

Agenda

Plainville School Committee Meeting
Tuesday March 28, 2017
5:00 PM
Wood School MUSIC ROOM
72 Messenger Street, Plainville, MA

1. CALL TO ORDER
2. APPROVAL OF MINUTES
 - a. February 28, 2017, Regular Session Minutes (Vote Required)
 - b. February 28 2017, Executive Session Minutes (Vote Required)
3. SHOWCASE
 - a. Polar Plunge held on February 25, 2017-Laurel Peter
 - b. Jackson School Literacy Month-Kate Campbell
4. COMMENTS BY CITIZENS AND FACULTY
5. COMMUNICATIONS AND AUDIENCES
6. COMMENDATIONS
7. ITEMS FROM SCHOOL COMMITTEE MEMBERS/COMMITTEE REPORTS
 - a. King Philip School Committee (Mrs. McEntee)
 - b. Negotiations Subcommittee (Mrs. Caprarella, Mrs. Clarke)
 - c. Budget Subcommittee (Mrs. McEntee, Mrs. Abrams)
 - d. Communications Subcommittee (Mrs. Abrams, Mr. Ikbal)
 - e. Town Building Committee (Mrs. Clarke)
 - f. **Sick Leave Bank Committee (Mr. Ikbal)**
8. RESIGNATIONS, TRANSFERS, APPOINTMENTS AND LEAVES
9. SUPERINTENDENT'S REPORT
 - a. Learning Walk Summary
 - b. MCAS Participation Rate
 - c. Cycle I Enrichment Report
 - d. Student Migration Data
 - e. **Regional Special Education Committee Update**
 - f. **Educator Evaluation Update**
10. OLD BUSINESS
11. NEW BUSINESS
 - a. **BayState Textiles Gift of \$31.50 (Vote Required)**

Over

b. Approval of FY2017 Grants-Revisions to Title IIA and Title I (Vote Required)

- c. PTO Fundraiser-Flamingo Project (Vote Required)
- d. School Nurse Substitute-Rate of Pay (Vote Required)
- e. Approval of FY2018 School Budget (Vote Required)
- f. School Committee Evaluation Process
- g. Superintendent's Evaluation Process
- h. Discussion: Board Paq
- i. Legislative Update
- j. Any item(s) not anticipated at the time of posting

12. EXECUTIVE SESSION

- a. Negotiations: PEA & ESPs

13. INFORMATION

- a. Enrollment, March 1, 2017
- b. School Council Minutes for Jackson and Wood School from the February 1, 2017 meeting
- c. Food Services Information through February 2017
- d. **Enrichment Cycle II Brochure, March 27, 2017 – May 5, 2017**

14. FUTURE AGENDA ITEMS

- a. Learning Walk Summary (April 11, 2017)
- b. School Committee Self Evaluation (April 11, 2017)
- c. Superintendent's Evaluation (April 11, 2017)
- d. Reorganization of School Committee (April 11, 2017)
- e. School Committee Meeting Dates for 2017/2018 (April 25, 2017)
- f. School Choice Vote (May 9, 2017)
- g. Appointment of District Representative to the Bi-County Collaborative Board of Directors (May 23, 2017)
- h. Report Card Update (Spring 2017)
- i. Calendar Committee (TBD)
- j. What Districts Need To Do Re: ESSA (TBD)
- k. Establishment of a Special Education Reserve Fund (TBD)

15. ADJOURNMENT

Mission Statement:

The mission of the Plainville Schools is to promote lifelong learning throughout the community and to prepare students to become responsible, contributing members of a changing society by providing a challenging, rigorous educational program.

SUPERINTENDENT'S REPORT

a. Regional Special Education Committee Update

I met with Superintendents Allardi, Cameron and Zielinski on Thursday, March 23, 2017 as well as Dorsey Yearley, Special Education Program Task Force Facilitator. The purpose of the meeting was to:

1. Confirm the overall purpose and function of the committee
2. Determine the composition of the committee
3. Identify a basic agenda for the first few meetings
4. Set a meeting schedule and
5. Discuss how best to inform and involve educators and parents from the four (4) districts.

