to plant, animal, and human communities
- Students explore the ways plants, animals, and humans have adapted to survive harsh winter conditions
- Students explore the characteristics of snow and understand the effects of snow on winter ecosystems
- Students study animal tracks and signs and draw conclusions about animals' activities in the winter
- Students understand how energy flow changes in the winter ecosystem
- Students enjoy exploring the forest in the quiet of the winter, on snowshoes when conditions permit

Key Concepts

- Plant and animal adaptations to winter
- Human adaptations to winter in the past and present

- Interrelationships
- Seasonal changes in energy flow in the White Mountain ecosystem
- Hibernation, dormancy
- Snow and the subnivean environment

Activities may include

- Animal tracking
- Snowshoe hikes
- Snow shelter history and construction
- Snowflake/snowpack study
- Observation and journal writing
- Winter tree identification
- Student-driven discussions

A Mountain Classroom - Outdoor Education, Team Building, Leadership Curriculum

Hiking, Backpacking and Snowshoeing

Hiking is an integral component of our programs and many of our core curriculum activities are covered while on the trail. Hiking presents students with group challenges in beautiful natural settings and provides opportunities for increased group and self awareness. Hikes vary in length depending on students' age and program goals, but in all cases, students have the opportunity to explore a variety of beautiful terrain, from waterfalls to mountain overlooks. Students will learn how to prepare for a hike, backpack or snowshoe and learn about safety precautions while on the trail. In the winter, hikes generally take place on snowshoes. Students learn about the challenges of winter travel and how to stay warm on the trail while experiencing the quiet beauty of the snow-covered forest. Students who backpack will generally be staying at one of AMC's eight backcountry huts. These facilities vary greatly in how far each is from a road and the terrain of their main access trail. Coordinators work will work closely with you to find the right match for your group. AMC has gear available to borrow for our outdoor experiences.

Map and Compass

Objectives

- Students identify the components of maps
- Students recognize different types of maps and their uses
- Students learn to interpret topographic maps and use them while hiking
- Students learn to use compasses to read and follow bearings
- Students practice using compasses for off-trail navigation
- Students learn how to combine map and compass skills for backcountry hiking

Key Concepts

- Map features and terminology
- Contour lines
- Compass use
- Reading and following bearings
- Declination

Activities may include

- Reading maps
- Creating maps
- Exercises and games to practice reading and following bearings
- Following an orienteering course in the woods
- Creating an orienteering course
- Identifying unknown features using a map and compass

Teambuilding and Leadership

All of our programs include activities that are designed to help each student improve awareness of him or herself as a group member. Throughout the program, students will be presented with various fun-filled games and challenges that test their communication and problem solving skills and require group members to work as a team. Hikes are also presented as group challenges and present opportunities for students to practice and learn about effective group leadership. Schools occasionally choose to make teambuilding and leadership the primary focus for their trip, and we can design a challenging program accordingly!

Leave No Trace - Wilderness Ethics

As an educational partner of the national Leave No Trace organization, the AMC encourages all visitors to consider the Leave No Trace principles when recreating in the backcountry. Students will learn the seven principles of the Leave No Trace philosophy during their Mountain Classroom experience. Groups wishing for more focus on wilderness ethics will also be exposed to various schools of thought about wilderness ethics. Students will be encouraged to consider their own view of "Wilderness," and be asked to think about their own set of personal ethics in relation to the wilderness.

The Public Schools of Dover and Sherborn

Memo from
Interim Superintendent Bill McAlduff

TO: Dover-Sherborn Regional School Committee

From: William H. McAlduff, Jr.
Interim Superintendent

Date: October 28, 2016

RE: Agenda Item #8

The following communications are for member's information.

