

Agenda

Plainville School Committee Meeting
Tuesday, February 13, 2018
6:00 PM
Wood School Learning Commons
72 Messenger Street, Plainville, MA

1. CALL TO ORDER
2. APPROVAL OF MINUTES
 - a. January 23, 2018, Regular Session Minutes (Vote Required)
3. SHOWCASE
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)
 - g. Wellness Committee (Mr. Ikbal)
8. RESIGNATIONS, TRANSFERS, APPOINTMENTS AND LEAVES
 - a. Transfer
9. SUPERINTENDENT'S REPORT
 - a. Cycle I Enrichment Update
 - b. Green Community Grant Funds
 - c. DESE Update on Accountability
 - d. DRAFT School Calendar for 2018/2019
 - e. Universal Screening Data—Mid-Year Report
 - f. Teacher Equity Gaps in Massachusetts
 - g. Budget History FY2015-FY2017
 - h. Building Temperatures
10. OLD BUSINESS
 - a. Digital Signage

11. NEW BUSINESS

- a. Acceptance of \$500 from Mobil-Exxon Alliance Energy (Vote Required)
- b. Acceptance of Office Supplies from the Plainville Historical Commission (Vote Required)
- c. BayState Textiles, Gift of \$25.00 (Vote Required)
- d. FY2018 Grant Update (Vote Required)
- e. Job Description: Facilities/Maintenance/Custodian (Vote Required)
- f. Presentation: Consolidated Program Review Report-Mr. Clarke
- g. Superintendent's Evaluation Process Timeline
- h. School Committee Evaluation Process Timeline
- i. Legislative Update
- j. Any item(s) not anticipated at the time of posting

12. INFORMATION

- a. Enrollment, February 1, 2018
- b. The Commonwealth of Massachusetts correspondence dated January 19, 2018 related to FY18 Circuit Breaker funds
- c. Registry of Deeds: Correspondence on Community Preservation Act funds in 2017
- d. IFB for Transportation Timeline and Invitation to Bid (FY2019-2012)
- e. Food Service Information through January 2018

13. EXECUTIVE SESSION

14. ADJOURNMENT

15. FUTURE AGENDA ITEMS

- a. Public Hearing on FY2019 School Budget (February 27, 2018)
- b. Superintendent's Mid-Year Report on Student Learning, Professional Practice and District Improvement Goals (February 27, 2018)
- c. Calendar Committee (TBD)
- d. What Districts Need To Do Re: ESSA (TBD)
- e. Procurement Card Update (TBD)

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.

PLAINVILLE SCHOOL COMMITTEE MEETING
Minutes of January 23, 2018

Regular Session

CALL TO ORDER

The meeting was called to order by Chairperson Amy Abrams at 6:02 p.m. in the Wood School Learning Commons. Also present were Linn Caprarella, Maggie Clarke, Javed Ikbal, Charlene McEntee and Superintendent Raiche.

Administrators Present: Edward Clarke, Administrator of Special Education
Caron Ketchum, School Business Administrator
Robin Roberts-Pratt, Principal, Beatrice H. Wood School
Stephanie Whitaker, Technology Systems Administrator

APPROVAL OF MINUTES

MOTION by Linn Caprarella seconded by Maggie Clarke to approve the January 9, 2018 regular session minutes as presented. So voted 4 in favor, 1 abstain (Mr. Ikbal)

SHOWCASE

COMMENTS BY CITIZENS AND FACULTY

None.

COMMUNICATIONS AND AUDIENCES

None.

COMMENDATIONS

None.

ITEMS FROM SCHOOL COMMITTEE MEMBERS/COMMITTEE REPORTS

a. King Philip School Committee-Mrs. McEntee

Mrs. McEntee reported that King Philip School Committee met last evening and that it was well attended; items on the agenda were:

- Public Hearing on the FY2019 budget; the budget presentation by Business Administrator Larry Azer was well put together and is available to review on the King Philip website;
- Update on the Superintendent Search; interviews are currently being conducted and three to five finalists will be forwarded to the full committee; it is anticipated that site visits will be held in February with the hope to select a new superintendent in March to begin employment in July

b. Negotiations Subcommittee-Mrs. Caprarella, Mrs. Clarke

Nothing.

c. Budget Subcommittee-Mrs. McEntee, Mrs. Abrams

Mrs. McEntee said the budget subcommittee met prior to tonight's meeting to discuss the FY19 school budget and worked on decreasing the amount of the increase of the proposed budget. Mr. Raiche said

he and Mrs. Ketchum, School Business Administrator, are meeting with Jennifer Thompson, Town Administrator, next Monday, to discuss the budget as well as the town's designation as a 'green community'. The public hearing for the FY2019 school budget will be held at the February 27, 2018 school committee meeting.