Plainville's representatives on the committee will include myself, Ed Clarke, Kate Campbell and Annemarie Adams. Similar representative groups from King Philip, Norfolk and Wrentham will also participate. The full committee will meet on **April 26, 2017 and also on June 22, 2017**. A May meeting date will be determined at the conclusion of the April 26th meeting. If additional meetings are needed, they will be added in late June and/or on or about the beginning of the 2017-18 school year.

b. Educator Evaluation Update

As you may know, DESE and the BOE have been contemplating a change to the original method(s) identified for reporting educators' impact on student learning. The attached document explains the actions recently taken by the BOE and the basis for these actions. I intend to share this document with our Educator Evaluation Committee and together we will discuss how best to incorporate these regulatory changes into our local evaluation system. Any recommended changes will be brought forward to the school committee and PEA for consideration.

Attachment



*News from Commissioner Mitchell Chester & the
MA Department of Elementary and Secondary Education*

On the Desktop - March 10, 2017

Dear Superintendents, Charter School Leaders, and Assistant Superintendents:

On February 28, 2017, the Board of Elementary and Secondary Education (Board) voted to amend the regulations on Evaluation of Educators (603 CMR 35.00). Under the amended regulations, evaluators do not have to report a separate rating about an educator's impact on student learning. Instead, student learning will be embedded as an indicator within one of the evaluation framework's four standards (Standard II: Teaching All Students for teachers and Standard I: Instructional Leadership for administrators).

In light of the amendments, the Department of Elementary and Secondary Education (Department) will not require districts to report Student Impact Ratings for the 2016-17 school year. By the start of the 2017-18 school year, districts should incorporate the regulatory changes into their local evaluation systems.

This memo provides background and explains next steps for districts.

Background

For the past five years, districts have been implementing educator evaluation systems aligned to the Massachusetts Educator Evaluation Framework. Rollout began with the summative performance rating, a rating of an educator's practice against the four standards described in the regulations. The Framework also included a student impact rating, a separate rating of an educator's impact on student learning.

Shortly after implementation began, administrators and educators alike began favorably describing the challenging but meaningful work of transforming local evaluation systems into cycles of continuous feedback and improvement associated with the summative performance rating. However, the student impact rating proved more difficult to establish. Through many conversations with a range of stakeholders, the Department heard concerns about requiring districts to report a separate rating of educator impact on student learning. At the same time, stakeholders have consistently maintained that evidence of student learning, including evidence from classroom assessments, common assessments, and statewide assessments, is an important component of educator evaluation.

Summary of Amendments

In response to these concerns, the Board of Elementary and Secondary Education approved the amendments to the educator evaluation regulations, eliminating the separate impact rating and embedding impact on student learning as an indicator within Standard II: Teaching All Students (for teachers) and Standard I: Instructional Leadership (for administrators). What do these amendments mean for local evaluation systems?

First, the categories of evidence used in the evaluation process have not changed. Educators and evaluators will continue to use multiple sources of evidence to paint a full picture of educator effectiveness.

Second, the process is more streamlined. Under the former model, looking at teacher practice and impact on student learning happened separately because of the two-rating structure. Now, conversations about practice and impact can happen at the same time throughout the five-step cycle, reinforcing the interconnectedness of teacher actions and outcomes for students.

Finally, the amended regulations retain a focus on holistic evaluation where professional judgment is applied to a wide array of evidence to provide meaningful feedback and determine performance ratings. There are no formulas in the Massachusetts Educator Evaluation Framework and it does not reduce the complexity of teaching to a numeric score.

