

NOTICE

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE MEETING

December 6, 2022

6:30 PM

DS Middle School Library

AGENDA

Live Stream: <http://youtube.com/doversherborncabletv>

1. Call to order

2. Community Comments

Join Zoom Meeting (community comments only)

<https://us02web.zoom.us/j/86082110896?pwd=YIRROWhXcHlNa3pzdU5L2ZOZU5tZz09>

Meeting ID: 860 8211 0896

Passcode: 120779

4. Reports:

- Superintendent's update
- DSHS Principal's Report – John Smith
- DSMS Principal's Report – David Lawrence
- Warrant Report

5. Proposed Changes to the 2023-2024 DSRHS Program of Studies

A.R.

[DS Program of Studies](#)

6. Finance and Operations

- FY23 Monthly Report

7. ACED Recommendations FY24

A.R.

8. FY24 Proposed Operating Budget

A.R.

9. Consent Agenda

A.R.

- Approval of Minutes November 8, 2022
- Grants
- High School Field Trip

10. Communications

- Dover School Committee October 25, 2022 minutes
- Sherborn School Committee October 18, 2022 minutes

11. Items for January 10, 2023 Meeting

- Town Report

12. Adjournment

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

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



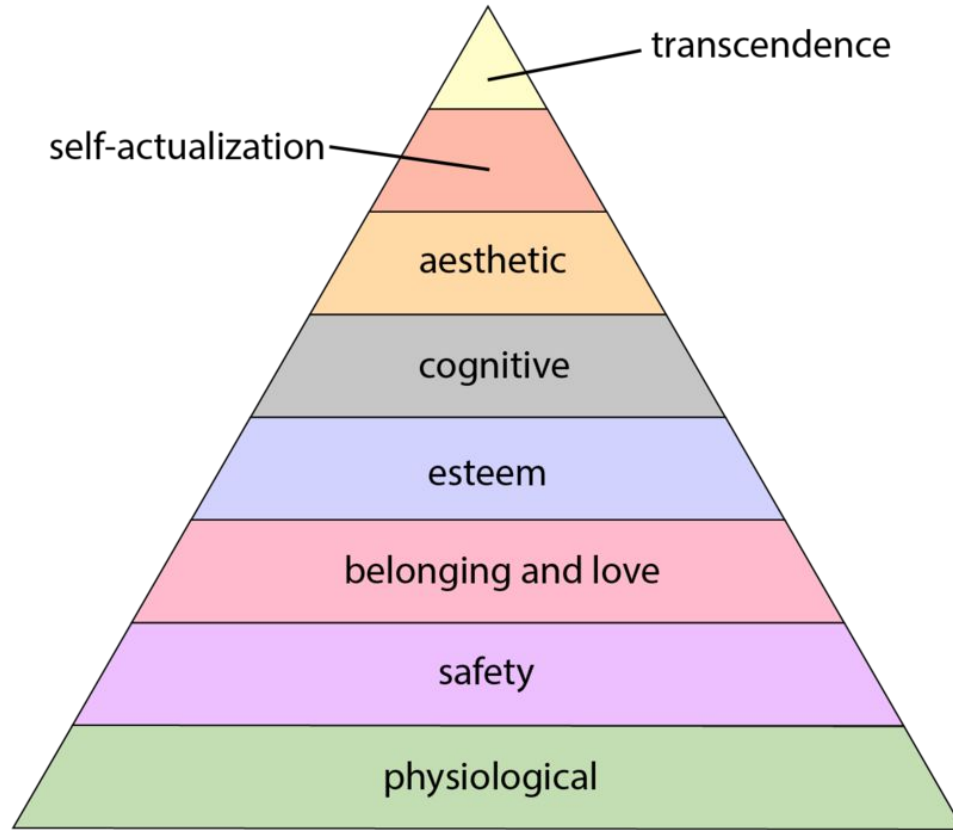
Dover Sherborn Public Schools
Supporting & Including All Students
November 28, 2022



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



- **Federal Laws**
- **State Mandates**
- **DESE Guidelines**
- **DS Policy**
- **Research**
- **Kids**





BELONGING is central to learning.
When children and young people feel that they are truly a part of a learning community they are more prepared to learn and thrive.

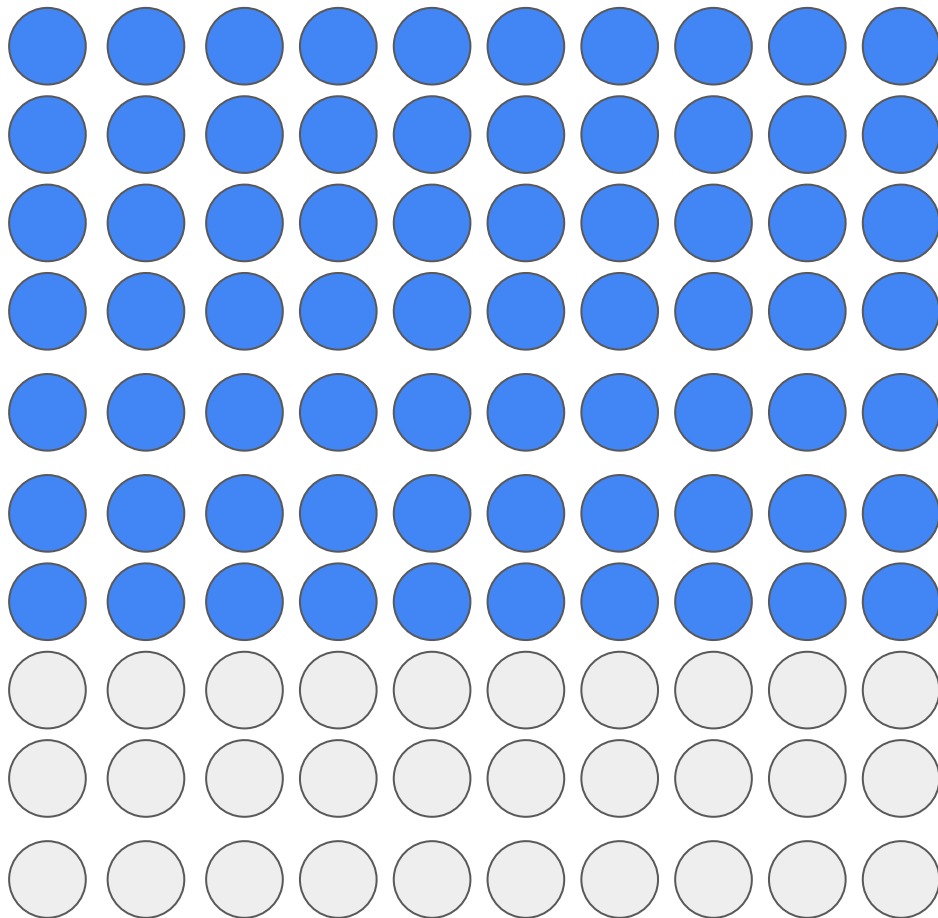


I feel like
I am part
of this school.

White Students

Grades 9-12

MetroWest Adolescent
Health Survey, 2021

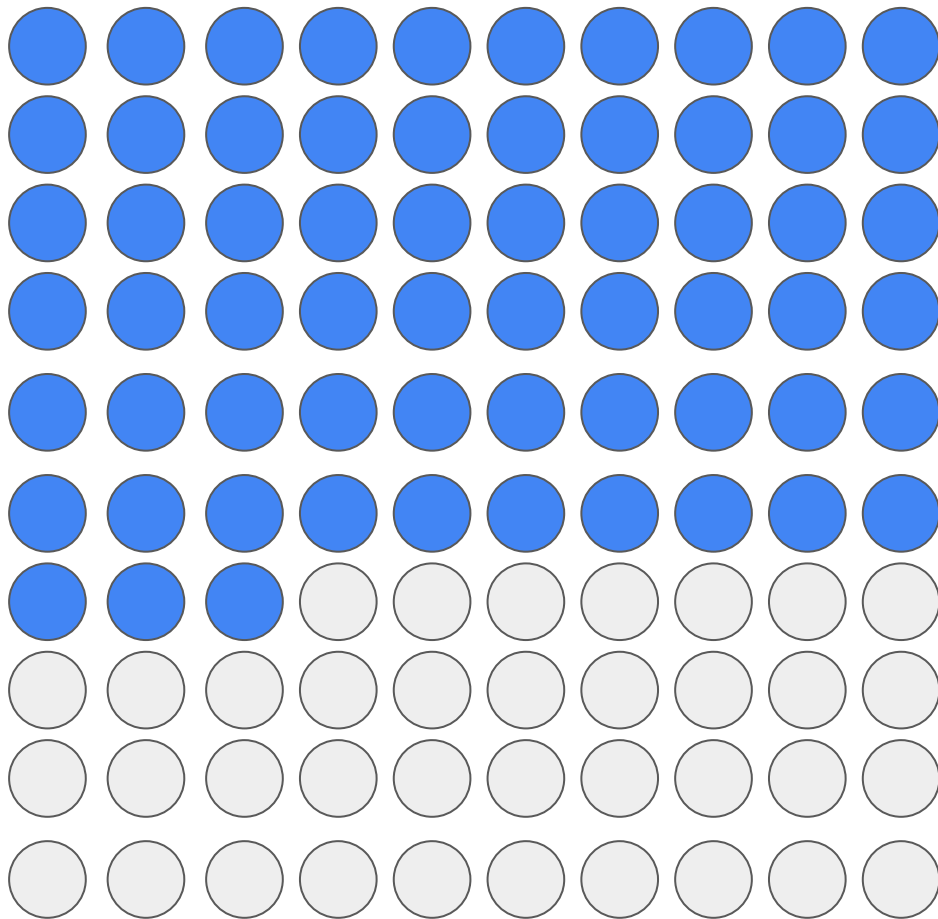


I feel like
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of this school.

Students w. Disability

Grades 9-12

MetroWest Adolescent
Health Survey, 2021

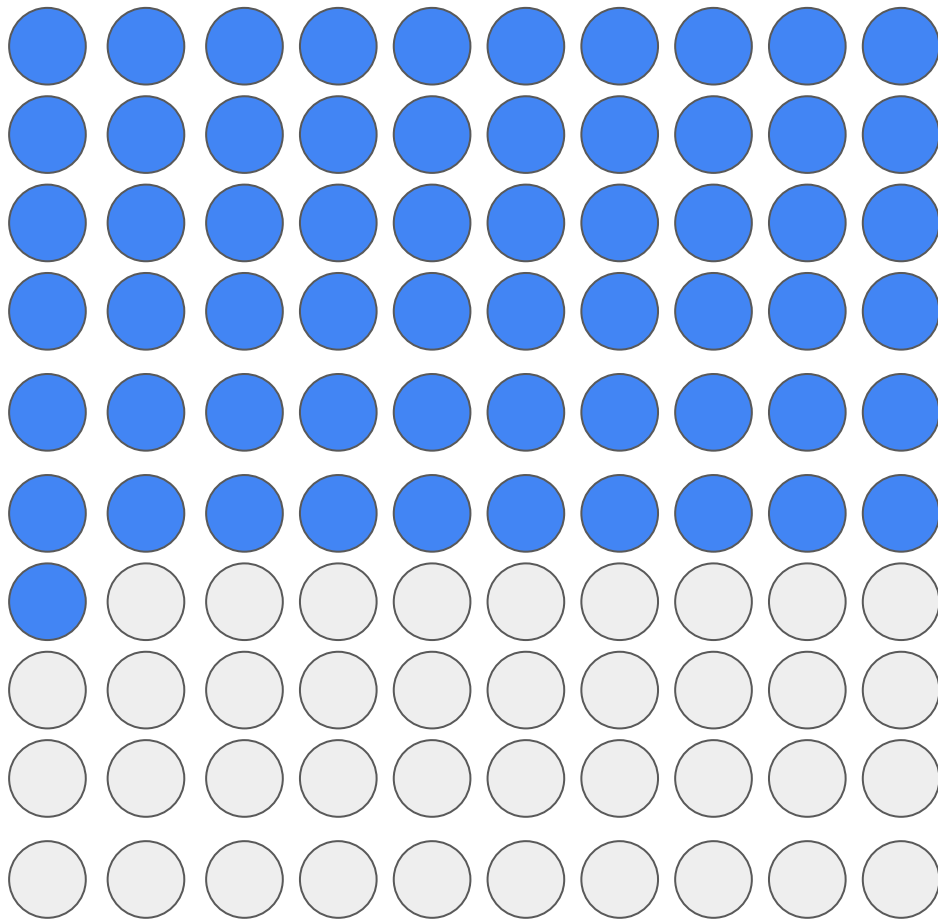


I feel like
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Non-white Students

Grades 9-12

MetroWest Adolescent
Health Survey, 2021



I feel like
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of this school.