d. Communications Subcommittee-Mrs. Abrams, Mr. Ikbai

Mrs. Abrams said that a meeting will be scheduled soon, most likely sometime next week.

e. Town Building Committee-Mrs. Clarke

Mrs. Clarke reported that the last meeting was held on January 17th. The primary discussion was with CTA, the construction company building the new town hall and safety building. The project is about 20 days behind schedule; the original date of completion was November 17, 2018. She said there have been some unforeseen issues with the 'old' Wood School, thus causing this delay. Overall, the project is moving along well.

f. Sick Leave Bank Committee-Mr. Ikbai

Nothing.

g. Wellness Committee-Mr. Ikbai

Mr. Clarke said that he met this past week with representatives from the Hockomock YMCA to discuss plans for the school-based food bank. He will be requesting donations as part of the planned Walk to School Day on February 14, 2018 with the hope that food will be available for pick up right before the school vacation week. He has also been working with Mrs. White, Food Service Director, on the coordination of this project. Mrs. Abrams asked how a decision will be made, due to inclement and/or cold weather possibly on the 14th of February, to inform parents about a potential cancellation of the Walk to School. Mr. Clarke said he would hope to notify parents a few days before the event, but with New England weather as it is, it could be the night before the Walk.

RESIGNATIONS, TRANSFERS, APPOINTMENTS AND LEAVES

a. Appointment:

Jennifer Amaral, Instructional Paraprofessional in the TLC classroom at Jackson School, effective February 5, 2018

b. Leave:

Caitlin Nunez, grade 6 teacher, will be on maternity leave beginning approximately February 8, 2018. Mrs. Roberts-Pratt is currently conducting interviews to find a long-term substitute.

SUPERINTENDENT'S REPORT

Nothing.

OLD BUSINESS

None.

NEW BUSINESS

a. BoardDocs Training

The members of the school committee, superintendent of schools, as well as the administrators in attendance and Mrs. Schoonmaker, PEA President, took part in a training to utilize the BoardDocs program for school committee meetings.

b. Mid-Year Food Service Department Report-Mrs. White

Mrs. White presented a PowerPoint on the mid-year food service report. Highlights of her report included:

- The goal to increase breakfast participation by 2% in 2017-18; currently the percentage is approximately 0.1% above last year.
- The goal to increase lunch participation by 1% in 2017-18; currently the percentage is 2.4% below last year.
- Ideas to increase participation: suggestions from the Wood School Student Lunch Committee; students at both schools serving lunch; offering a free lunch to kindergarten students, email blasts from principals promoting breakfast, coupon for band students for a free lunch, new menu items such as the power packs—one which Mrs. White provided to all school committee members tonight.
- Advocacy work at the federal level as well as state level. Mrs. Clarke asked who pays for her attendance at the workshops. Mrs. White replied that normally the school district would pay; however, since she is a Board member of the National School Nutrition Association, the cost is covered.

c. Mid-Year Professional Development Program Report-Mr. Clarke

Mr. Clarke provided a report on the status of professional development in the district. Highlights of his report included:

- Social/Emotional Learning: this has been a main focus this year and both the Behavioral Specialist at Jackson School and Adjustment Counselor at Wood School have been coordinating implementation efforts and on-going coaching and collaboration to address the growing student need in this area.
- Teaching with Technology: this continues to be a focus area for our staff. During the last inservice day on January 16th, held with our sister districts of Wrentham and Norfolk, nine of our staff were presenters in various areas of technology. In addition, the Digital Support Specialist has worked with the teaching staff to identify and incorporate various technology tools into classroom instruction.
- Next Generation Science Standards: Consultants from SEED (for grades Kindergarten – 5) and Blue Heron (for grade 6) have been helping our staff incorporate hands-on activities for classrooms through workshops/trainings and/or consultation.
- Summer 2017: Staff took part in Professional Development opportunities such as The Ins and Outs of Origo Math, and Practical Techniques for Formative Assessment and Feedback.
- In addition, Bi-County Collaborative, LSDO, and Norfolk Public Schools have provided various workshops/trainings that our staff have attended. Kate Campbell and Kristen Skeffington presented a workshop for Bi-County Collaborative on social/emotional learning.