Student Learning Indicator

The new student learning indicator is part of Standard II: Teaching All Students for teachers and Standard I: Instructional Leadership for administrators. While the other indicators in the regulations are included in the model rubrics, the Department does not plan to modify the model rubrics to include the student learning indicator. The model rubrics describe educator practice, providing clear criteria across the four performance levels for elements of practice that are largely input-driven (educator actions and behaviors), while the student learning indicator is about the results of educators' actions. The Department will provide guidance for evaluators on using the new student learning indicator to provide meaningful feedback to educators about their impact on student learning and how multiple measures of student learning inform a teacher's rating on Standard II and an administrator's rating on Standard I.

Evaluators will review results from multiple measures of student learning against pre-determined anticipated student learning gains when considering an educator's impact on student learning. The amendments call for educators and evaluators to discuss anticipated student learning gains during development of the Educator Plan. They will identify the measures, using statewide and common measures where available, that will be used as part of the evaluation process, include them in the Educator Plan, and work together to identify anticipated student learning gains for each measure. This approach puts critical conversations about student learning in the hands of educators and evaluators.

Anticipated Student Learning Gains

The new term, “anticipated student learning gains,” signals the importance for the educator and evaluator of setting up-front expectations for student performance against which actual results will be measured. A well-informed conclusion about an educator’s impact on student learning must be based on multiple high-quality assessments. For many educators, this includes statewide assessments, common assessments used by educators across the district, and classroom assessments most often unique to an individual educator. Each type of assessment provides different valuable information educators can use to improve practice and evaluators can use to provide educators with meaningful feedback about their impact.

The process for setting anticipated student learning gains for each type of assessment is unique. For statewide assessments, the Department will set anticipated learning gains. For district common assessments, districts should work with educators to define anticipated student learning gains. Districts that have followed the Department’s guidance for setting parameters for assessments should be able to capitalize on this work. Educators and evaluators should work together to identify anticipated student learning gains for classroom assessments that will be part of the evaluation process. Not all classroom assessments need to be included in this process. Just as with other types of evidence used in evaluation, educators and evaluators should focus on a reasonable sample.

While it may be challenging to determine anticipated learning gains at the beginning of the evaluation cycle, doing so sets up a richer conversation when educators and evaluators reflect on student results during the later stages of the cycle. Consistent with the overall goal of the evaluation framework, educators should receive regular feedback and not be surprised when they receive their summative evaluation. The evaluation framework is holistic, and the evaluator’s professional judgment remains the final determinant of educator ratings. If students fall short of anticipated student learning gains on a particular measure, the first question educators and evaluators should ask is whether this is an isolated occurrence or part of a pattern. Does the other evidence collected as part of the student learning indicator support or refute the notion that students are not meeting the mark? As with all evidence used in evaluation, a single measure of student learning should not be the basis of a conclusion about the educator’s impact.

Implementation Timeline

The Department encourages district leaders to incorporate these changes into local educator evaluation systems with a minimum of disruption to the evaluation process. As a result of the amendments, districts are not required to report to the Department Student Impact Ratings for the 2016-17 school year. By the start of the 2017-18 school year, districts should incorporate the regulatory changes into their educator evaluation systems. For the many districts that already use state, common, and classroom assessment data within their evaluation systems, the new regulations will not require substantial changes.

I appreciate the thoughtful work that administrators and teachers have put into implementing the educator evaluation system over the past five years. I am confident that these regulatory changes will support meaningful educator evaluation and maintain student learning as a central consideration. If you have questions on educator evaluation, please contact Craig Waterman at 781-338-3244 or by email at cwaterman@doe.mass.edu.

Sincerely,

Mitchell D. Chester
Commissioner



PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

Caron B. Ketchum
School Business Administrator

Telephone: (508) 699-1323
Fax: (508) 699-1302
Email: cketchum@plainville.k12.ma.us

MEMORANDUM

To: Plainville School Committee

From: *CBK* Caron Ketchum
School Business Administrator

Date: March 20, 2017

Re: **Gift to Plainville Public Schools (Vote Required)**

In accordance with Massachusetts General Laws **Chapter 44, Section 53A-Grants and Gifts; Acceptance and Expenditure**, I have been notified by the Town Accountant that all gifts and donations must be formally accepted by the School Committee before funds are released from the Gift Account for school use.