LGBTQ Students

Grades 9-12

MetroWest Adolescent
Health Survey, 2021

I feel like
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LGBTQ Students

Grades 9-12

MetroWest Adolescent
Health Survey, 2021

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LGBTQ Students

Grades 9-12

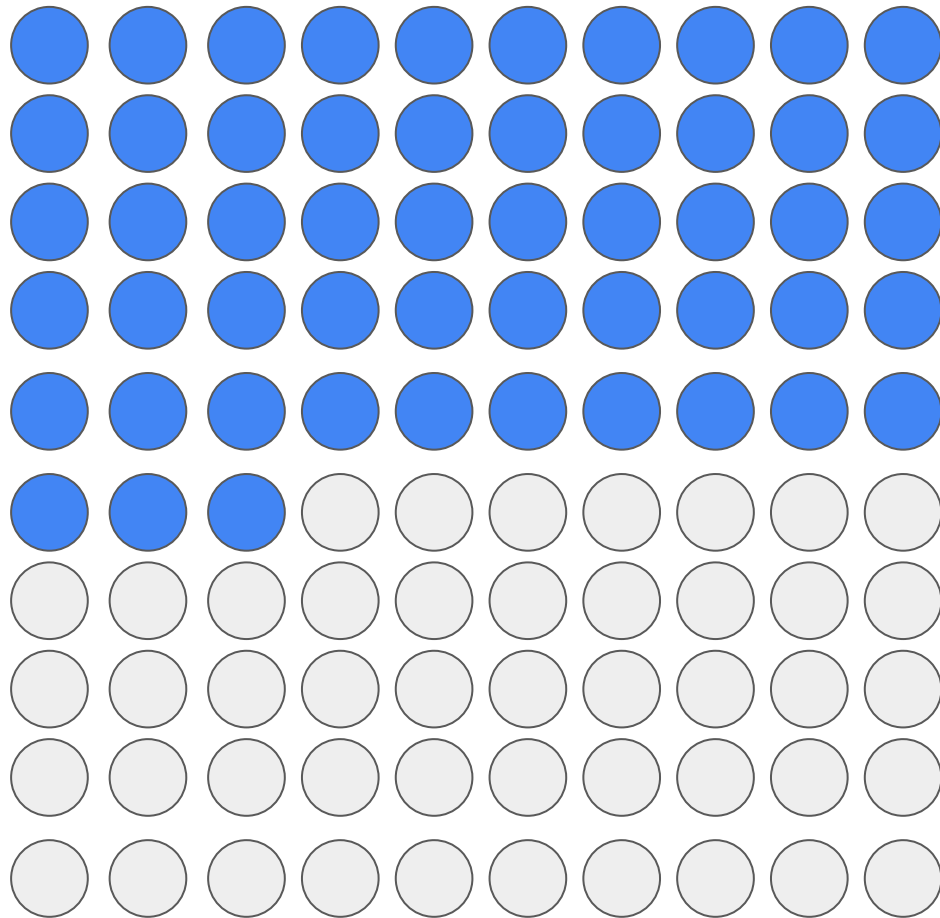
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Health Survey, 2021

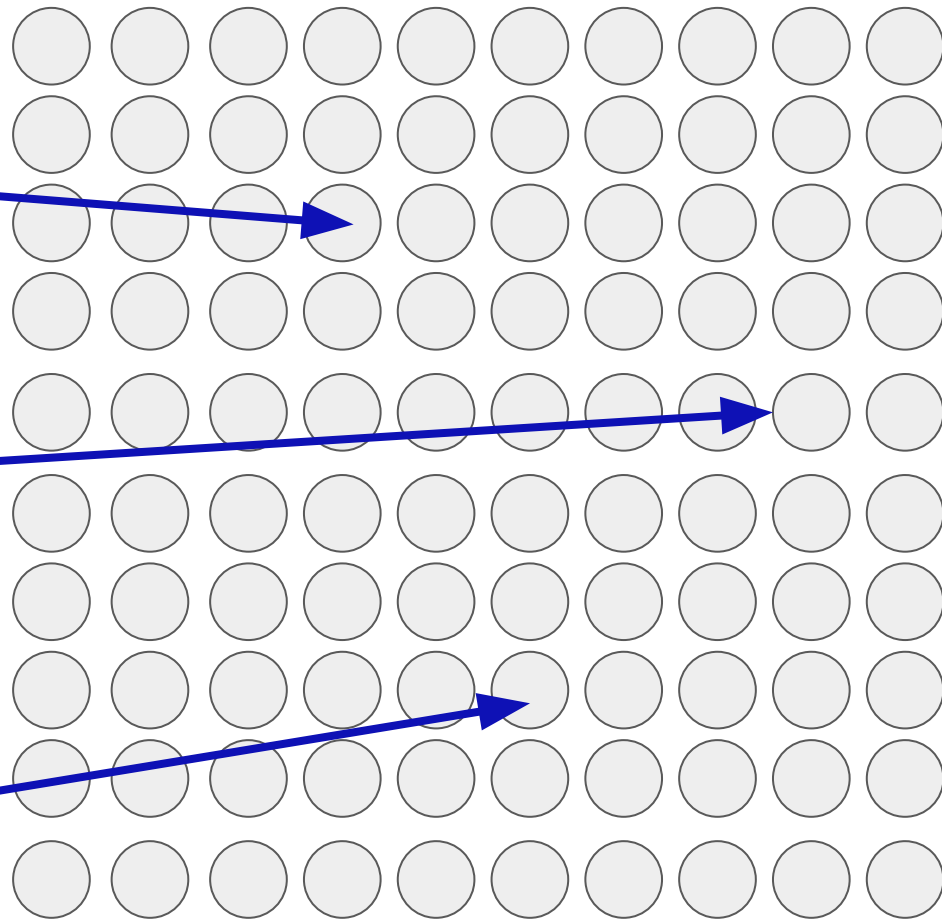
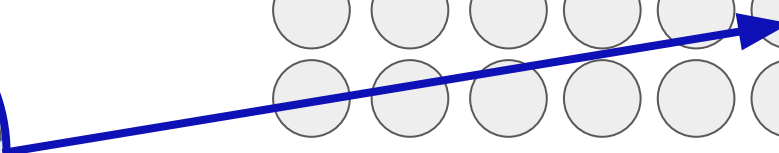
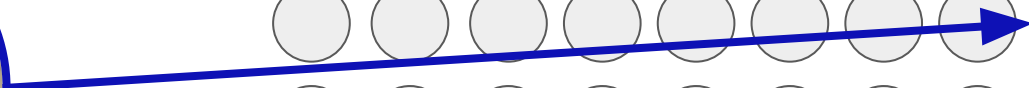
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LGBTQ Students

Grades 9-12

MetroWest Adolescent
Health Survey, 2021







Equitable, inclusive schools are better for EVERYONE, including those students well-served by the existing system.



BECAUSE, KIDS

19 HOWE 29
CAVERNS
NEW YORK

OUR DAY OF LEARNING



8:30-8:45	Opening Remarks & Framing the Day
8:45-9:45	Centering Student Voices Panel
9:45-10:00	Break & Transition to Workshops
10:00-12:00 PM	Morning Workshop
12:00-12:45	Lunch - Lindquist Commons
12:45-3:00	Debrief the Morning & Collaboration

And don't forget to fill out your exit ticket!



Diversity, equity and inclusion work is, at its heart, about figuring out ways to engage all of our students.





NORMS



- 1) Honor dissonance and difference
- 2) Speak using “I” statements
- 3) Be present
- 4) We are all at a different place in the journey
- 5) “Can you unpack that?”
- 6) Trust the process
- 7) Teacher vs. Learner

“Untitled Poem”

by **Beth Strano**

There is no such thing as a “safe space” —
We exist in the real world.
We all carry scars and have caused wounds.
This space
seeks to turn down the volume of the world
outside,
and amplify voices that have to fight to be heard
elsewhere,
This space will not be perfect.
It will not always be what we wish it to be
But
It will be our space together,
and we will work on it side by side.



YOUR TASK:

Connect: What is something from the morning that you connected to?

Extend: What is something from the morning that extended your existing thinking relating to diversity, equity & inclusion?

Challenge: What is something from the morning that has challenged your thinking or helped you think in a new way?





CENTERING STUDENT VOICES PANEL

MORNING WORKSHOPS



ZOOM WORKSHOPS:

Understanding Our Muslim Students

**Building More Equitable & Inclusive
School Communities**

**Difficult Conversations in the
Classroom**

IN-PERSON WORKSHOPS:

Safe Schools

Diverse Identities & Allies

Labels, Assumptions & Stereotypes

Identity Across the Curriculum

DEI Doubts

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Director of Guidance

Ann Dever-Keegan
Assistant Principal

Emily Sullivan
Athletic Director

TO: Elizabeth McCoy, Superintendent
FROM: John G. Smith, Principal, DSHS
RE: Principal's Monthly Report
DATE: December 6th, 2022

Principal's Reflections:

On Monday November 28th, the district held a full day of professional development for all teachers and educational assistants in prek-12. A number of students from grades 6-12 were part of a panel that presented to all attendees their experiences in the Dover Sherborn schools. They discussed both positive experiences as well as negative ones and gave a real view into their world. Their words were powerful, inspiring and heartbreaking all in one. It is so important to hear from marginalized students if we are to truly meet our mission of inspiring all students to reach their full potential. This opportunity helped to kick off a great day of workshops, department collaboration and difficult conversations, all of which will help to make us a better school. Teacher feedback from the day was extremely positive. This is just one step in our journey with the ultimate goal of having an inclusive and positive school experience for all students.

HS Events:

Thursday December 15th Regional Band concert, featuring the 6th-7th and Regional Concerts Bands, Jazz 101, Sharp 9, and the High School Jazz Band. 6:30 PM Mudge Auditorium

December 20th Vocal and Strings concert, featuring the 6th-7th and Regional Choirs, the HS a cappella groups, and the DS String Ensemble 6:30 PM Mudge Auditorium

Monday December 26- Monday January 2nd- Year end vacation

Curriculum:

Curriculum update English Department, December 2022

The English Department continues to be thankful for the opportunity to teach in person and in our classrooms, and we continue to be energized by the opportunity to continue our work in

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response to the district-wide DEI initiatives. Every teacher in our department continues to use Google Classroom to keep students apprised of due dates and upcoming assessments. We continue to find this platform to be an efficient way to keep students organized as well as help them complete work when they are absent.

On November 28th, as part of the day-long PD Day, we had a productive meeting with the middle school English department members (as well as the new reading and literacy specialist Emily Daly and our embedded special education liaison Kelly Savla). We discussed the alignment of grades 6-8 writing skills and writing processes, as well as initial discussions about the scope and sequence of grammar skills and concepts. We also discussed learning and skills gaps that occurred due to COVID and ways that we are working to fill those gaps. We look forward to meeting again to continue these discussions, and to potentially including K-5 teachers in our discussion of the scope and sequence of writing and grammar skills moving forward.

We continue to be excited about the meaningful and engaging work that is resulting from our initial look into the DEI audit results. Within our department, we continue to increase the diversity of voices in the stories, essays and articles we study in all of our classes. We encourage students in all of our classes to reflect on how their identity and their place in the world impacts their lives as readers and as members of our community. Our texts are meant to provide “mirrors,” “windows” and “sliding glass doors” for students (based on the works of Emily Style [1988](#) and Dr. Rudine Sims Bishop’s work [1990](#)). A mirror is a story that reflects their own culture and helps them strengthen their identity; a window is a story that offers them a view into someone else’s experiences, experiences that may be very different from their own; a sliding glass door offers an opportunity to inhabit the worlds and spaces of characters to become a part of this world albeit temporarily. We feel an effective, culturally responsive curriculum needs to provide students with all of these experiences.

This year's **English I and II** courses, in addition to focusing on the state framework skills and concepts, are giving extra attention to the writing process and how to get students to fully engage at all steps of the process, from brainstorming to final product. As noted, we were happy to see that the writing process steps that we ask students to engage in are similar to the steps that are given in grades 6-8. In addition, we want students to make meaningful connections between the literature we are studying and the complex world around them, and we see writing as one way to build these connections. Small Group English (for recommended English I and II students) continues to provide students a chance to engage in skill-building activities (writing and reading), PSAT and MCAS practice passages, as well as receive support for their work in their main English classes.