In conclusion, the district is active in providing professional development opportunities for the teaching staff as well as the educational support professionals of the district.

d. Mid-Year Technology Report-Mrs. Whitaker

Mrs. Whitaker presented a report on the status of technology in the district. Highlights included:

- SNAP Program: this program is now migrated to an online central database which is quite helpful for the two school nurses.
- Wireless Clocks: all clocks in the schools are now 13" standard round wireless clocks. They adjust automatically for Daylight Savings Time and after power outages. Mrs. Abrams noted that having clocks all on the same time is very important (bells for classroom changes, lunch schedules, special schedules, etc.).
- Illuminate Education: this data warehouse solution provides teachers with a central location to store assessment data. Trainings have been ongoing and are going well. Mrs. Clarke asked if the data is safe, and Mrs. Whitaker said the program is in compliance with all Privacy Acts and she continuously monitors the safety of student data—all contracts contain language to ensure vendors know the importance of privacy and safety and that data is secure.
- Computer Science Education Week: this was celebrated December 4-10, 2017 and all students participated in an "Hour of Code" using free coding activities available on Code.org.
- Regional Tri-Town Professional Day: this was held on January 16, 2018 and was quite successful as the afternoon was dedicated to technology trainings and several staff from Plainville led workshops which were available for staff from Wrentham and Norfolk, too. Mrs. Whitaker meets regularly with the King Philip Regional Area Technology Administrators who are excited about future technology offerings.
- Enrichment: Mrs. Whitaker and Mrs. Lareau continue to provide a 3D design class for students and she spoke passionately about the projects students complete. In addition, they have added an enrichment class, Invent with Coding, for students in grades 4-6.
- Tri-County Affiliation: we continue to provide an opportunity for a student from Tri-County Regional Vocational Technical High School to intern with our technology department and this year Victoria Rezza is the student intern from Tri-County.

e. LifeTouch Checks: (Vote Required)

- Jackson School Gift Account, \$1,340.25
- Wood School Gift Account, \$1,757.00

Mrs. Caprarella asked what the Music in the Parks program was as this is where the funds will be utilized for Wood School students. It is a program where the instrumental music and choral students at Wood School attend an amusement park in Connecticut and play their instruments/sing in the park as part of this fun day.

MOTION by Maggie Clarke seconded by Javed Ikbal, to approve the LifeTouch Checks for Jackson and Wood School's gift account as aforementioned. So voted.

f. Legislative update

Mrs. McEntee noted that there are two virtual schools in Massachusetts and attendance is increasing; these are public schools, much like a charter school, and do take funds away from our public schools if students from Plainville attend the virtual school. Mr. Raiche said we are in the process of obtaining information on Plainville students enrolled in schools other than Plainville Public Schools in order to complete DESE's School Attending Children Report this February but to the best of his knowledge no Plainville student is currently enrolled in a virtual school.

- g. Any item(s) not anticipated at the time of posting
None.

INFORMATION

No discussion about these items.

EXECUTIVE SESSION

None.

ADJOURNMENT

MOTION by Charlene McEntee seconded by Javed Ikbal, to adjourn at 7:31 p.m. So voted.

Respectfully submitted,

Susan M. Rieger, Recording Secretary

Meeting Handouts:

- Agenda
- Regular Minutes from January 9, 2018
- Memo on Appointment and Leave
- New Business:
 - Mid-Year Food Service Department Report-Mrs. White
 - Mid-Year Professional Development Program Report-Mr. Clarke
 - Mid-Year Technology Report-Mrs. Whitaker
 - Memo on LifeTouch Checks: Jackson School \$1,340.25; Wood School \$1,757.00
- Information::
 - Food Service Information through December 2017
 - Quarterly Report of FY18 Budget and Revolving Accounts through December 30, 2017
 - Open Meeting Law FAQs: from The Commonwealth of Massachusetts, Office of the Attorney General, September 2017



PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

David P. Raiche
Superintendent of Schools

Telephone: (508) 699-1300
Fax: (508) 699-1302
Email: draiche@plainville.k12.ma.us

Date: February 8, 2018

To: School Committee
From: David P. Raiche, Superintendent
Re: Resignations, Transfers, Appointments, and Leaves

The following transfer has been made:

Deborah Maw

Instructional Paraprofessional at Jackson School-
Grade One **TO** Long-Term Substitute Grade 6
Teacher effective Monday, February 5, 2018 (to
cover a maternity leave)

SUPERINTENDENT'S REPORT

a. Cycle I Enrichment Update

The Enrichment Program End of Cycle Reports are attached for your information. Kudos to Stacey Haven who is serving as the new program coordinator this year. Cycle 2 begins in early March and will end at the April break.

b. Green Community Grant Funds

As you can see on the attached letter, the town of Plainville has been awarded a grant of \$144,025, to be used during the period January 1, 2018 through December 31, 2018. On January 29, 2018 I met with Jennifer Thompson to discuss the process for using these funds. She indicated that the bulk of the money would be earmarked for schools given the construction of a new town hall and safety complex. I will be meeting with Jen again on February 8, 2018 to discuss the possibility of using these funds to conduct a comprehensive study of the faulty heating system at Jackson School.

c. DESE Update on Accountability

You may have noticed the DESE accountability change information which was the lead story in your January MASC bulletin. Please note that the placement of schools by levels (1-5) is being eliminated and an absentee measure is being added. Also, although I am not sure how they will credit schools for the work they do with the same students over a long period of time I am pleased that they recognize the challenges of educating students who move in and out of districts frequently.