Please be advised that I am in receipt of the following gift from Bay State Recycling Program.

Baystate Textiles, Inc.

The Plainville Public Schools is in receipt of **\$31.50** for the Plainville district. This money is to be used to reimburse expenses for district technology purchases.

The district receives \$100/ton or 5¢ per pound for recycling textiles. Since the program's inception in October 2013, the district has recycled **28,885** pounds for a total of **\$1,444.25.**

Please take a vote of approval to accept this gift from Baystate Textiles, Inc.



PLAINVILLE PUBLIC SCHOOLS

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Caron B. Ketchum
School Business Administrator

Telephone: (508) 699-1323
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To: School Committee
Plainville Public Schools

From: *CBK* Caron Ketchum
School Business Administrator

Date: March 13, 2017

Re: FY 2017 Grants- (Vote Required)

The DESE amended the following grants:

1. Title IIA Improving Educator Quality (140)

- a. Increased by **\$65.00**
- b. Amended grant total: \$10,112

2. Title I (305)

- a. Decreased by **\$21.00**
- b. Amended grant total: \$61,903

A vote by the School Committee to accept the FY2017 Grants currently totaling **\$271,888** will authorize the Plainville Town Accountant to release these funds to the schools.

Attachment

**Plainville Public Schools
Three-Year Grant Summary
FY15 – FY17**

Federal Grants

Grant Name	FY15	Purpose	FY16	Purpose	FY17	Purpose
Federal SPED Entitlement	175,670	Sped Paraprofessional salaries	174,631	Sped Paraprofessional salaries	183,787	Sped Paraprofessional salaries
Title I	55,591	Title I Tutors' salaries	56,951	Title I Tutors' salaries	61,903	Title I Tutors' salaries
Early Childhood	8,347	Pre-School paraprofessional salary	8,340	Pre-School Paraprofessional salary	8,587	Pre-School Paraprofessional salary
Early Childhood Sped Program Improvement	5,600	Behavior consultant	2,000	Behavior consultant	1,400	Preschool communication devices
SPED Program Improvement	6,610	Behavior Consultants and supplemental services	5,779	Behavior Consultants and supplemental services	5,779	Behavior Consultants and professional development
Full Day Kindergarten Grant	42,680	Kindergarten Paraprofessional salaries	42,680	Kindergarten Paraprofessional salaries	0	
Teacher Quality	10,319	New Teacher Training/Mentoring	10,341	New Teacher Training/Mentoring	10,112	New Teacher Training/Mentoring
	304,817		300,722		271,568	

**Plainville Public Schools
Three-Year Grant Summary
FY15 – FY17**

State Grants obtained by Plainville PTO/Plainville Principals

<i>Grant Name</i>	<i>FY15</i>	<i>Purpose</i>	<i>FY16</i>	<i>Purpose</i>	<i>FY17</i>	<i>Purpose</i>
Mass Cultural Council	4,900	Bucket Residency	4,900	Writing Residency		
	4,900		4,900			

Business Partner Grants

<i>Grant Name</i>	<i>FY15</i>	<i>Purpose</i>	<i>FY16</i>	<i>Purpose</i>	<i>FY17</i>	<i>Purpose</i>
YMCA Walk to School Grant	1,000	Healthy choices and incentives				
Southeastern Massachusetts Health Group					320	Yoga classes for staff
	1,000				320	

Total FY15 Funds: \$310,717 Total FY16 Funds: \$305,622 Total FY17 Funds: \$271,888

Plainville Public Schools Enrichment Program Cycle II



March 27, 2017-May 5, 2017
\$8.00 Registration Fee per student per cycle
\$15.00 two or more siblings
Forms due: March 20, 2017