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This year's **American Literature** teachers continue their commitment to incorporating and piloting course materials that will continue to help students dive deeper into traditional, canonical texts as well as bringing in diverse voices and perspectives during similar time periods. For example, teachers may pair Fitzgerald's *Great Gatsby* with excerpts from the Harlem Renaissance poets, or discuss the texts generated during the Red Scare while reading Arthur Miller's *The Crucible*. As in other courses, we want students to make meaningful connections between the literature we are studying and the complex world around them, and we see reading diverse texts and a variety of perspectives as one way to build empathy, community and connection.

The **AP Language (juniors) and Literature (seniors) courses** are continuing to focus on analytical writing (primarily nonfiction for Language and fiction and poetry for Literature) as well as helping students make meaningful connections among the texts we are studying, the diverse complex world around them, and their place in it. We continue to seek out opportunities for students to apply critical thinking skills to our course texts, for example, AP Language students were given the chance to place Ralph Waldo Emerson in "dialogue" with another thinker in our unit of study (Frederick Douglass, Malala, Michelle Zauner, Tara Westover, Plato) to note areas of incongruence and congruence in terms of their philosophies of knowledge and education. In both courses we often bring in contemporary and varying perspectives to pair with other texts to help enrich students' understanding of course themes and topics, for example Brene Brown's talk "The Power of Vulnerability," (2010) paired with Colum McCann's *Let the Great World Spin* (2009), and *Dubliners* by James Joyce (1914) in AP Literature. Our students continue to meet with success on the national exam with over 92% of students passing the AP exams.

Our **senior elective** courses (Film as Literature, British Literature, Poetry Workshop, Contemporary Literature and Nonfiction and Writing) continue to provide students the opportunity to explore areas of specific interest within English Language Arts; as in our other courses, we seek to provide a balance of perspectives in terms of the voices that are centered in our course texts and films. We give students the opportunities to make meaningful connections among the texts and films they are studying as well as connections to the complex world we live in. We see the study of texts and films that include a variety of perspectives as one way to help build empathy, community and connection.

Finally, while we already identified increasing the diversity of our course texts as part of our district curriculum review cycle several years ago, we look forward to continuing our work around issues of equity, diversity and inclusion while recognizing that this work is ongoing and part of the continual process of learning for the district. We realize that "adding text's is only one part of what true diversity, equity and inclusion can look like for the students in our English

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classrooms, and we look forward to thinking even more expansively about equity and accessibility in all of our classes.

World Language Department: Curriculum Update December 2022

Chinese

Students in all four Chinese language classes (**Novice 1, 2, 3, Intermediate 1**) are focusing on development of student's capabilities of using the language in selected level-appropriate situations such as family introductions and school activity descriptions. Further practices are also implemented in special seasonal topics (Thanksgiving) through various activities such as learning the relevant vocabulary and writing poems.

French

Novice 3: Students have just finished a unit of study on where we live and their responsibilities at home and after Thanksgiving, they will start a unit about food and food traditions in the francophone world.

Intermediate 1: Students have just completed a unit of study on francophone cities and they presented projects in which they planned a trip to a francophone city (such as Québec, Nice, Dakar, Bruges, Strasbourg, etc.). After Thanksgiving, they will begin a unit about different professions and the baccalauréat exam in France.

Intermediate 2 CP: Students recently completed individual projects on Guy de Maupassant's short story *La Parure* ("The Necklace"). In addition to the short story, they are reviewing reflexive and reciprocal verbs.

Intermediate 2H: Students are finishing a review of the passé composé and the imparfait in addition to reading "Le Petit Prince." Students are doing group presentations on the planets that the Little Prince visits.

Intermediate 3 class recently viewed "La Gloire de mon père" by Marcel Pagnol and is currently reading the sequel, "Le Château de ma mère." We are also reviewing the use of the subjunctive with verbs of volition and emotion.

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AP French: The students welcomed Courtenay Cabot Venton, International Development Economist and mother of Esmé, an AP French student. Ms. Venton spoke to us about her work around the world in poverty reduction and how the students can have a positive impact on this problem. Her visit ties into the AP French theme of "Global Challenges," one of the six themes of the course.

Latin

Novice III: Students are learning about subjunctive verbs used independently to express orders, deliberative questions, exhortations, wishes, and possibility.

Intermediate I: Students are reading Catullus's 64th poem, an epyllion describing the wedding of Peleus and Thetis, the parents of Achilles, with the tale of Theseus's abandonment of Ariadne included within the poem via ekphrasis: the inner story is a scene woven on a tapestry.

Advanced Topics in Latin: Students are reading the seventh book of Ovid's *Metamorphoses*, which includes such scenes as Medea's assistance to Jason as he retrieves the Golden Fleece and Minos's attempts to exact revenge on the Athenians for killing his son.

AP Latin: Students are reading the fourth book of Vergil's *Aeneid*, in which the Carthaginian queen Dido has fallen in love with Aeneas but must come to terms with his imminent departure.

Spanish

Novice 1A: Students are learning to talk about what they like or don't like to do.

Novice 1B: Students recently did presentations in which one student was a waiter/waitress and the other was a customer at a restaurant. They performed these in front of the class. They will soon be doing individual presentations, in Spanish, to talk about typical dishes found in Spanish-speaking countries.

Novice 2A: Students just finished the chapter on school and extracurricular activities. They took a chapter test which covered extracurricular activities and grammar concepts such as the verbs *conocer* and *saber*, and comparisons.

Novice I: Students are learning about the Latino experience in the United States and the many contributions that notable Hispanics have made to our country. They researched and presented

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on the geo-political-economic aspects of the different Spanish-speaking countries of the world, as well.

Novice 2: Students this week are learning how to use the verb “estar” with adjectives to talk about conditions and emotions.

Novice 3: Students just finished the chapter on health topics. Students took a chapter test where they were expected to negotiate meaning using the four linguistic skills within the content of chapter: health, visits to the doctor, as well as the imperfect and preterite tenses in Spanish.

Intermediate 1: Students are learning how to use the subjunctive with adjective clauses and learning more about Spanish culture while watching the video series *Destinos*.

Intermediate 2 CP: Students just have been discussing and working with vocabulary centered around favorite pastimes (sports, games, music, movies, etc.). They have seen a video about Mexican cinema and read about it as well. They will also read and debate about the controversial topic of bullfights.

Intermediate 2H: Students are finishing the chapter on Mexican Gastronomy. They will be presenting video projects next week in which they either demonstrate preparing a Mexican food dish, or visit a Mexican restaurant and document their experience. In addition, students have reviewed and deepened their knowledge of preterite/imperfect, and will re-narrate, in written form, what has happened in the *Destinos* episodes they have seen up to this point.

Intermediate 3: Students are finishing up the unit on the History of Spain and the Spanish Civil War. Students read a poem by the acclaimed poet Pablo Neruda, and gave oral presentations of the different factions that made up the Nacionalistas and Republicanos.

AP Spanish: Students are working on cultural comparisons, writing emails and learning more about the cultural theme “Science and Technology”.

Guidance:

GUIDANCE DECEMBER NEWS

Juniors:

Guidance will be sharing in depth Screencastify presentations in early December with juniors and their parents/guardians to kick off the college exploration process. This will be in lieu of our

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in person parent/guardian evening held in December. We have moved the in person parent/guardian evening to May so that we can focus on the college process at a time when students and parents/guardians are ready to utilize the information in real time more so than in December. The Screencastify presentations are still in the creating stage but we are planning to include multiple videos that anyone can access at any time on a variety of topics such as:

- Overview of the college search process
- Using Naviance to explore colleges including how to use scatter grams
- Naviance resume tool
- Visiting colleges – how to sign up, what to look for, questions to ask
- Enhancing the student profile – getting to know teachers, working hard in classes, exploring interests and passions outside of school
- Standardized testing – when to sign up, how to prepare, test optional, how to send scores

We will also share a timeline for junior and senior years.

Freshmen Meet and Greet:

Counselors have been enjoying the new “meet and greet” opportunities with their students. In the past, the meetings used to be about 10-12 students and more of a larger group check in. We have changed the “Meet and Greet” to a smaller group of 3-4 students and they are meeting directly with their counselor. The counselors have found that they are getting to know their students at a deeper level during this meeting and that students are sharing more about their transition to high school in the smaller group setting.

AP Exam Registration:

AP exam registration ended on November 15th. We have 226 students signed up for 548 exams in May of 2023.

Music and Drama Update:

December is a busy performance month for the FPA department.

December 8th, 9th, and 10th is the DSMS drama production of SpongeBob the Musical. Students have been working since September for this performance, with many high school students serving as student leaders to direct, choreograph, play in the pit orchestra, make and organize props, design the set, sound, and lighting, and train middle school crew members. Please see the drama website for times, more details, and ticketing info.

December 15th at 6:30pm is the Regional Band concert, featuring the 6th-7th and Regional Concerts Bands, Jazz 101, Sharp 9, and the High School Jazz Band. This will be the first

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performance for the full concert bands of the year, showing the culmination of their work these past few months.

December 20th at 6:30pm is the Vocal and Strings concert, featuring the 6th-7th and Regional Choirs, the HS a cappella groups, and the DS String Ensemble. This will be the first performance of the year for several of these groups, showing the culmination of their work these past few months.

Athletics:

Athletics School Committee Write up - December 6, 2022

Fall 2022 Season Recap, TVL All Stars, MVP, and Honors

1. Golf:

- a. Record: 12-3 regular season record, TVL Small Champions
- b. TVL Small MVP: Sean Scannell
- c. TVL Small All Stars: Sean Scannell, Ben Schroeder, Tim Hill, Charlie Potter, Mason Melchionda, Griffin Sipp
- d. TVL Small COY: Jon Kirby
- e. Post season: MIAA D3 Central Champions, Sean Scannell D3 Central Medalist, MIAA D3 State 4th Place (to Weston, MV, Sandwich), Sean Scannell competed in the New England Tournament at Mohegan Sun Golf Club

Football:

- a. Record: 8-0 regular season record for the first time in school history, TVL Small Champions
- b. TVL Small MVP: Michael Polk
- c. TVL Small Defensive Player of the Year: Mekhi Robinson
- d. TVL Small Lineman of the year: Matt Darrin
- e. TVL Small All Stars: Michael Polk, Mekhi Robinson, Matt Darrin, Brian Olson, Alex Banerjee, Emilio Cabey, Griffin Rosbottom
- f. TVL Small COY: Steve Ryan
- g. Post Season: 8 seed, Sweet 16 win vs. Watertown 28-14, Elite 8 win at Hudson 20-7, Final 4 vs. Shawsheen Valley Tech 21-14 Loss

Girls Cross Country:

- a. Record: 5-0 regular season record, TVL Small Champions
- b. TVL Small MVP: Margaret Bowles

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- c. TVL Small All Stars: Margaret Bowles, Molly Malloy, Camille Boudreau, Laura Green, Maddie Cronin, Katya Mazurenko
- d. TVL Small COY: Toni Milbourn
- e. Post Season: 3rd at Divisional, Margaret Bowles 3rd at Divisional's, All States the team placed 7th and Margaret Bowles placed 9th overall
Boys Cross Country:
 - a. Record: 4-1 regular season, 2nd in the TVL Small
 - b. TVL Small All Stars: Aidan Pearsall, Grant Sullivan, Gabe Goldstein, Owen Fontaine, Henry Orraca-Cecil
 - c. Post Season: 3rd at Divisional, Jack Almeda 8th and Owen Comiskey 14th at Divisional, All States the team placed 9th and Jack Almeda finished 29th overall
Girls Soccer:
 - a. Record: 11-4-3 regular season, 2nd in the TVL Small
 - b. TVL Small All Stars: Waverly Sumner, Elo Luczkow, Sasha Ceol, Tessa Broderick
 - c. Eastern Mass All Stars: Waverly Sumner, Elo Luczkow
 - d. TVL Small MVP: Waverly Sumner
 - e. TVL Small COY: Evren Gunduz
 - f. Post Season: 8 seed, Round of 32 win vs. Apponequet 3-0, Sweet 16 win vs. Norwell 1-0, Elite 8 win at South Hadley 1-0, Final 4 vs. Hanover 1-0 Loss in 2OT & PKs
Boys Soccer:
 - a. Record: 10-5-3 regular season, 2nd in the TVL Small
 - b. TVL Small All Stars: Jack Martin & Cathal Keating
 - c. Eastern Mass All Star: Jack Martin
 - d. Post Season: 7 seed, Round of 32 win vs. Hudson 2-1, Sweet 16 win vs. Martha's Vineyard 3-2 in OT, Elite 8 loss to Dedham 1-9
Field Hockey:
 - a. Record: 11-1-4 regular season, TVL Small Champions
 - b. TVL Small All Stars: Caroline Harvey, Drew Hussar, Avery Bent
 - c. TVL Small MVP: Caroline Harvey
 - d. TVL Small COY: Molly McGill
 - e. Post Season: 4 seed, Round of 32 win vs. Middleboro 4-1, Sweet 16 win vs. North Reading 2-0, Elite 8 win vs. Foxboro 1-0, Final 4 vs. Watertown loss 6-0

Winter Sports Sign Up Numbers:

BBB	52
GBB	27

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BIT	37
GIT	30
BIH	42
GIH	4
BSWM	16
GSWM	12
BNOR	3
GNOR	17
BALP	18
GALP	19
GYM	2
Total SA's signed up	279

Dover-Sherborn Middle School

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David Lawrence, Principal
Tracy Sockalosky, Assistant Principal

Jill Arkin, Special Education Team Chair
Mimi Feerick, Interim Special Education Coordinator

TO: Elizabeth McCoy, Superintendent
FROM: David Lawrence, Principal, DSMS
RE: Administrator's Monthly Report
DATE: December 6, 2022

Principal's Reflections

As part of our effort to build community and instill joy into the middle school experience, we instituted a new pre-Thanksgiving celebration last Wednesday morning - the first annual "DSMS Turkey Tourney!"