- Dover School Committee September 20, 2016 & October 6, 2016
- Sherborn School Committee September 13, 2016

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

APPROVED OCTOBER 18, 2016

Dover School Committee
Meeting of September 20, 2016

Members Present:	Adrian Hill, Chair
	Henry Spalding, Secretary
	Brooke Matarese
	Lauren Doherty
	Michael Jaffe
Also Present:	Bill McAlduff, Interim Superintendent
	Karen LeDuc, Assistant Superintendent
	Laura Dayal, Principal
	Deb Reinemann, Assistant Principal

1) **Call to Order**

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

2) **Community Comments -** none

3) **Reports**

a) Principal's Report - Ms. Dayal highlighted items from her report.

b) Assistant Superintendent Report - Dr. LeDuc updated the Committee on the following: 1) the district-wide new educator orientation; and 2) overview of the work to be done this year for the Science, Technology, Engineering and Computer Science curriculum review.

c) Interim Superintendent Report - Mr. McAlduff updated the Committee on the following:

- Opening of School - All Administrators, teachers, and custodians were thanked for their hard work to get ready for students.
- Enrollment Report - an updated report as of September 16th was provided. There are currently 474 students enrolled.
- Staffing Update - all new hires in the Administration Office and at Chickering were listed.

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

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

16-17 VOTE: 5 - 0

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

students place out of district due to substantial changes in service requirements and placement of day students into residential settings.
Ms. Fattore provided activity for all Special Revenue and Revolving Funds.

6) **FY18 Technology Plan Supplement: Draft -** Dr. LeDuc presented the draft of the Technology Plan Supplement for review and discussion. The FY18 budget impact is $40,900 for Chromebooks, iPads, interactive projectors, and desktop computers.
7) **Capital Planning Update**
   - FY17 Status - Capital items for FY17 have been purchased/completed.
   - FY18 Draft - Requests include replacement of cafeteria sound system, lights, and floors and the installation of indoor temperature control (cooling) for a total of $1,060,194.
8) **Consent Agenda**
   a) Meeting minutes of June 20, 2016
   b) Donation: Chickering PTO - $5,000 for the preschool playground.

   Ms. Doherty made a motion to approve the Consent Agenda. Ms. Matarese seconded.
   16-18 VOTE: 3 - 0 - 2 (Mr. Jaffe, Mr. Spalding abstained)
9) **Communications**
   a) FY17 Budget Update
   b) 2016-17 Meeting Calendar
   c) MCAS Update
   d) Coordinated Program Review
   e) Regional School Committee minutes: June 7, 2016
   f) Sherborn School Committee minutes: June 14, 2016
10) **Other Business -** Mr. Hill asked for feedback from the committee members on the possibility of the Dover School Committee taking a position on Ballot Question 2 (Charter Schools). The Committee will discuss this further at next month's meeting.
11) **Adjournment at 8:11 pm**

Respectfully submitted,
Amy Davis

APPROVED OCTOBER 18, 2016

Dover School Committee
Meeting of October 6, 2016

Members Present: Adrian Hill
Lauren Doherty
Michael Jaffe
Brook Matarese

Also Present: Bill McAlduff, Interim Superintendent

1) Call to Order

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

2) Capital Subcommittee Update

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

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

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

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

Ms. Doherty made a motion to approve the cost of the Design phase be covered by available funds from the unreserved gift fund and building rental fund not to exceed $66,000. Mr. Jaffe seconded.
Motion approved by a 4-0 vote.

3) Meeting was adjourned at 9:29 am.