d. Draft School Calendar for 2018/2019

Please review the draft calendar and rationale document which is attached. I anticipate bringing the calendar forward for recommended action at your next meeting.

e. Universal Screening Data—Mid-Year Report

Please review the mid-year report which I have provided. If you have any questions regarding the data, please contact me.

f. Teacher Equity Gaps in Massachusetts

Given DESE's belief that closing teacher equity gaps is a key to addressing gaps in student performance they have developed several documents which delineate the student demographic information and educator characteristics they are using to identify teacher equity gaps. One document, MA Playbook II, is attached for your information. I have also provided you with the 5-year summary report for Plainville. The state is requiring any district with risk ratio scores of 1.5 or above to develop an action plan. Given that all of our scores are below the 1.5 threshold we have no issues to address at this time.

g. Budget History FY2015-FY2017

Per the request of the King Philip Budget Advisory Committee Mrs. Ketchum prepared and forwarded a 3-year budget history report for Plainville. Her colleagues from Wrentham and Norfolk will or have done so, too.

h. Building Temperatures

I will provide the school committee with an oral report on steps we have taken and plan to take to address variations in building temperatures.

PLAINVILLE PUBLIC SCHOOLS
2017-2018 Enrichment Program
Cycle 1

Activity	Grade levels	# of participants	Attendance Rate
Active Kids	K-1	35	92%
Active Kids	2-3	23	74%
Basketball	4-6	24	88%
Bedazzled	4-6	8	55%
Coding	4-6	9	84%
CSI	4-6	13	99%
Flag Football	4-6	14	91%
STEM activities	3-6	16	83%
3D Modeling	2-3	13	87%
Wood's Got Talent	4-6	33	100%
Yoga	1-3	16	88%
TOTAL	K-6	204	88%

PLAINVILLE PUBLIC SCHOOLS
2017-2018 Enrichment Program
Cycle 1

GRADE	# OF PARTICIPANTS	% OF GRADE
K	22	24%
1st	15	17%
2nd	15	18%
3rd	20	25%
4th	32	31%
5th	30	32%
6th	21	19%
TOTALS:	155	24%

Enrichment 2017/2018

Revenue

Tuition Balance -FY17	\$660.34
Tuition Received FY18 Cycle 1	\$986.00
FY18 Operating Budget	\$7,000.00
FY18 Operating Budget	\$50.00
Total	<u>\$8,696.34</u>

Account

Before/After School Enrichment Revolving Account
Before/After School Enrichment Revolving Account
01.2330.4.0130 Stipends Enrichment
01.2430.5.0130 Enrichment Supplies

Expenses

Instructor Salar	Cycle I	\$647.56
	Cycle I	\$3,489.17
Support Salarie	Cycle I	\$303.78
Coordinator	1/2 stipend	\$695.00
Supplies	Cycle I	\$105.79
	Total	\$5,241.30

Account

Before/After School Enrichment Revolving Account
01.2330.4.0130 Stipends Enrichment
Before/After School Enrichment Revolving Account
Before/After School Enrichment Revolving Account
01.2430.5.0130 Enrichment Supplies

Revenue minus Expenses	\$3,455.04
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COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF
ENERGY AND ENVIRONMENTAL AFFAIRS
DEPARTMENT OF ENERGY RESOURCES
100 CAMBRIDGE ST., SUITE 1020
BOSTON, MA 02114
Telephone: 617-626-7300
Facsimile: 617-727-0030

Charles D. Baker
Governor

Karyn E. Polito
Lt. Governor

Matthew A. Beaton
Secretary

Judith F. Judson
Commissioner

December 28, 2017

Robert Rose, Chair
Plainville Board of Selectmen
142 South Street, PO Box 1717
Plainville, MA 02762

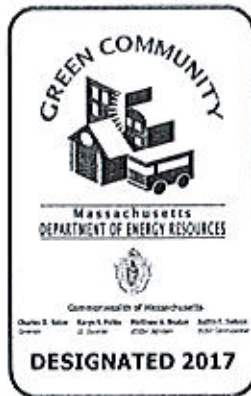
Dear Mr. Rose:

Congratulations on the Town of Plainville's designation as a Green Community! This designation is quite an achievement and reflects the hard work and tireless efforts your community has exhibited in meeting the Green Communities Designation and Grant Program's five criteria. Meeting these criteria is proof of Plainville's position as an energy leader in Massachusetts, poised to reduce its energy costs, improve the local environment and implement energy efficiency and renewable energy projects with funding through the Green Communities Designation and Grant Program. The purpose of this letter is to confirm your Green Community designation in writing and provide you with program information and activities relevant to you as a newly-designated Green Community.