The morning was full of fun, silly activities, delicious snacks (provided by POSITIVE - thank you!), and a chance for students to take a moment to write a note of thanks to somebody that they were grateful for. Activities included:

- **Turkey Towers** - a fun engineering challenge in which students competed in small groups to build the tallest "turkey tower" out of straws and marshmallows that could hold a small turkey toy at the top
- **Turkey Trot** - a 1-mile race around the campus (with some students choosing to run, and others choosing to cheer them on)
- **Turkey Toss** - aka a huge cornhole tournament on the football field
- **Thank-you Note Writing** to somebody that they were grateful for, and the decorating of "Gratitude Feathers" for our three Turkeys, sharing people and things they were grateful for.
- and a **Closing Ceremonies Assembly** with performances by our jazz band and chorus, where "winners" were awarded silly prizes, and where each team was also able to acknowledge some **"Top Turkeys"** - students who have demonstrated exceptional kindness, enthusiasm, or helpfulness to their peers.

It was an absolute blast! Every student and staff member I spoke with said that it was an amazing day, and it allowed them not only to have fun but to build relationships and get to know each other better. I would like to extend a huge thank-you and my sincere gratitude to POSITIVE (for the snacks and adult support!), Assistant Principal Tracy Sockalosky for spearheading the organizing, and all our staff members who facilitated the activities and celebrated along with their students. It was a huge team effort and wouldn't have been possible without everyone's contributions! I, for one, left the festivities with renewed gratitude to be a part of such a wonderful school community, and I floated on the residual joy for days afterward.

Parent/Caregiver Focus Groups

As part of my "Entry Plan" as the new principal of the middle school, I have invited parents and caregivers to three focus groups, so that I can learn more about their hopes and dreams for their child's middle school experience. The prompts for this focus group are:

*The Dover Sherborn Schools share in the mission to
inspire, challenge and support all students as they discover and pursue their full potential.*

- *What do you value most about the middle school? What do your kids value most?*
- *What might make your child feel more of a sense of belonging to our school community?*
- *What are your hopes and dreams for your child's experience at DSMS?*

There will be three sessions conducted on Wednesday, December 7th:

- 9 - 10 AM (in person at the MS)
- 2 - 3 PM (in person at the MS)
- 7 - 8 PM (via Zoom)

I will be holding similar focus groups with a variety of student groups as well over the next month.

Recent Message to Parents in our November 2 MS Newsletter:

"Our theme at the middle school this year is, "Building a joyful, inclusive community of engaged learners, where everybody grows." Part of being an inclusive community is ensuring that all students feel welcomed and accepted. As the recent equity audit illustrated, not all students feel fully included at school, particularly students who don't fit the mold of a "typical" DS student. At the middle school, students who identify as LGBTQ+ have shared that they have experienced a great deal of unkind behavior from peers, often outside the ears of adults who could intervene.

Recently, some of our 6th graders had been discussing the mean behavior they've been experiencing relative to their identities, and decided to try to take a positive step to educate their peers and promote tolerance of differences. They researched and put together a series of slides that shared simple definitions of various sexual orientations (example: "A gay person is a man that is attracted to another man. Gay is also a term used widely for people who are attracted to the same gender"). LGBTQ+ is a common term that comes up in the media and their hope was to help students become more informed about what these terms mean. They shared the slides with me, and asked us if I could include them on our lobby display, which I did on Monday afternoon.

I'm sharing this information for two reasons. The first is that I've become aware that the slides were upsetting to some parents and community members. I've received feedback expressing concern that being exposed to the language around various sexual orientations was developmentally inappropriate. I can certainly appreciate that perspective, however the Massachusetts health frameworks calls for all 5th graders to be able to "define sexual orientation using the correct terminology (such as heterosexual, gay, and lesbian)".

I'm also sharing this for another reason. I'd like to ask for your help in encouraging our students to be tolerant and kind to their peers, particularly those peers who don't "fit the mold". Our school community is a wondrous mix of all sorts of different humans, and some of those differences can make them the targets of unkind "joking" or comments. Some of our students dress differently; some are gay; some speak with accents; some have "unusual" names; some don't identify with the gender they were assigned at birth; some are Black; some are from Boston; some have disabilities...and they are all amazing, valued members of our school. Some of our students find it funny to joke about things that make students different from their peers, and they don't realize that their jokes can be very painful for the recipient to hear. I'd appreciate your help in setting the expectation that all our students are deserving of kindness and respect. With your partnership, we can ensure that the middle school is a place where all students can feel safe, welcome, and included."

Curriculum/PD

While most of our students were home on November 28th enjoying an extra day off, the entire district staff engaged in a full day of professional learning focused on "Supporting & Including All Students". It was a really thought-provoking and engaging day, with a variety of seminars and sessions occurring simultaneously. But perhaps the most powerful segment was the first one - the entire district faculty gathered in the auditorium to listen to a panel of middle school and high school students share their personal experiences as students. They spoke with passion and confidence about their experiences here at DS in language that helped teachers understand their challenges around being understood, supported and included. They demonstrated what we hope all our students will become - confident, engaged citizens who want to make their communities better places!

Upcoming Dates

- 12/5 *Sun Team* Field Trip to Harvard Museum
- 12/6 *Moon Team* Field Trip to Harvard Museum
- 12/7 Parent/Caregiver Focus Groups
- 12/8 - 12/10 *The SpongeBob Musical!*

Arts & Drama

Come see *The SpongeBob Musical!* The critically acclaimed, award-winning musical was declared "BRILLIANT!" by The New York Times earning 12 Tony Award nominations, the most nominated musical of the 2017-2018 theater season. Named Best Musical by the Drama Desk Awards and Outer Critics Circle, *The SpongeBob Musical* explodes on the stage in a "neon-sparkly party for the eyes and ears" (Daily Beast). Come cheer on the DS Middle School under-the-sea friends in *The SpongeBob Musical* at Dover-Sherborn Mudge Auditorium! Show dates are Thursday, December 8th at 6:30pm, Friday, December 9th at 7:00pm, a Saturday matinee on December 10th at 1:00pm, and an evening performance at 7:00pm. Tickets are on sale now and can be purchased www.ticketstage.com or at the door.

The Public Schools of Dover and Sherborn

157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org



Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Regional School Committee
FROM: Dawn Fattore, Business Administrator
DATE: December 2, 2022
RE: FY23 Approved Warrants

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

<u>Voucher #</u>	<u>Date</u>	<u>Amount</u>
1093	11/10/2022	\$217,324.37
1102	11/22/2022	\$120,708.73
1103	11/28/2022	\$379,725.26



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

John G. Smith, *Principal*
Ann Dever-Keegan, *Assistant Principal*
Ellen Chagnon, *Director of Guidance*
Emily Sullivan, *Athletic Director*

2023-2024 Summary of Program of Studies Changes

General Updates

WORDING CHANGED: Change all his/her to their, him/her to them

UPDATED: all dates

Summary of Graduation Requirements section

COVID-19 College Statement

-- WORDING REMOVED: returned to in-person learning, 5 days a week.

-- WORDING ADDED: continued with a semesterized grading schedule this year.

-- WORDING REMOVED: **2019-2020 School Year:**

Removing this because, No longer applicable for students in our school

Due to the COVID-19 pandemic, Dover Sherborn High School shifted to remote learning on Friday, March 13, 2020. Standard letter grades were given for Quarters 1 and 2 and, subsequently, Semester 1. A letter grade was also given for Quarter 3, representing *only* the in-person portion of the second semester. Fourth quarter was graded on a Pass/Fail basis. Final grades for the year were calculated by weighting each grade as follows: Semester 1 (72%), Quarter 3 (18%), Quarter 4 (10%).

MCAS

-- WORDING REMOVED: Science

-- WORDING ADDED: STE

-- WORDING REMOVED:

ELA & Math

Classes of 2021 and 2022

Class of 2023

Subject	Option 1	Option 2
---------	----------	----------

Option 1	Option 2
----------	----------

ELA	Earn a score of 472 or higher	Successful completion of a relevant high school course (Refer to the links provided above for details of the temporary modification of the CD requirements.)	Earn a score of 472 or higher	Earn a score between 455 and 471 and Fulfill the requirements of an Educational Proficiency Plan (which will be implemented in the 2021-22 school year)
Math	Earn a score of 486 or higher	Successful completion of a relevant high school course (Refer to the links provided above for details.)	Earn a score of 486 or higher	Earn a score between 469 and 485 and Fulfill the requirements of an Educational Proficiency Plan (which will be implemented in the 2021-22 school year)

Science (STE)

Class of 2020			Classes of 2021–2023		
Subject	Option 1	Option 2	Option 1	Option 2	Class of 2024
STE	Earn a score of 220 or higher (for students who took an STE test in February 2020 or earlier)	Successful completion of a relevant high school course (Refer to the April 29, 2020 Update, provided above, for details.)	Earn a score of 220 or higher (for students who took an STE test in February 2020 or earlier)	Successful completion of a relevant high school course (Refer to the May 26, 2020 Update, provided above, for details.)	Earn a score of 220 or higher

-- WORDING ADDED:

Classes of 2024 and 2025*

Subject	Option 1	Option 2
ELA	Earn a score of 472 or higher	Earn a score of 455–471 and Fulfill the requirements of an <u>Educational Proficiency Plan</u>
Math	Earn a score of 486 or higher	Earn a score of 469–485

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Classes of 2024 and 2025*

Subject	Option 1	Option 2
		and
		Fulfill the requirements of an <u>Educational Proficiency Plan</u>
STE	Earn a score of 220 or higher on legacy Chemistry or Technology/Engineering, or the interim passing standard for next-generation Biology or Introductory Physics	Not applicable (only one option for STE)

***A note on the passing standard:**

Please note that the passing standards for the classes of 2021–2025 are set at a level of achievement that has been established as equivalent to the standard on the legacy MCAS tests. Some students in the classes of 2021–2025 may score in the Not Meeting Expectations level, but their scaled score is high enough to earn the CD in that subject. Please see the September 22, 2022 edition of the Student Assessment Update for a visual representation of this.

Educational Proficiency Plans (EPPs)

- WORDING REMOVED: (a minimum scaled score of 240)
- WORDING ADDED: (see chart above)
- WORDING ADDED: STE is not part of the EPP requirement.
- WORDING REMOVED: The EPP is not required for students in the classes of 2020–2022, who are eligible for the modified CD. It will be required in the school year 2021–2022 for subsequent classes.

SAMPLE SCHEDULE

- WORDING REMOVED: MINIMUM

ELECTIVE COURSES

- WORDING ADDED: ARTS & TECHNOLOGY

CURRENT HIGH SCHOOL STUDENTS

- WORDING CHANGED: from At the beginning of March to In March

INCOMING FRESHMEN

- WORDING REMOVED: late January
- WORDING CHANGED: from your son or daughter to their students

PLACEMENT REVIEW PROCESS FOR GRADES 9-12

- COMBINED 10-12 and Incoming Freshmen
- English Department - WORDING ADDED: Please see page 35 for more details.
- Added Math Placement Review Process - WORDING ADDED:

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

Students enrolled in a CP math class with a strong quiz and test average (93% or above) who desire to enter a higher level course for the next year may do so by taking a skills test, followed by a combined midyear/final honors exam. Excelling at the CP level does not always guarantee similar success in a higher level math course, so the math department developed a process to collect additional information and make an informed recommendation for placement.