Enrichment Coordinator
Gale Clark

3D Modeling & Printing
Ms. Whitaker & Ms. Casselman
Grades: 4-6

Days/Dates: Friday, 3/24, 3/31, 4/7, Tues. 4/11, Thurs 4/27, Fri 5/5

Time: 7:55AM-8:40AM

Location: Wood School Learning Commons

Description: Discover, explore and imagine the possibilities of designing and creating all types of 3D models! In this class, students will learn beyond the basics and build a project that will encourage experimentation and innovation! Through an easy, web-based 3D design and modeling tool called Tinkercad, students will learn to sharpen their design skills in the 3D workspace and increase their knowledge in 3D printing!

Active Kids, Active Minds: Fitness, Fun and Games!
Mrs. DelGrosso
Grades: K-3

Days/Dates: Friday, 3/31, 4/7, 4/28, 5/4 (No class 4/14-Good Friday)

Time: 3:15PM-4:00PM

Location: A.W. Jackson Gym

Description: Active kids=active minds. Recent studies have shown that being active, especially before school improves both academic performance and personal health and fitness. Students who participate in this class will enjoy a wide range of physical activity, games, relays and fun competitions. This course encourages all children regardless of their interest in sports and athletics. This is truly a class for EVERYONE! Please come join the fun and games and get fit!

Back to Basics with Etiquette
Mrs. Melanson
Grades 1-3

Days/Dates: Wednesday 3/29, 4/5, 4/12, 4/26 & 5/3

Time: 2:55PM-3:45PM

Location: AWJ Room B10

Description: "Back to Basics" consists of instruction, overview and participation to have a better understanding of everyday manners, respect, setting the table, proper habits at the table and bullying. Students will have fun with interactive lessons, hand outs and role play. A guest book author will be with us during last 2 classes.

What is Coding?

Ms. Mazzeo & Mrs. Baker

Grades: 2-3

Days/Dates: Wednesdays 3/29, 4/5, 4/12, 4/16, 5/3

Time: 7:45AM-8:30AM

Location: D-1

Description: Have you heard of coding? Would you like to learn what all the excitement is about? Coding is the way to tell computers to do all the helpful things they do for us. From finding a contact on your phone so you can send a message, to directing a rocket into space, computers follow lists of instructions that a coder, or programmer, has written. You can learn to code by starting with a short, simple program. We will be coding a Robot Mouse, a Code-a-pillar and BeeBots. If you are a student in second or third grade and are ready to go on a coding adventure come join us!

Flag Football

Mr. Murphy & Mr. Sherwin

Grades: 4-6

Days/Dates: Mondays 3/27, 4/10, 4/24, 5/1

Time: 2:55PM-3:45PM

Location: Wood gym

Description: Have you watched Tom Brady throw touchdowns in the Superbowl and wished you could too? Sign up to play flag football with your friends and you too, can be throwing or catching touchdowns before you know it!

Grooving to the Beat

Ms. Sweeney

Grades: 4-6

Days/Dates: Fridays 3/31, 4/7, 4/28, 5/5

Time: 2:55pm-3:40pm

Location: B106

Description: In this class you will get to enjoy some fun dance and cardio movements! There will be upbeat music and a time to dance and have some fun! The last twenty minutes of class we will switch gears and perform some simple yoga moves and deep breathing exercises.

High Flyin' Frisbee Fun!
Mr. Murphy & Mr. Sherwin

Grades: 4-6

Days/Dates: Thursdays 4/6, 4/13, 4/27, 5/4

Time: 2:55PM-3:45PM

Location: Wood gym

Description: Have you ever wanted to learn how to throw a Frisbee? Have you ever played ultimate Frisbee? Students from a variety of skill levels can come have fun and learn about sports involving Frisbees.