Along with this designation, the Town of Plainville has been awarded a grant of \$144,025. A formulaic allocation has been established that consists of a base grant per community of \$125,000, plus an amount adjusted for population and income. To receive this grant award, the Town of Plainville will be required to submit a project application proposing how these funds will be spent. The Green Communities grant application guidance with submission instructions will be provided to you in the next several weeks. In the meantime, please be sure to work with your Regional Coordinator, Seth Pickering at (508) 946-2838, to identify potential energy projects and coordinate with vendors and utility companies.

SIGNS

Each designated Green Community receives four (4) 12" x 18" aluminum signs to be displayed in your community. While you are free to place these signs wherever you choose within your community, the Division recommends installing them in highly-visible, high pedestrian traffic areas (such as near municipal offices, schools, and downtown business districts, and/or within parks and along walking paths). If installed on roadways, the Division recommends hanging them at approximately eye-level for motorists, to maximize readability.



CERTIFICATES

Each Green Community will receives an official certificate for display pronouncing the municipality's designation as a Green Community and including the designation date and signatures of the Governor, Lieutenant Governor, Secretary of Energy and Environmental Affairs, and Commissioner of the Department of Energy Resources.

Again, congratulations on becoming a Green Community. The Division looks forward to working with the Town of Plainville to meet the objectives of the Green Communities Designation and Grant Program and to support you in meeting your local energy goals. Thank you for your commitment to a cleaner energy future for Massachusetts.

Sincerely,

Joanne Bissetta
Acting Director, Green Communities Division

Cc: Jennifer Thompson, Town Administrator

Eric Arbeene

Seth Pickering, Southeast Regional Coordinator

Accountability Changes Coming from DESE

Changes on so many levels

We've all become used to the annual reports: what are the MCAS scores and what level does that place our schools at this year?

In Massachusetts, this will no longer be the case.

When Congress passed the latest version of the Elementary and Secondary Education Act, now called the Every Student Succeeds Act (ESSA), it triggered a new plan from Massachusetts on how the state would fulfill the law. After input from stakeholders across the Commonwealth, the state has had a plan accepted by the feds which most notably will change our current accountability system. There will be more to come on this as the state rolls out the plan, but here is what we know thus far:

It's not all about testing.

Schools and districts will be evaluated on: ELA, math, and science MCAS achievement values (based on scaled scores); student growth in MCAS scores (as measured by the student growth percentile); high school completion (as measured by the four year graduation rate; the extended engagement rate; (see below) and the annual dropout rate and English language proficiency (as measured by progress made by English learners towards proficiency).

Other measures to include:

- chronic absenteeism in all schools;
- percentage of students passing all ninth grade courses (for high schools);

- percentage of students completing advanced course work (for high schools).

Note that extended engagement is a new measure, incorporating both the five year graduation rate PLUS the percentage of students still enrolled in school after that time. Districts thus will be credited with keeping students who have yet to graduate in school.

A focus on kids who need the most help

In addition to meeting targets for the school as a whole, schools will be responsible for the performance (in all indicators, not just testing) of the lowest performing 25% of students who have been enrolled for more than one year. The intent

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Finalists for DESE Commissioner Announced

Three finalists have been chosen to interview for the position of Commissioner of the Department of Elementary and Secondary Education.

The finalists are: **Angélica Infante-Green**, deputy commissioner of the Office of Instructional Support P-12 in New York State Education Department; **Jeffrey C. Riley**, superintendent/receiver of the Lawrence Public Schools; and **Penny Schwinn**, chief deputy commissioner of academics at the Texas Education Agency. They were picked from a pool of 18 applicants from around the country and will be publicly interviewed later this month by the entire Board of

Elementary and Secondary Education in the final round of interviews before the Board votes to recommend one candidate for the position.

The Preliminary Screening Committee, which included five Board members who are voting members of the committee and 10 non-voting members from the public, selected the finalists after meeting in December and January to review applications and interview candidates.

Ms. Infante-Green has overseen and directed all programmatic and administrative activities of the Office of Instructional Support P-12 for the New York State Education Department

since 2015. Prior to that, she was associate commissioner of the New York State Education Department's Office of Bilingual Education and World Languages. Before her leadership roles at the state level, she was assistant superintendent/executive director of the New York City Department of Education's Office of English Language Learners. She began her career as a teacher and administrator in New York City public schools.

Mr. Riley has overseen the functioning and improvement of 35 schools serving more than 14,000 students as the Lawrence Public

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Legislative Forum anticipates upcoming Day on the Hill

On Friday, February 9, MASC's Division VII and the Cape Cod Collaborative will present a legislative forum that will focus on issues around the upcoming FY19 state budget and will include a presentation on the state's new accountability system from Robert Curtin, Director, Center for District Support, DESE. The program, which will run from 9:30-Noon, will be held at the Cape Cod Collaborative in Osterville. There is no charge to attend, but MASC's asks that you rsvp to Division VII Chair Geoff Swett at swettgw@comcast.net.