- The skills test must be taken by May 31st, and is an assessment for which a student does not need to prepare. It gives the math department a glimpse of basic algebra skills that a student in an honors class typically demonstrates.
- The combined midyear/final exam is typically taken in June or August, and is given to see if the student has the background knowledge to be successful at a higher level. Higher level courses often cover more material than their lower level counterparts, and thus students wishing to be in a higher level must fill in the gaps that they missed before entering the higher level of the next class. This assessment will help both the math department and the student gauge their preparedness for the higher order thinking and knowledge of concepts needed before entering the higher level course.

If a student goes through this process and achieves at least an 83% on both of the exams (or a 90% if pursuing an AP Class), the math department head will recommend that the student move to the higher level for the following year.

If a student goes through this process and does not achieve the scores needed for the Math Department Head to make a recommendation for a level change, the student can still pursue a level change, but will need to sign (along with a guardian, the Math Department Head and the Principal) the math department override form before a schedule change is made.

All level change requests from course selection recommendations need to be initiated with the Department Head by April 28th. Once initiated, the Department Head will coordinate with the student and parent when the skills test and combined midyear/final exam can take place. All testing must be done and forms signed by August 25th.

-- **Other Academic Department Placement Review Process** - WORDING

REMOVED: recommending subject teacher and

-- WORDING CHANGED: from review to discuss

COURSE CHANGE PROCEDURES

Adding a Course

-- WORDING ADDED: Department Head or

Class Level Transfers

-- WORDING REMOVED: After the first six classes have passed, a student may change **ONLY** the level of a current class and **ONLY** with the recommendation of the classroom teacher and the Department Head. **A course level change may only be considered through the mid-point of a course.** A student's grade average in his/her their current class, as of the date of the level transfer, will follow him/her into the new level class.

After first semester interim grades have been posted, the report card and transcript will reflect a Withdrawal Pass (WP) or Withdrawal Fail (WF) in the previous level.

-- WORDING ADDED: Level changes should be informed decisions that happen after a student has discussed this with the Teacher, Department Chair, Guidance Counselor and the student's family. While a level change can be made at any time it may not always be possible due to class size and/or number of sections available.

When a student changes level:

- Any level move from Honors to College Prep students will be given a 6 point grade bump as the starting average in the new level. This point bump also applies to level changes within CP.
- There is no grade bump when a student moves from Advanced Placement to Honors or College Prep.

Dropping a Course

- WORDING CHANGED: from **a failing grade (F) to a semesterized grade.**
- WORDING REMOVED: **The result of dropping this class will appear on a student's permanent record/transcript as a failure (F) for this course.**

VIRTUAL HIGH SCHOOL COURSES:

- WORDING REMOVED: **THE RECOMMENDATION OF THEIR**
- WORDING ADDED: **A DISCUSSION WITH THE STUDENT'S**

CALCULATING A GRADE POINT AVERAGE

- WORDING ADDED: Arts & Technology
- WORDING MOVED: Students who successfully complete AP Art will receive Advanced Placement Quality Point weighting toward their GPA

COVID-19 College Statement

REMOVED: – listed elsewhere in POS

National Honor Society - NO CHANGES

World Language Honor Society - NO CHANGES

Massachusetts State Seal of Biliteracy - NO CHANGES

Global Citizenship Program

-- WORDING ADDED: in order to receive the **Global Citizenship Certificate**.

STANDARDIZED TESTING INFORMATION

PSAT/NMSQT

-- WORDING REMOVED: newly re-designed

-- WORDING ADDED: In the Fall of 2023, the PSAT will move to a fully digital format.

SAT

-- WORDING CHANGED: from 4 parts to 3 major sections

-- WORDING ADDED: In the Spring of 2024 the SAT will move to a digital format. The new format is shorter and will take 2 hours and 15 minutes

-- WORDING REMOVED: and the Subject Tests,

English section

Incoming Freshmen

-- WORDING ADDED: earned

-- WORDING CHANGED: current to Grade 8

-- WORDING ADDED: a demonstrated ability to independently read at both the literal and inferential levels,

-- WORDING REMOVED: portfolios

Rising Sophomores, Juniors, and Seniors

-- WORDING CHANGED: Upper-class students to Rising sophomores, juniors and seniors

-- WORDING REMOVED: Students in a junior honors class are expected to maintain an average of B- to be placed at the honors level during senior year.

-- WORDING ADDED: Rising sophomores, juniors and seniors who wish to remain in the Honors level for the following year must maintain an average of a B- by the end of semester 1 and have the recommendation of their current English teacher. Students must maintain the B- (or better) average during the second semester in order to secure their placement for the following year.

-- WORDING CHANGED: from junior honors to American Literature Honors

-- WORDING ADDED: by the end of semester 1

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- WORDING ADDED: they must maintain at least a A- average to secure their placement.
- WORDING CHANGED: a junior CP class to the American Literature CP class
- WORDING ADDED: by the end of semester 1
- WORDING CHANGED: the English Department to their current English teacher
- WORDING ADDED: They must maintain this A average during semester 2 to secure their placement.

Small Group

- WORDING REMOVED: Supplementary support classes that count toward graduation, but do not count toward the 24 English credits required for graduation include Small Group English, which is offered all four years and requires teacher recommendation.
- WORDING ADDED: Small Group English and MCAS English Preparation are supplementary support classes that count toward graduation credits, but do not count toward the 24 English credits required for graduation. Small Group English and MCAS English Preparation require teacher recommendation. Note that, due to staffing constraints and variations in student performance, these classes may not be offered all four years.
- WORDING CHANGED: *grade 9 students to English I CP students*
- WORDING CHANGED: *grade 10 students to English II CP students*
- WORDING CHANGED: *grade 11 students to American Literature CP students*

MCAS English Preparation*

- WORDING ADDED: write effectively on MCAS questions
- WORDING REMOVED:
 - utilize a standard form in writing open-ended responses
 - (long composition) comment in a well-informed manner on a piece of literature from their own experience and memory
 - (long composition) write a 2 – 3 page essay, in standard English, with the help of a dictionary for use in revising spelling
 - pass the Language Arts portion of the MCAS

English I (1101 & 1110)

- WORDING ADDED: and thinking independently and for oneself.
- WORDING CHANGED: study to executive functioning
- WORDING ADDED: draw inferences from literature
- WORDING ADDED: and independently
- WORDING ADDED: and CP
- WORDING REMOVED: selections from the following
- WORDING ADDED: as well as selections from classic and contemporary novels,

English I (1159)

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- WORDING ADDED: focuses on the themes of identity and self-discovery and
- WORDING CHANGED: from may include to for English I CP may include selections from the following:
- WORDING REMOVED: *The Catcher in the Rye, The Curious Incident of the Dog in the Night-time, The Absolutely True Diary of a Part-Time Indian*
- WORDING ADDED: *Much Ado About Nothing, Speak, The Piano Lesson, A Separate Peace, The Bean Trees, The Lord of the Flies*, selections from classic and contemporary novels
- WORDING ADDED: poetry and drama
- WORDING ADDED: write effectively
- WORDING REMOVED:
 - write a final assessment that synthesizes and analyzes texts in the course
 - locate sources in the library
 - document sources for literary research
 - use the Internet as a research tool
 - write a final paper

English II (1311 & 1300)

- WORDING ADDED: excerpts from
- WORDING ADDED: and other contemporary texts
- WORDING CHANGED: including to which may include

AP English Language and Composition

- WORDING REMOVED: *Open to juniors eligible for Honors standing and who have the recommendation of their current English teacher.*
- WORDING REMOVED: idea of created truth, model-dependent reality, part-pattern-meaning, and the relationship between rhetorical purpose and rhetorical strategies
- WORDING ADDED: major topics or ideas about issues such as education, knowledge, truth and social justice.
- WORDING ADDED: In order to receive AP credit,
- WORDING ADDED: identify the rhetorical situation and circumstances of texts (including speeches, letters, eulogies)
- WORDING REMOVED: write effective AP argument analysis essays

American Literature (1411 & 1440)

- WORDING ADDED: *English Language and Composition.*

American Literature (1439)

- WORDING REMOVED: *Feed*,
- WORDING ADDED: *Narrative of the Life of Frederick Douglass, an American Slave, Fences*,
- WORDING REMOVED: selected
- WORDING ADDED: excerpts from contemporary and classic novels,

SENIOR COURSES

-- WORDING REMOVED: Students may not repeat an English class they have passed in a prior semester for credit during their senior year.

-- WORDING ADDED: Students may not earn credit for an English class they have passed in a prior semester.

-- WORDING ADDED: and the recommendation for both semester-level classes is made by the prior English teacher after Semester 1 of junior year.

AP English Literature and Composition

-- WORDING REMOVED: *Open to seniors with a B- in AP Language and the recommendation of their English teacher or an A- or higher in Honors junior English and the recommendation of their English teacher.*

-- WORDING ADDED: a variety of topics, such as:

-- WORDING REMOVED: by such authors as Conrad, Joyce, Morrison, Faulkner, O'Brien, Melville, Delillo, Cunningham, Kingsolver, Lahiri, Ishiguro, Irving Shelley, Orwell, Shakespeare, Wilde, and Woolf, among others,

-- WORDING REMOVED: not only as they appear in the works studied, but also as they apply to students' own lives. Students will work with

-- WORDING REMOVED: Students will respond in the form of literary journals, essays, class presentations, dramatic presentations, and class discussion, which is central to the course.

-- WORDING ADDED: In order to receive AP credit,

-- WORDING REMOVED: Major texts may include: *Hamlet, Twelfth Night, The Rape of Lucrece, Mrs. Dalloway, Heart of Darkness, Beloved, Disgrace, In the Lake of the Woods, Let the Great World Spin, The Importance of Being Earnest, A Prayer for Owen Meany, Never Let Me Go, The Namesake, Dubliners, Falling Man, Frankenstein, 1984*, as well as classical and contemporary short stories and poems.

-- WORDING REMOVED:

- identify the literary techniques that contribute to the meaning of a work
- define the style of a work
- understand how the structure of a work serves its content
- analyze sophisticated and complex poetry, fiction and drama
- write analytical essays in response to literature
- answer the multiple choice questions from the AP Exam
- write literary research papers using primary and secondary sources, revising and editing drafts
- think critically about and respond to literature using a social networking forum
- write with precise language
- write creatively and imaginatively
- identify and understand the context of a piece of literature
- identify and understand the author's tone
- identify and understand literary devices and strategies

- successfully present a memorized scene from Shakespeare and/or other dramatic literature
- WORDING ADDED:
 - analyze sophisticated and complex poetry, fiction and drama
 - identify and understand the historical and cultural context of important literary works
 - identify and understand the style, structure, tone, and other literary techniques that contribute to the meaning of a work
 - write analytical essays in response to literature, using precise language
 - answer the multiple choice questions from the AP Exam

Contemporary Literature

- WORDING ADDED: selections from contemporary novels, essays
- WORDING ADDED: identify and analyze the author's use of the elements of fiction
- WORDING REMOVED: *read additional texts.*
- WORDING ADDED: *may be asked to read additional texts beyond the CP requirements. The work of Honors students will be held to a higher grading standard throughout the course.*

Film as Literature

- WORDING REMOVED: American history, life, and the American Dream, including such films as *The Gold Rush*, *King Kong*, *The Wizard of Oz*, *Citizen Kane*, *Rear Window*, *The Graduate*, *The Godfather*, *Do the Right Thing*, and *American Beauty*.
- WORDING ADDED: important issues of class, race, gender, politics, and technology.
- WORDING REMOVED:
 - identify the basic shot types, fundamental camera and subject motions, and analyze how and why they are used
 - identify classical and continuity editing techniques and shot joining devices, analyzing how they affect the rhythm and meaning of a scene or sequence
 - analyze how the elements of sound -- the spoken word, sound effects, and music -- complement the visual images
 - identify and analyze the narrative techniques and conventions used in filmmaking
 - identify and analyze the "mise en scene" elements at work in a shot or scene
 - write precise shot descriptions that accurately translate a shot into words
 - identify and analyze the plot function and audience manipulation function of a scene
 - write analytical /interpretive essays on film
- WORDING ADDED:
 - identify and analyze narrative (story) structure and its application to film in terms of scenes
 - identify and understand the various elements (and specialized language) of cinematography, mise en scene, editing, and sound, and how they work together to create an effect and reinforce meaning in a film

- identify the historical and cultural context and importance of both classical and contemporary films
- write precise shot descriptions that accurately describe a shot into words
- understand how and why film scholars write about and analyze film
- write analytical / interpretive essays on film using a variety of film language and devices
- compare and contrast how important social issues of class, race, gender, politics, and technology are reflected in classical as well as contemporary films

Fine and Performing Arts section - NO CHANGES

Math section

Calculus Honors

-- WORDING ADDED:

- use derivatives in context with problems involving particle motion, optimization, related rates and linearization
- evaluate definite integrals using the Fundamental Theorem of Calculus and by numerical approximation, and use anti-derivatives to solve problems involving integrals

Science section

On Flow Chart

-- an arrow added from CP Chemistry (3319) to the CP Physics and/or Elective Box

Social Studies section - NO CHANGES

Technology, Engineering and Computer Science section

Computer Programming with Java Script

-- WORDING ADDED: Prerequisite: None, but a basic knowledge of HTML is suggested.