Knitting

Mrs. Flynn

Grades: 4-6

Days/Dates: Wednesdays 3/29, 4/5, 4/12, 4/26, 5/3

Time: 7:55AM-8:40AM

Location: B206

Description: In this class you will learn the basics of knitting and find out just how easy it really can be! We will have the opportunity to create some wonderful handmade crafts. Come with an open mind and a willingness to be impressed with your own abilities.

Multiplication Ninjas

Ms. Walker

Grades 3-4

Days/Dates: Wednesdays 3/29, 4/5, 4/12, 4/26, 5/3

Time: 7:55AM-8:40AM

Location: Wood School Science Lab

Description: Do you want to be the master of multiplication facts through 12x12? Come play tons of fun games that will help you sneak up on those facts like a ninja and solve any math problem that gets in your way. You will be a black belt in multiplication facts in no time.

S.W.A.T. Club

Mrs. Whitaker & Mrs. Lareau

Grades: 4-6

Days/Dates: Wed. 3/29, Thurs. 4/6, Wed. 4/12, Wed. 4/26, Wed. 5/3, & Wed. 5/10

Time: 7:55AM-8:40AM

Location: Wood School Computer Lab

Description: The SWAT (Students Will Advance Technology) Club is offered to students in grades 4-6 who are interested in discovering, exploring and learning more about technology. As part of the SWAT team, students will broaden their knowledge, increase their skills, and learn about technology trends. The activities range from digital storytelling, animation, movie making, green screen technology, programming/coding to screencasting! Come join us and have fun!

Wood School's Got Talent

Miss Almeida & Ms. Hoyle

Grades: 4-6

Days/Dates: Fridays 3/31, 4/7, Thursday 4/13, Fridays 4/28, 5/5, 5/12 (show date)

Time: 7:55AM-8:40AM

Location: Wood School Gym

Description: Do you have a special talent and would like to perform for friends and family? Be a part of The Wood School's Got Talent Show! Talent show acts must be prepared by the first enrichment class, and participants must commit to attending all of the classes. This course is capped at 25 acts. **Registration forms available at the Wood School main office. Online registration is not available for this course.**

WeDo Lego® Robotics

Ms. Walker

Grades: 4-6

Days/Dates Thursdays, 3/30, 4/6, 4/13, 4/27 & 5/4

Time: 7:45AM-8:40AM

Location: Wood Science Lab

Description: Are you ready to learn the basics of programming, engineering, and constructing? WeDo Robotics engages children in hands-on technology experiments that focus on science, mathematics, social studies, and language concepts. Students will work in pairs and build LEGO models featuring working motors and sensors; program their models; and explore a series of cross-curricular, theme based activities. The WeDo Activity Pack consists of twelve (12) themed activities which will allow the students to explore, think creatively and logically, and collaborate with others. If you love LEGOs, come and join the fun!

Yoga Games and Activities

Mrs. DelGrosso

Grades: K-3

Days/Dates: Mondays, 3/27, 4/3, 4/10, 4/24 & 5/1

Time: 3:15PM-4:00PM

Location: Jackson Gym

Description: Get ready to practice yoga poses while improving balance and strength. Enjoy fun activities which will enhance your focus. Join in the fun of learning yoga and feel great! Mats are provided unless you would like to bring your own.

Enrichment Cycle II Application

Student Name:

Parent Email Address:

Teacher/Grade:

Course:

Electronic brochure and forms available at:
www.plainville.k12.ma.us

**Please do not send payment until you have
been notified that your child is in the class.**

*Students will not be denied due to inability to pay. Please
contact Superintendent David Raiche for assistance at
draiche@plainville.k12.ma.us*

*Parents are responsible for drop-off (if morning class) and
pick-up (if afternoon class) for their child. Punctuality, at-
tendance, and behavior are important and may be reason for
dismissal.*

Parent Signature: _____

Return by: March 20, 2017

Every opportunity will be given to involve your child in this course. However, due to limited space a place is not guaranteed. The programs fill up very quickly. A lottery system will be implemented for classes that have exceeded their maximum number of participants.