MASC's annual **Day on the Hill** is once again having to relocate due to ongoing renovations at the State House. The morning legislative

program will be held on **Wednesday, April 25** at the Grand Masonic Lodge in Boston at the corner of Boylston and Tremont Streets, approximately a five-minute walk from the Common garage and an eight-minute walk to the State House. (The program was also held at this location in 2017.)

BACK AGAIN THIS YEAR THOUGH:

The luncheon buffet prepared and hosted by vocational students from across the state will be held at the State House in its usual location, the Great Hall of Flags.

Details about the program and registration information will be announced shortly. **Save the date (April 25) on your calendar today.**

DESE

continued from page 1

is to credit schools with the work they do with students they have for a sustained period of time.

No More Levels

Schools will no longer be placed in a vertical hierarchy of levels 1-5. The lowest 10%—not, as now, the lowest 20%—will be “normatively placed” as in need of intervention. Only approximately 15% of schools will be classified as in need of assistance or intervention:

- those with percentiles under 10%, plus;
- those with persistently low graduation rates
- those with low testing participation over two years.

MASC will keep you posted as we learn more.

LEGISLATIVE ALERT! *Possible shortage of funds for FY2018 Special Education Circuit Breaker*

The Special Education Circuit Breaker provides state funding for 75% of all approved costs that exceed 4 times the statewide average per pupil foundation budget, as defined in Chapter 70, for the previous fiscal year. The final FY 2018 funding for the Circuit Breaker was \$281 million. DESE estimated an increase of 4.5% for all claims; however, the costs thus far are approximately 8.1%. It is preliminarily estimated that a shortfall of \$36 million may occur in this account. DESE is currently conducting its circuit breaker audits with 60 school districts and the results are due by early March. The audit results could add to or reduce the projected shortfall.

MASC urges you to contact your legislators, as soon as possible, to seek additional funding necessary to meet the Circuit Breaker shortfall of about \$36 million. Such funding for FY 2018 could be funded through a Supplementary Budget, which the Legislature frequently employs to meet various shortfalls and emergency funding requests. The Governor's FY 2019 State Budget is scheduled to be released by January 25, 2018 and MASC will send you a Legislative Bulletin with the highlights.



02762\$2259 C013

Susan Rieger
Administrative Asst. to the Superintendent
Plainville Public Schools
68 Messenger St
Plainville, MA 02762

MASC

Massachusetts Association of School Committees
One McKinley Square
Boston, MA 02109




PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

David P. Raiche
Superintendent of Schools

Telephone: (508) 699-1300
Fax: (508) 699-1302
Email: draiche@plainville.k12.ma.us

To: School Committee
From:  David P. Raiche, Superintendent of Schools
Re: Draft School Calendar 2018/2019
Date: February 7, 2018

I offer the 2018-19 calendar to you at this time for review and comment.

Please note the following:

1. The proposed start date for all staff is Monday, August 27, 2018
2. The proposed start date for students is Tuesday, August 28, 2018; school would be in session on Tuesday, Wednesday and Thursday of that week and then NO SCHOOL on Friday, August 31, 2018, the Friday prior to Labor Day Weekend
3. An Inservice scheduled for Tuesday, September 4, 2018, which is a voting primary day; NO SCHOOL for STUDENTS
4. The inservice days of Tuesday, September 4, 2018, Tuesday, October 9, 2018 and Tuesday, January 22, 2019 will also be inservice days for Wrentham and Norfolk Public Schools; these are NO SCHOOL days for STUDENTS
5. The two early release days of March 6, 2019 and April 3, 2019 are also early release days for Wrentham and Norfolk Public Schools
6. King Philip Regional School District does not have a calendar at this time
7. Good Friday falls during the vacation week in April

I plan to meet with the Plainville Education Association to confirm both parent-teacher conference dates, which in this draft calendar are proposed on the dates of Thursday, December 6, 2018 and Thursday, March 28, 2019. Once I have met with them I will bring the calendar back to the School Committee for approval.

DRAFT

PLAINVILLE PUBLIC SCHOOLS | 2018-2019 CALENDAR

AUGUST '18

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 1st Day for ALL Staff
NO SCHOOL FOR STUDENTS

28 1st DAY FOR STUDENTS

31 NO SCHOOL

4 Progress Reports Home

18 February Vacation-Feb 18-22
NO SCHOOL

FEBRUARY '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

SEPTEMBER '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Labor Day-NO SCHOOL