Wellness Dept section

WORDING CHANGED: Fitness My Choice to Cardiovascular Fitness

World Language Dept section - NO CHANGES

Special Programs section

- Academic Support - NO CHANGES
- Growth Resilience Integrity Tenacity (G.R.I.T.) Program - NO CHANGES
- Language Based Instructional Program - NO CHANGES
- English as second language - NO CHANGES
- Senior Project
 - o WORDING CHANGED: from parent/guardian to student
- Community Service - NO CHANGES
- REMOVED China Exchange Program - REMOVED
- Directed Research - NO CHANGES
- Independent Study - NO CHANGES
- DSHS School to Career Success Path - NO CHANGES
- TEC
 - WORDING REMOVED: "What do you want to be when you grow up?"
- Vocational-Tech Education - NO CHANGES
- Virtual High School - NO CHANGES

The Public Schools of Dover and Sherborn

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Regional School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY23 Operating Update
DATE: December 5, 2022

Attached please find:

- a. General Fund Revenues as of November 30, 2022
- b. Status of Appropriations as of November 30, 2022

*Note: As in previous years, the financial narrative will be rolling with new/updated information in **bold**.*

Revenues

There are no material variances to report at this time **except for interest income**. Chapter 70 and 71 revenue projections reflect the final Cherry Sheet amounts. The small variance in Chapter 70 is due to student enrollment in school choice districts and charter schools that were not included in preliminary cherry sheets. Chapter 71 revenues reflect a 73% reimbursement rate based on the transportation costs reported in our FY22 End of Year Report (EOYR). We are projecting no variances in athletics or activity fees. **This fall our Treasurer moved funds into the Massachusetts Municipal Depository Trust which is yielding more favorable interest rates than our previous accounts. We anticipate a positive variance of at least \$25,000 in bank interest for this fiscal year.** We will continue to review all activities and adjust projections accordingly.

Operating Expenditures

Salaries

We have encumbered the majority of salaries for FY23. Most stipends have been recorded with the exception of spring coaching positions; these are encumbered prior to each season. Post-FY23 Budget staffing changes have resulted in both small negative and positive variances in several line items. Leaves occurring during the year will continue to impact some of these variances. The Districtwide Information Mgmt line reflects the current vacancy of our data manager position. This position should be filled within the next month and associated salaries encumbered. We currently have two open custodian positions but have continued contracting with an outside facilities company to outsource these positions. These costs are being reflected in the Custodial & Grounds Services line item. Custodial overtime and substitute costs are expensed as incurred.

As discussed in October, the Status of Appropriations reflects the costs of an Interim Athletic Trainer in the salaries line item at the same amount as we had in the expenditures line item for contracted services (\$40,000). The market rate for a full-time trainer however exceeded this amount and the remaining salary costs are being covered by the Athletic Revolving Fund for FY23. It is our intention to budget for this position as an added FTE in the FY24 Budget.

Expenditures

At this time we are not projecting any material variances in operating expenses. We have encumbered projected healthcare costs and utilities in the October financials. As you know, utility costs have been on the rise over the last year. Our supply costs for electricity and gas are fixed within energy procurement contracts. We are currently paying .1031/kwh for electricity (through November 2023) and as of November 1st, .6820/therms for gas, down from our last contracted amount of .777/therms. Our electricity supply rate as of December 2023 will be .1481/kwh reflecting a 40% increase in supply costs. For FY24, we are initially projecting a \$25,000 increase in supply costs. We will be further analyzing both projected supply and delivery costs for utilities as we prepare for the FY24 budget.

Healthcare costs at this time are projected to be within our budgeted amounts. The current projection for our contribution to the OPEB fund is \$175,000.

Capital Project Update

We had two sets of capital projects approved for FY23 – the Roof Restoration Project funded through an IMA and several other smaller projects funded with E&D as approved by the Committee. Below is a status summary of each one:

1. *Roof Restoration Project* at a cost of \$1,572,000 – This project started as soon as school ended and is substantially completed as of this week. There is a small punch list of items to be completed. We did encounter one minor structural issue at Lindquist which is currently being evaluated by engineers. We will cover any additional costs of this work within our FY23 operating budget.
2. *High School Floor Replacement* at a cost of \$85,000 – The installation took place in July and included classrooms in the English/Social Studies wing. This completes the floor replacement work in this wing outside of two work room/storage spaces. Those floors are still in good condition and not in need of replacement.
3. *Lindquist Security Access System* at a cost of \$30,000 – This project has been ongoing since the summer. Final programming work is underway and the system should be in full operation by the end of the month.
4. *High School Boiler Replacements* at a cost of \$350,000 – This project is in the research stage as we continue to investigate the most energy efficient and sustainable options versus a like-model replacement. We are working with the Town Sustainability Groups, keeping open our options for Green Community and other related grant opportunities.

FY22 Wrap-up

The Region's EOYR has been filed with DESE. We are required to undergo a compliance audit each year to ensure our data reporting is in-line with their directives. This will take place prior to the March 31st filing deadline. Our auditors **have completed** their field work. New to our District this year is the requirement to undergo a Single Federal Audit for FY22 due to federal funds received exceeding the single audit threshold of \$750,000. This was primarily due to federal funding of school lunch for all students. Revenues from school lunch were approximately \$470,000. We plan to present the audited financial statements and related reports to the committee in the January/February timeframe depending on their completion.

Our E&D was certified on October 25, 2022 at an amount of \$1,181,215. This represents 4.37% of the allowed amount (capped at 5%).

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

Dover-Sherborn Regional School District

General Fund Revenues

as of November 30 , 2022

	<u>FY23</u> <u>BUDGET</u>	<u>YTD</u> <u>RECEIVED</u>	<u>EST. TO BE</u> <u>RECEIVED</u>	<u>OPERATING</u> <u>VARIANCE</u>	<u>% OF</u> <u>BUDGET</u>
DOVER ASSESSMENTS	\$12,959,396	\$5,219,513	\$7,739,883	\$0	0.00%
SHERBORN ASSESSMENTS	10,493,873	4,227,287	6,266,586	\$0	0.00%
CHAPTER 70, net	2,492,893	2,218,349	268,821	(\$5,723)	-0.23% *
CHAPTER 71 (Transportation)	571,651	0	598,848	\$27,197	4.76% *
H/S ATHLETIC FEES	284,750	133,380	151,370	\$0	0.00%
H/S PARKING FEES	52,500	38,500	14,000	\$0	0.00%
H/S ACTIVITY FEE	22,500	7,725	14,775	\$0	0.00%
M/S ACTIVITY FEE	11,250	3,825	7,425	\$0	0.00%
MISC REVENUE	5,000	305	4,695.47	\$0	0.00%
BANK INTEREST	20,000	17,787	27,212.52	\$25,000	125.00%
NON-CASH ACTIVITY	0	0	0	\$0	na
E&D UTILIZATION	110,000	0	110,000	\$0	0.00%
TOTAL REVENUES	\$27,023,813	\$11,866,671	\$15,203,616	\$46,474	0.17%

* Based on final FY23 Cherry Sheet

Dover-Sherborn Regional School District
Status of Appropriations as of November 30, 2022

	FY23	EXPENDED		TOTAL	OPERATING VARIANCE/	% OF
<u>SALARIES</u>	<u>BUDGET</u>	<u>THRU 11/30</u>	<u>ENCUMBRANCES</u>	<u>PROJECTED</u>	<u>BUD. REMAINING</u>	<u>BUDGET</u>
SCHOOL COMMITTEE	22,549	8,825	13,945	22,770	(221)	-0.98%
SUPERINTENDENT	206,778	86,470	113,979	200,449	6,329	3.06%
BUSINESS AND FINANCE	207,810	79,716	107,818	187,535	20,275	9.76%
DISTRICTWIDE INFORMATION MGMT	238,142	93,837	105,954	199,791	38,351	16.10%
SPED/GUIDANCE ADMINISTRATION	555,796	200,797	361,840	562,637	(6,841)	-1.23%
SCHOOL LEADERSHIP - BUILDING	747,501	295,957	437,273	733,230	14,270	1.91%
ACADEMIC LEADERS	147,456	70,731	77,639	148,369	(914)	-0.62%
TEACHERS, CLASSROOM	10,211,074	2,772,172	7,378,148	10,150,320	60,754	0.59%
TEACHERS, SPED	1,851,527	480,849	1,272,890	1,753,739	97,788	5.28%
SUBSTITUTES	121,300	48,721	25,072	73,793	47,508	39.17%
EDUCATIONAL ASSISTANTS, SPED	524,474	147,914	394,779	542,692	(18,218)	-3.47%
LIBRARIANS	240,482	70,126	172,604	242,730	(2,248)	-0.93%
BUILDING BASED PD	38,250	31,838	0	31,838	6,413	16.76%
GUIDANCE	1,096,804	324,365	812,278	1,136,643	(39,840)	-3.63%
PSYCHOLOGICAL SERVICES	227,125	61,391	166,631	228,022	(897)	-0.39%
MEDICAL / HEALTH SERVICES	226,160	63,333	168,246	231,579	(5,419)	-2.40%
ATHLETICS	465,732	169,694	224,249	393,943	71,789	15.41%
OTHER STUDENT ACTIVITIES	184,559	75,441	99,613	175,055	9,504	5.15%
CUSTODIAL & GROUNDS SERVICES	796,198	295,546	429,494	725,040	71,158	8.94%
TOTAL SALARIES	\$ 18,109,716	\$ 5,377,721	\$ 12,362,453	\$ 17,740,174	\$369,542	2.04%
 <u>EXPENDITURES</u>						
SCHOOL COMMITTEE	40,500	19,476	21,406	40,882	(382)	-0.94%
SUPERINTENDENT	55,000	28,235	11,343	39,578	15,422	28.04%
LEGAL SERVICES	38,000	7,500	17,500	25,000	13,000	34.21%
DISTRICTWIDE INFO MGMT	101,225	47,785	20,207	67,991	33,234	32.83%
SCHOOL LEADERSHIP - BUILDING	80,000	21,564	31,080	52,644	27,356	34.19%
CLASSROOM SUPPLIES	28,185	7,369	9,900	17,269	10,916	38.73%
SPED SERVICES/SUPPLIES	120,000	22,575	50,672	73,247	46,753	38.96%
LIBRARIES & MEDIA CENTER	4,775	4,455	0	4,455	320	6.70%
COURSE REIMBURSEMENT/PD	92,900	25,852	8,750	34,602	58,298	62.75%
TEXTBOOKS & RELATED SOFTWARE	86,680	55,315	7,520	62,835	23,845	27.51%
LIBRARY INSTRUCTIONAL MATERIAL	29,800	13,973	5,326	19,299	10,501	35.24%
INSTRUCTIONAL EQUIPMENT	75,100	26,545	22,141	48,686	26,414	35.17%
GENERAL SUPPLIES	160,325	72,562	22,489	95,051	65,274	40.71%
OTHER INSTRUCTIONAL SERVICES	19,500	4,570	7,730	12,300	7,200	36.92%
CLASSROOM INSTRUCTIONAL TECH.	147,400	165,161	918	166,078	(18,678)	-12.67%
GUIDANCE	34,590	13,292	4,285	17,578	17,012	49.18%
MEDICAL / HEALTH SERVICES	8,800	2,142	397	2,539	6,261	71.14%
TRANSPORTATION SERVICES	1,030,800	221,944	802,132	1,024,076	6,724	0.65%
ATHLETICS	224,500	79,884	52,595	132,479	92,021	40.99%
CUSTODIAL SERVICES	58,000	19,071	8,661	27,732	30,268	52.19%
MAINTENANCE OF BUILDINGS	567,900	132,238	236,657	368,895	199,005	35.04%
MAINTENANCE OF GROUNDS	60,000	24,153	4,656	28,809	31,191	51.99%
UTILITIES	560,250	131,962	426,258	558,220	2,030	0.36%
ER RETIREMENT CONTRIBUTION	805,500	789,211	0	789,211	16,289	2.02%
ER INSURANCE ACTIVE EMPLOYEES	2,762,250	1,107,566	1,644,333	2,751,899	10,351	0.37%
ER INSURANCE RETIRED EMPLOYEES	795,000	310,884	484,115	795,000	0	0.00%
OTHER NON EMPLOYEE INSURANCE	91,917	92,083	5,200	97,283	(5,366)	-5.84%
LONG TERM DEBT RETIREMENT	790,000	0	790,000	790,000	0	0.00%
LONG TERM DEBT SERVICE	45,200	22,600	22,600	45,200	0	0.00%
TOTAL EXPENDITURES	\$8,914,097	\$3,469,968	\$4,718,869	\$8,188,838	\$725,259	8.14%
 TOTAL OPERATING	 \$27,023,813	 \$8,847,689	 \$17,081,322	 \$25,929,012	 \$1,094,801	 4.05%

The Public Schools of Dover and Sherborn

157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org



Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

To: Dover-Sherborn Regional School Committee

From: Elizabeth McCoy, Superintendent

Date: December 2, 2022

Re: Appendix C Recommendations

The Advisory Committee for Extra-compensatory Duties (ACED) met on November 10, 2022, reviewed all submissions and voted to move the following proposals forward for funding consideration by the Regional School Committee. Approved positions will be added to Appendix C of the Educators' Contract.