Respectfully Submitted,
William McAlduff, Interim Superintendent of Schools

APPROVED OCTOBER 11, 2016

Sherborn School Committee
Meeting of September 13, 2016

Members Present:	Greg Garland, Chair
	Anne Hovey, Secretary
	Scott Embree
	Kate Potter
	Jennifer Debin
Also Present:	Bill McAlduff, Interim Superintendent
	Karen LeDuc, Assistant Superintendent
	Dawn Fattore, Interim Business Manager
	Christine Smith, Director of Special Education
	Jackie Daley, Assistant Principal

1) Call to Order

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

2) Public Comment - none

3) Introduction of New Administrative Staff

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

4) Administration Reports

a) Principal's Report **-** Dr. Brown was not in attendance due to illness. Her report was provided.

b) Assistant Superintendent Report - Dr. LeDuc updated the Committee on the following: 1) the district-wide new educator orientation; and 2) overview of the work to be done this year for the Science, Technology, Engineering and Computer Science curriculum review.

c) Interim Superintendent Report - Mr. McAlduff updated the Committee on the following:

- Opening of School - All Administrators, teachers, and custodians were thanked for their hard work to get ready for students.
- Enrollment Report - an updated report as of September 9th was provided. There are currently 404 students enrolled, 13 more students than were enrolled on June 1st.
- Staffing Update - all new hires in the Administration Office and at Pine Hill were listed. There are 19 Educational Assistants, 7 Regular Education and 12 Special Education. Over the summer Donna Fiore, formerly Special Education Administrative Assistant at Pine Hill, was reassigned to the Central Office. The PH SPED Administrative Assistant will be replaced at a 0.6 FTE position. This position will be filled by an individual who will soon become an immediate family member to a district administrator later this fall. Mr. McAlduff provided a letter disclosing the hire pursuant to School Committee Policy GBEA and M.G.L. 268A:1 to be filed with the Town Clerk. The PH SPED Administrative Assistant was hired at the recommendation of Barbara Brown after interviews held with several applicants and will be evaluated and supervised by Dr. Brown.

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

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

APPROVED OCTOBER 11, 2016

7) **Approval of Out-of-District Tuition Fee -** Mr. McAlduff has approved the enrollment of two elementary aged students from Dover to attend Pine Hill for the 2016-17 school year. These students were former students of the ACCEPT Special Education Collaborative that is no longer renting classrooms at Pine Hill due to space constraints. The Administration recommended setting a tuition rate based on the latest (FY15) DESE published per pupil expenditure which for Sherborn is $19,534. It was noted that student #1 is receiving additional support services from an educational assistant who is employed by the Dover Public Schools (DPS). All associated costs of that employee are born by DPS and the Town of Dover. Student #2 receives services from an educational assistant that is shared by a number of students and employed by Sherborn so the "shared cost" (based on the number of students the educational assistant works with) will be added to the tuition rate.
   Ms. Hovey made a motion that the Sherborn School Committee set a tuition rate for the two students attending Pine Hill School from outside the district, as approved by the Superintendent per School Committee Policy JFABE, to be $19,534 for the 2016-17 school year and that further any additional support services costs be added to an individual students tuition based on a fair share of those additional services as computed by the Administration. Mr. Embree seconded.
   16-18 VOTE: 5 - 0
8) **Capital Planning Update -** The following capital projects were completed this summer: drainage, sidewalk curbing, gym wall mats, cafeteria tables, floor scrubber, and technology infrastructure. The window design project is still in process. The financial results of the capital work will be presented in October in conjunction with the initial FY18 Capital Planning discussion.
9) **Consent Agenda**
   a) Meeting minutes of June 14, 2016

   Ms. Hovey made a motion to accept the Consent Agenda. Ms. Potter seconded.
   16-19 VOTE: 5 - 0
10) **Communications**
   a) 2016-17 Meeting Calendar
   b) MCAS Update
   c) Coordinated Program Review
   d) Fall Special Town Meeting Calendar
   e) Regional School Committee minutes of June 7, 2016
   f) Dover School Committee minutes of May 16, 2016
11) **Items for October 11, 2016 Meeting -** Capital Budget including Technology Plan, SPED organization chart, Status of Appropriations with encumbrances & line item transfer requests, Building Rental Fund allowed uses, Special Education Department cost update since organization change, Enrollment, and Ballot Question 2 Resolution discussion.
12) **Adjournment at 6:19 pm**

Respectfully submitted,
Amy Davis