4 Staff Inservice - NO SCHOOL FOR STUDENTS

6 NOON DISMISSAL Early Release Day

15 End of Term 2 (61 days)

25 Report Cards Home (Second Term)

28 NOON DISMISSAL
(Parent/Teacher Conferences)

MARCH '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER '18

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 Columbus Day-NO SCHOOL

9 Staff Inservice-NO SCHOOL FOR STUDENTS

22 Progress Reports Home

3 NOON DISMISSAL-Early Release Day

15 April Vacation-April 15-19
NO SCHOOL

APRIL '19

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER '18

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

11 Veterans Day (Sunday)

12 NO SCHOOL-Veteran's Day Observance

21 NOON DISMISSAL Thanksgiving Holiday-NO SCHOOL Nov. 22-23

30 End of Term 1 (61 days)

27 Memorial Day-NO SCHOOL

MAY '19

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 Report Cards Home (First Term)

6 NOON DISMISSAL
(Parent/Teacher Conferences)

24 Winter Vacation-Dec. 24-31 -
NO SCHOOL

13 End of Term 3 (180 days) and Last Day of School NOON DISMISSAL

20 Last Day of School with 5 "snow" days - Noon Dismissal

JUNE '19

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JANUARY '19

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 New Year's Day-NO SCHOOL

21 M.L. King Day-NO SCHOOL

22 Staff Inservice-NO SCHOOL FOR STUDENTS

4 Independence Day

JULY '19

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

PLAINVILLE PUBLIC SCHOOLS
Universal Screening Data
Composite Report
2018-2019

Grade	Time Period	Low Risk	Moderate Risk	High Risk
K	BOY	86%	7%	8%
	MOY	82%	11%	8%
	EOY			

Grade	Time Period	Low Risk	Moderate Risk	High Risk
1	BOY	72%	19%	9%
	MOY	79%	12%	9%
	EOY			

Grade	Time Period	Low Risk	Moderate Risk	High Risk
2	BOY	83%	10%	7%
	MOY	82%	12%	6%
	EOY			

Grade	Time Period	Low Risk	Moderate Risk	High Risk
3	BOY	88%	7%	5%
	MOY	86%	9%	5%
	EOY			

Grade	Time Period	Low Risk	Moderate Risk	High Risk
K-3	BOY	82%	11%	7%
	MOY	82%	11%	7%
	EOY			

Grade	Time Period	Low Risk	Moderate Risk	High Risk
4	BOY	86%	9%	5%
	MOY	79%	14%	7%
	EOY			

Grade	Time Period	Low Risk	Moderate Risk	High Risk
5	BOY	83%	10%	7%
	MOY	81%	11%	9%
	EOY			

Grade	Time Period	Low Risk	Moderate Risk	High Risk
6	BOY	83%	7%	9%
	MOY	88%	4%	8%
	EOY			

Grade	Time Period	Low Risk	Moderate Risk	High Risk
4-6	BOY	84%	9%	7%
	MOY	83%	9%	8%
	EOY			

Grade	Time Period	Low Risk	Moderate Risk	High Risk
K-6	BOY	83%	10%	7%
	MOY	83%	10%	7%
	EOY			

EQUITABLE ACCESS TO EXCELLENT EDUCATORS

Using Data and ESE Resources to Close the Gap

The Massachusetts Department of Elementary and Secondary Education's Commitment: All students should have equitable access to great educators.

Despite Massachusetts' successes in public education, substantial outcome gaps persist, namely among students who are economically disadvantaged, students of color, English Learners, and students with disabilities. Because educators are the in-school factor with the **greatest impact on student achievement**, equitable access to excellent educators can close these gaps in student performance. The [Massachusetts Equity Playbook](#) provided an initial set of resources for local strategies to improve equitable access. This Equity Playbook II offers additional guidance.

The [Massachusetts State Equity Plan](#) identifies equity gaps based on the following student and educator characteristics:

4 STUDENT GROUPS:

- Students of Color
- Students from Poverty
- Students with Disabilities
- Students who are English Learners

3 EDUCATOR CHARACTERISTICS:

- Experience
- Effectiveness
- Preparation

At the state level...

Teachers working in HIGH POVERTY and HIGH MINORITY schools are 2x AS LIKELY TO BE IN their FIRST YEAR of teaching, compared to low poverty and low minority schools.

Over the past five years, ECONOMICALLY DISADVANTAGED students were 39% more likely to be assigned to a TEACHER RATED NI/U.*

Statewide, HISPANIC STUDENTS in Massachusetts were 2x as likely as white students to be assigned to a TEACHER RATED NI/U.

Strategies to Address Equity Gaps

1. EDUCATOR PREPARATION

2. EDUCATOR EFFECTIVENESS
3. INCLUSIVE PRACTICE

*NI/U = Needs Improvement/Unsatisfactory

% of Students Assigned to First-Year Teachers, 2015-16

More ECONOMICALLY DISADVANTAGED students, STUDENTS OF COLOR, and ELs had at least one FIRST-YEAR TEACHER.



% of Students Assigned to Out-of-Field Teachers, 2015-16

Compared to white students, more than 3x as many STUDENTS OF COLOR had one or more OUT-OF-FIELD TEACHERS.