Position	Ratio		Budget Implication
• Band Director, Dover-Sherborn Regional Schools	4.0	(up from 1.5)	\$3778.33 net increase
• Gay Straight Alliance, Dover-Sherborn Middle School	2.25	(new)	\$3400.49
• Science Olympiad Club, Dover-Sherborn High School	2.0	(new)	\$3022.66
• Swim Coach, Dover-Sherborn High School	5.5	(up from 4.0)	\$2267.00 net increase
			\$12,468.48 TOTAL

I will provide additional context at Tuesday's meeting including relative responsibilities and comparable positions. I am happy to address any and all questions at that time.

The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

The Public Schools of Dover and Sherborn

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Dover-Sherborn Regional School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY24 Operating Budget – Version 1.0 and Capital Budget Update
DATE: December 2, 2022

We look forward to reviewing the initial FY24 Operating Budget at Tuesday's meeting. Budget books are being delivered to Committee Members. The FY24 Revenue and Operating Expense Summaries are attached.

We will be asking for the Committee's approval in order to submit the preliminary budget to both Towns for their budget planning process.

The FY24 Capital Budget with FY25-FY28 Capital plan will be presented to the Committee at the January meeting. We do plan to shift the larger planned item for FY24, the High School Roof Restoration, to a future year and focus on the replacements of the High School roof top units. We are still finalizing the plan at this time.

Dover-Sherborn Regional School District

Operating Revenue Summary

FY20 - FY24

Description	FY20 Actual	FY21 Actual	FY22* Actual	FY23 Budget	FY24 Budget V1.0	\$ Change	% Change	% Total
DOVER ASSESSMENT	\$12,507,703	\$12,651,169	\$12,336,013	\$12,959,396	\$13,418,923	\$459,527	3.55%	47.81%
SHERBORN ASSESSMENT	9,569,088	9,975,891	9,919,499	10,493,873	11,168,232	674,359	6.43%	39.79%
STATE AID CHAPTER 70	2,273,165	2,354,273	2,445,694	2,492,893	2,492,893	0	0.00%	8.88%
STATE AID CHAPTER 71	571,779	535,581	688,015	571,651	598,848	27,197	4.76%	2.13%
ATHLETIC FEES	161,250	243,300	243,751	284,750	284,750	0	0.00%	1.01%
HS PARKING FEES	51,600	0	45,134	52,500	52,500	0	0.00%	0.19%
HS ACTIVITY FEES	11,540	3,870	10,650	22,500	16,500	(6,000)	-26.67%	0.06%
MS ACTIVITY FEES	8,860	2,835	8,910	11,250	7,425	(3,825)	-34.00%	0.03%
BANK INTEREST	52,543	20,270	4,742	20,000	20,000	0	0.00%	0.07%
MISC	8,115	304	1,184	5,000	5,000	0	0.00%	0.02%
NON-CASH	4,652	1,781	17,101	0	0	0	0.00%	0.00%
EXCESS & DEFICIENCY	100,000	375,000	210,000	110,000	0	(110,000)	-100.00%	0.00%
Total Operating Revenues	\$25,320,295	\$26,164,274	\$25,930,693	\$27,023,813	\$28,065,071	\$1,041,258	3.85%	100.00%

*FY22 Assessments reflect return of excess E&D of \$642,691

Based on Proposed Budget of December 6, 2022

Dover-Sherborn Regional School District

Operating Expenditure Summary

FY20 - FY24

Description	FY20 Expended	FY21 Expended	FY22 Expended	FY23 Budget	FY24 Proposed	\$ CHANGE	% CHANGE	% TOTAL BUDGET
SALARIES & OTHER COMPENSATION	\$16,246,705	\$16,773,776	\$17,411,668	\$18,109,716	\$18,184,156	\$74,440	0.41%	64.79%
BENEFITS	4,486,424	4,389,620	4,314,045	4,362,750	4,649,050	\$286,300	6.56%	16.57%
OTHER EXPENDITURES	1,305,687	1,135,232	1,332,502	1,439,197	2,130,315	\$691,118	48.02%	7.59% *
TRANSPORTATION	406,913	776,270	1,016,980	1,030,800	1,039,200	\$8,400	0.81%	3.70%
BUILDINGS & GROUND EXPENDITURES	1,192,921	1,049,253	1,180,205	1,246,150	1,272,950	\$26,800	2.15%	4.54%
Sub-total Operating	23,638,650	24,124,150	25,255,401	26,188,613	27,275,671	\$1,087,058	4.15%	97.19%
DEBT SERVICE	965,800	923,400	876,500	835,200	789,400	(\$45,800)	-5.48%	2.81%
Total Operating Expenditures	\$24,604,450	\$25,047,550	\$26,131,901	\$27,023,813	\$28,065,071	\$1,041,258	3.85%	100.00%

* Includes Reserve for Contract Negotiations

Based on Proposed Budget of December 6, 2022

DRAFT

Dover-Sherborn Regional School Committee Meeting of November 8, 2022

Members Present: Maggie Charron
Judi Miller
Kate Potter
Angie Johnson
Lynn Collins
Mark Healey

1) Call to Order

Maggie Charron called the meeting to order at 6:02 pm in the Middle School Library.

2) Community Comments - none

3) Metro West Adolescent Survey Results - the Key Findings and Recommended Action Steps for the 2021 survey were presented in multiple areas including substance use, bullying/cyberbullying, mental health, and online behaviors. The results will be shared widely with faculty and parent groups including the Boards of Health, faith-based groups, law enforcement offices, business associations, youth organizations, etc.

4) Reports

- Superintendant Report - Beth McCoy presented an update from her office.
- Warrant Report

5) Financial Reports: FY23 Monthly Report

- General Revenues - there are no material variances to report.
- Salaries - post-FY23 Budget staffing changes have resulted in both small negative and positive variances. There is currently a vacancy in the data manager position which is expected to be filled next month. Additionally, there are two open custodian positions that are being contracted to a facilities company at this time.
- Expenditures - projected healthcare costs and utilities have been encumbered. The current projection for the contribution to the OPEB fund is \$175,000.
- FY22 Wrap up - The auditors are nearing completion with the field work. E&D was certified on October 25, 2022 at an amount of \$1,181,215 (4.37% of the allowed amount, 5% is the cap).

6) FY24 Budget Guidance - Dawn Fattore requested any ideas/concerns that members would like to see included in the draft budget.

7) Consent Agenda

- Approval of Minutes: October 11, 2022

Angie Johnson made a motion to approve the Consent Agenda. Lynn Collins seconded.
22-20 VOTE: 6 - 0

8) Communication

- High School Principal Report - John Smith
- Middle School Principal Report - David Lawrence
- Dover School Committee minutes of September 27, 2022
- Sherborn School Committee minutes of September 20, 2022

9) Items for December 6, 2022 meeting - draft FY24 Budget

DRAFT

10)Adjournment at 6:58 pm.

Respectfully submitted, Amy Davis

The Public Schools of Dover and Sherborn

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www.doversherborn.org



Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Regional School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY23 Grant Approval
DATE: December 2, 2022

To align our practices of requesting School Committee approval for gifts, we are requesting approval for the following Federal/State entitlement grants received by the Dover-Sherborn Regional School Committee. These grants have been applied for and approved by the appropriate grant authority. Please refer to the Summary of Grants in your FY24 Budget Book for additional details on how these funds are used to support school operations.

IDEA- SPED 240 Grant - Receive annually based on SPED demographics

- FY23 grant is **\$280,754**

Title I Grant - Receive annually if low income % exceeds 2%

- FY23 grant is **\$54,809**

Title IIA Grant – Receive annually

- FY23 grant is **\$20,781**

Title IV A – ESSA Grant - Receive annually

- FY23 grant is **\$10,000**

METCO Grant – Receive annually based on enrollment, combined for all three Districts

- FY23 grant is **\$339,882**

Comprehensive School Health Services (CSHS) – Receive annually, covers nursing operations in all three Districts

- FY23 grant is **\$30,000** (for many years it has only been \$3,000 – COVID related activity has increased the grant for the past three years)

11/09/22

John Smith, Principal
Dover-Sherborn High School
9 Junction Street
Dover, MA 02030

Dear Mr. Smith,

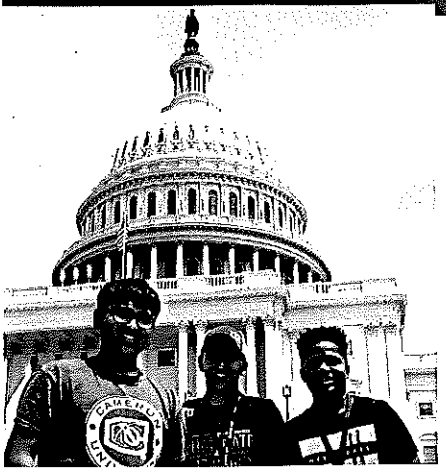
I am requesting permission for an out-of-state field trip for approximately 15 seniors. Students will leave on Sunday, March 5, 2023, and return home on Thursday, March 9, 2023. Most students will miss three classes in each subject over the four days and will be responsible for all make-up work. The students will be participating in the Close-up Washington D.C. program, which brings young scholars from across the United States together to study government in our nation's capital. Our school has participated in this program for many years and we would like to continue to offer this tremendous opportunity for our students as they participate in seminars, meet Washington insiders, visit Capitol Hill, foreign embassies, and the Supreme Court during oral argument. They will also have the opportunity to conduct museum and monument study visits while using the city of Washington D.C. as a classroom. I have been involved with this program for 20+ years and I can attest to its value in providing students with an outstanding experience in civic education. Please see the enclosed documents for additional information about the program.

TOTAL COST (All Inclusive air, hotel, transfers, food): \$1800

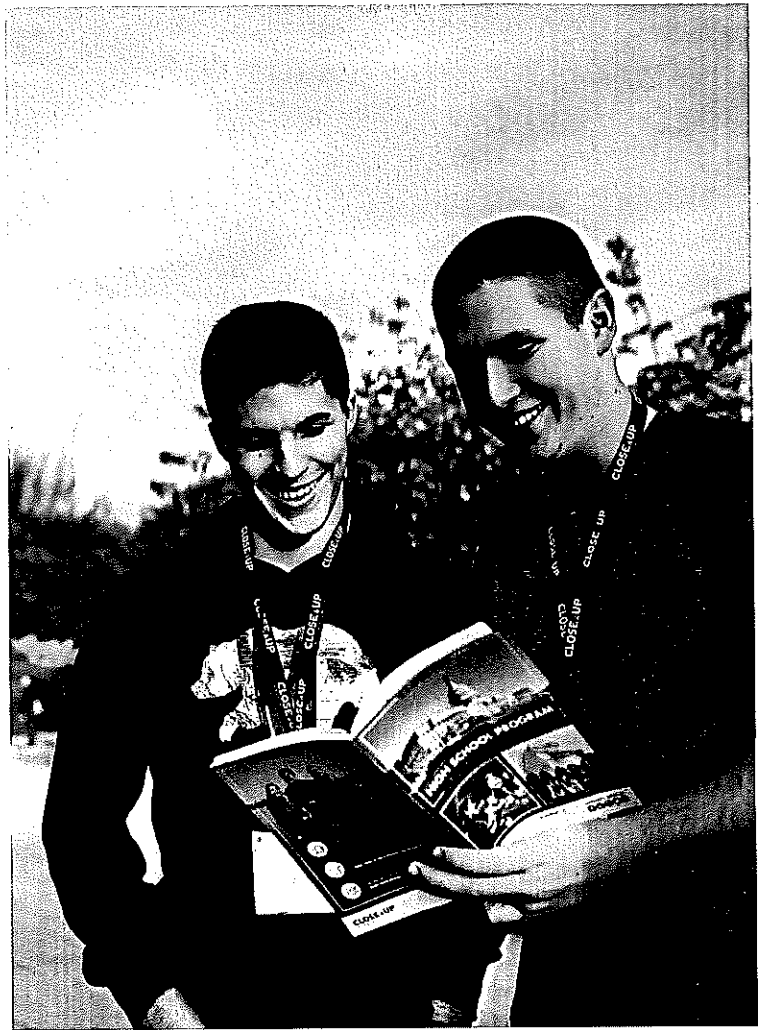
Sincerely,



Thomas Bourque
Social Studies/Government Teacher
Dover-Sherborn High School



WASHINGTON, DC



CLOSE-UP
WASHINGTON DC

**HIGH
SCHOOL
PROGRAM**

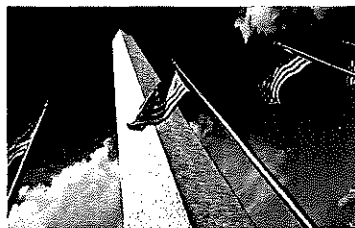


THE STUDENT EXPERIENCE!

On Close Up, you'll be **immersed in the excitement** of Washington, DC, as you explore all the memorials, monuments, and museums you've only read about! As you trace the footsteps of historical figures in the nation's capital, you'll have opportunities to **discuss issues** you care about, **learn what it truly means to be a citizen**, and **make lasting friendships** with students from across the United States.



Are you ready for a once-in-a-lifetime experience? Your adventure awaits!



SUNDAY

Arrive in Washington
Meet your Close Up Concierge and explore DC with your school

Welcome Dinner

Group Orientation
Meet students from across the country and **get to know your Close Up Program Instructor**

Introduction Workshop*
What are the **biggest issues that we face** in our democracy today?

Issues Debate

Ask your most challenging political questions and engage with a **liberal and conservative DC insider**

**Workshops are small learning communities comprised of students from various states. Each workshop community is led by the same Close Up Program Instructor for the duration of the trip.*

*** Study Visits led by highly trained instructors provide unique opportunities to learn using historic sites and institutions as living classrooms.*

Sample schedule subject to change.



MONDAY

American Political Values Study Visit **

How do the values of **liberty, equality, and justice** impact American politics today?

Jefferson Memorial—What is the significance of liberty in the Founding Documents?

FDR Memorial—How was equality defined by FDR and his New Deal?

MLK Memorial—How did MLK influence the value of justice during the Civil Rights Movement?

Lunch at Reagan Building and International Trade Center

Smithsonian Institution Exploration

Visit one of the **world-renowned museums** to learn about history and culture

American Political Values Workshop

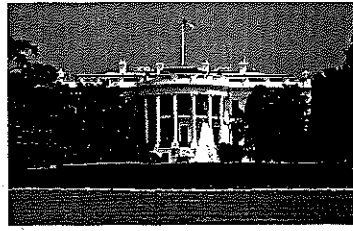
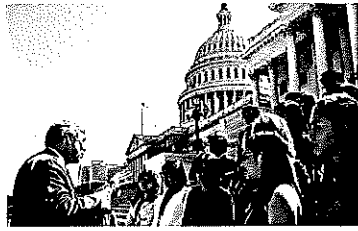
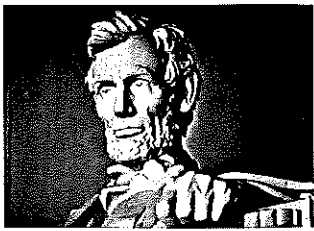
Examine the connections between **liberty, equality, and justice**

Dinner at Hotel

Current Issues Discussion
Debate hot topics with your new friends from across the country

CALL: 800-CLOSE UP (256-7387)

VISIT: [www](http://www.closeup.org)



TUESDAY

War Memorials Study Visit
What do the WWII, Vietnam, Korean War Memorials say about those who have served and sacrificed?

Lincoln Memorial
How does the imagery of this memorial portray his legacy?

Political Politics Seminar
Get inside access and discuss current issues with a DC lobbyist, analyst, or policymaker

Capitol Hill Group Photo

March at L'Enfant Plaza

Citizen Action Site
Inspired by examples of citizens making a difference in their communities and the nation

Marine Corps Memorial
See the larger-than-life representation of the iconic raising at Iwo Jima

March at Pentagon City

Black Congress Workshop

Legislate, amend, and vote
See the same issues elected representatives are currently considering

WEDNESDAY

Capitol Hill Day

Get an exclusive, insider's look at how our government operates by meeting with members of Congress or their staff

Tour the Capitol and discover the exhibits in the Capitol Visitor Center

Lunch on the National Mall

Explore the Library of Congress, the largest library in the world, and view the symbolic art and architecture

Pop into one of the Smithsonian Museums, see the Washington Monument or visit the National Archives

Dinner at DC's Union Station

DC Cultural Event
See a show at a renowned theater or night on the town!

Social Time

THURSDAY

White House Study Visit

Discuss the role of the executive branch as you walk through the president's neighborhood

Citizen Action Seminar

Hear from an advocacy organization & how they are impacting the community

Neighborhood Study Visit and Lunch

Explore DC off the beaten path in places like Dupont Circle or Chinatown

Arlington Cemetery

Visit our nation's most hallowed ground and witness the Changing of the Guard

Closing Reflection

How will you stay engaged on issues that matter to you?

Banquet and Dance

Enjoy a fun-filled evening with your new friends as you dance the night away

FRIDAY

Sightsee in Washington

Prior to your departure, spend some more time in the city with your school

Depart for Home

“Close Up opened my eyes to the views and opinions of people from other parts of the country!”

— HALLE, STUDENT, MN



Hear more from Close Up teachers, students, and parents!

Up.org

EMAIL: info@closeup.org

E UP

in 1971 as a
rganization to
of their country
ss. Our mission
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Dover School Committee
Meeting of October 25, 2022

Members Present: Sara Gutierrez-Dunn
Colleen Burt
Jeff Cassidy
Liz Grossman
Goli Sepehr
Also Present: Beth McCoy, Superintendent
Dawn Fattore, Business Manager
Deb Reinemann, Principal

1) Call to Order

Sara Gutierrez-Dunn called the meeting to order in the Chickering School Library at 6:35 pm.

2) Community Comments - A parent expressed concerns about the curriculum of the Rainbow Club given the young age (1st grade) of the invited participants and asked about the funding source for the club.

3) Reports

- Superintendent Report - Beth McCoy presented an update from her office including information on her weekly building visits, Open Houses, the Special Education review, Entry Plan progress, Equity Audit update, and initial review of MCAS scores.
- Assistant Superintendent Report - Denny Conklin spoke about the most recent Best Practices Profession Development day.
- Principal's Report - Dr. Reinemann reviewed her report and answered questions. There was also discussion about the proposed revision to the Handbook regarding homework expectations to more accurately reflect current practices.
- Warrant Report

4) FY23 Monthly Financial Report

- Salaries - the majority of salaries have been encumbered for FY23. The Special Education Teachers line item reflects the conversion of two special educational assistants to an additional special educator to provide more direct instruction to students on IEPs as well as savings from post-FY23 budget staffing changes. There are also variances in the Teachers-Classroom, Guidance, & Psychological line items due to several post-FY23 budget staffing changes. The net impact is a negative variance of approximately \$5,000. Substitutes and Custodial overtime services are expensed as incurred.
- Expenditures - there are no material expenditure variances to report except for SPED Services/Supplies and Utilities. Additional support services have been required for the current cohort of students on IEPs. The TEC oil bid price for FY23 is for the first time a floating rate due to the volatility of the oil market. The fixed rate at the time of the bidden process was \$4.1425 (vs \$2.1524 in FY22). There is a \$30,000 negative variance at the time but it will fluctuate as the heating season progresses.
- Out-of-District - tuition encumbrances are reflected for the majority of OOD placements. Transportation costs will be encumbered next month. There are no negative variances anticipated at this time. Circuit Breaker will be fully funded at the 75% mandated rate and Dover is slated to receive the second round of CB reimbursement for transportation as provided for in the Student Opportunity Act.
- FY23 Capital Projects Update - the flooring replacement for all classroom spaces in the K-1 wing was completed just in time for the opening of school. The EMS upgrade project is

Approved 11/22/2022

in the final stages and training for the staff has been scheduled. A contract has been signed for the cold water booster system but delivery of the equipment is delayed.

- 5) Capital Plan** - a draft of the 5-year capital plan was provided. For FY24, \$175,000 is requested: \$130,000 for flooring replacement in the 2-3 wing and \$45,000 to replace the Fire Control Panel and Devices.

Colleen Burt made a motion to approve the Capital Budget as presented. Liz Grossman seconded.

22-14 VOTE: 5 - 0

- 6) School Committee FY24 Budget Guidance** - Dawn Fattore reviewed the budget process and timing.

- 7) MASC Policy Manual Review** - The Policy Subcommittee has recommended a comprehensive policy manual review with Massachusetts Association of School Committees (MASC). It has been 10 years since the last review. The fee for this service is \$10,500 which can be split over three fiscal years. The cost would further be divided between the Region, Dover, and Sherborn on a 60-20-20 basis.

Sara Gutierrez-Dunn made a motion to approve the MASC Policy Manual Review contract as presented. Liz Grossman seconded.

22-15 VOTE: 5 - 0

8) Consent Agenda

- Approval of Minutes: September 27, 2022 - Under Also Present remove Kathleen Smith, add Beth McCoy and Denny Conklin.

Jeff Cassidy made a motion to approve the Consent Agenda as amended. Colleen Burt seconded.

22-16 VOTE: 5 - 0

9) Communications

- October 1, 2022 Annual Enrollment Report
- Dover Sherborn Regional School Committee Minutes of September 13, 2022
- Sherborn School Committee Minutes of September 20, 2022
- TEC Capital Reserve Fund
- MCAS Results

10) Items for November 22, 2022 meeting - draft FY24 Budget

11) Adjournment at 8:20 pm.

Respectfully submitted,
Amy Davis

Approved 11.15.22

Sherborn School Committee
Meeting of October 18, 2022

Members Present: Dennis Quandt
Sangita Rousseau
Kristen Aberle
Christine Walsh

Also Present: Beth McCoy, Superintendent
Denny Conklin, Assistant Superintendent
Dawn Fattore, Business Administrator

1) Call to Order

Dennis Quandt called the meeting to order at 5:31 pm in the Middle School Choral Room.

2) Community Comments - none

3) CSA Update - Christine Walsh, Co-President of CSA, provided an update of recent and upcoming events of the CSA.

4) Reports

- Superintendent Report - Beth McCoy presented an update from her office including information on her weekly building visits, Open Houses, the Special Education review, Entry Plan progress, Equity Audit update, and initial review of MCAS scores.
- Assistant Superintendent Report - Denny Conklin spoke about the most recent Best Practices Profession Development day.
- Principal's Report - Dr. Brown highlighted recent and upcoming events at Pine Hill.
- Warrant Report

5) FY23 Monthly Report

- Salaries - the majority of salaries have been encumbered. The Special Education Teachers line item reflects the conversion of two special education assistants to an additional special educator to provide more direct instruction to students on IEPs. There is a corresponding savings in the Education Assistants line item. Variances in Teachers - Classrooms, Guidance and Medical/Health Services line items reflect post-FY23 budget staffing changes.
- Operating Expenditures - there are no material variances to report to date.
- Out of District - costs for FY23

6) October 1st Annual Enrollment Report

7) MASC Review of Policies - The Policy Subcommittee has recommended a comprehensive policy manual review with Massachusetts Association of School Committees (MASC). It has been 10 years since the last review. The fee for this service is \$10,500 which can be split over three fiscal years. The cost would further be divided between the Region, Dover, and Sherborn on a 60-20-20 basis.

Kristen Aberle made a motion to approve the MASC contract as presented. Sangita Rousseau seconded.

22-14 VOTE: 4 - 0

8) FY24 Budget Development Guidance Discussion - Dawn Fattore reviewed the budget process and timing. The first draft will be presented at next month's meeting.

9) Consent Agenda

- Approval of Minutes: September 20, 2022

Kristen Aberle made a motion to approve the Consent Agenda. Sangita Rousseau seconded.

22-15 VOTE: 4- 0

10) Communications

Approved 11.15.22

- Dover Sherborn Regional Committee minutes of September 13, 2022
- Dover School Committee minutes of June 7, 2022
- TEC Reserve Increase
- MCAS Results

11) Items for November 15, 2022 meeting

12) Adjournment at 6:33 pm.

Respectfully submitted,
Amy Davis