KEY

Eco. Dis. = Economically Disadvantaged

SoC = Students of Color

EL = English Learners

SWD = Students with Disabilities

At the district level...

In one urban district, STUDENTS OF COLOR were 2x as likely as white students to have a TEACHER RATED NI/U.

In one suburban district, ELs were 2x as likely as non-ELs to have a FIRST-YEAR

TEACHER.

In one small district, STUDENTS OF COLOR were 50% more likely than white students to have a TEACHER RATED NI/U.

1. Educator Preparation

Every year, approximately 63,000 students in the Commonwealth are taught by first-year teachers who are graduates of our educator preparation programs; we have a unique opportunity to greatly improve the academic experience for those students. Right now in Massachusetts, first-year teachers are:

- Disproportionately hired by underperforming schools,
- Disproportionately placed in classrooms with our neediest students, and
- Able to grow the most early in their careers.

By improving the depth and quality of preparation for our new teachers, we narrow the "experience gap," improve retention rates for school districts, and improve student outcomes—particularly for our most vulnerable and underserved populations.

Strategies to Address Equity Gaps

ESE is working with districts to improve teacher pipelines, especially in hard-to-staff roles, through [Elevate Preparation: Impact Children \(EPIC\)](#).

- [Support Partnerships with Ed Prep Programs](#): Learn about the Partnership Innovation Grant as well as partnerships underway through the Student Teaching Partnership Consortium.
- [Educator Preparation Profiles](#) & [EDWIN Analytics Report \(EV901\)](#) provide information about Ed Prep program performance related to teacher candidates and completers.

NEW! INDUCTION AND MENTORING STATEWIDE REPORT:

Learn common characteristics of statewide mentoring and induction programs and improve current programming.

NEW! Matching Mentors to Mentees

NEW! Finding Time for Mentors and Mentees to Meet

2. Educator Effectiveness

Robust educator effectiveness systems introduce a shared vision of quality instruction and promote professional learning and growth through the provision of high quality feedback.

New ESE resources to support educator effectiveness include:

[Online Calibration Training Tool](#): Cultivate a shared understanding of effective practice and high quality feedback among evaluators and educators.

[Calibration and Inclusion Toolkit](#): Improve evaluator calibration and support inclusive practices for general education classrooms based on lessons learned from districts in the Educational Equity Professional Learning Network.

[What to Look for Guides](#): Learn what observers should expect to see in English Language Arts, Mathematics, and Science classrooms (up to Grade 8) with these quick guides for observing classroom content and practice.

[Massachusetts Educator Evaluation Framework Video Series](#) reviews the purpose of the evaluation framework and key features of the 5-Step Evaluation Cycle.

[Transforming Educator Evaluation in Massachusetts Video Series](#): Experience examples of transformative evaluation systems that highlight aspects of the 5-Step Evaluation Cycle and innovative District Systems that support effective evaluation implementation.

3. Inclusive Practice

[The Educator Effectiveness Guidebook for Inclusive Practice](#) promotes evidence-based practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning. Through the 2015-16 school year, ESE provided technical assistance on the Guidebook to school districts, Ed Prep Programs, and other organizations.

A team of Equitable and Inclusive Practice Ambassadors, coordinated by the Massachusetts Organization of Educational Collaboratives, conducted in-person visits with over 2,100 principals and administrators statewide to share the resources of the 2015 Massachusetts State Equity Plan and to provide technical assistance around applying strategies to close equity gaps.

NEW! [Cultural Proficiency: A Strategy to Address Equity Gaps in Students Achievement and Learning Experiences](#). Lessons, resources and guiding questions for districts pursuing cultural proficiency initiatives.

[Foundations for Inclusive Practice Online Courses](#): Strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. These courses are one option for MA educators to meet the 15 PDPs [license renewal requirement](#) at no cost.

- Foundations for Inclusive Practice: Administrator
- Foundations for Inclusive Practice: Educator

As of March 2017, over 3,000 teachers and administrators had enrolled in these courses!

[Low-Income Education Access Project \(LEAP\) Online Training Module:](#) Provides the user with a fundamental understanding of the impact that poverty can have on student performance and is intended for school and district use with groups or individuals, allowing for direct instruction to school personnel.

Social and Emotional Learning

Learn about ESE's participation in the Collaborative for Academic, Social, and Emotional Learning (CASEL's) two-year Collaborating States Initiative (CSI) at the Department's new [Social and Emotional Learning website](#).

The Department is partnering with our stakeholders to establish a common language and shared vision of positive social and emotional competencies for all students. Partnership with CASEL and other participating states will allow the Department to achieve those goals by:

- Engaging with our stakeholders, especially our teachers, administrators, and specialized instructional support personnel (SISP);
- Integrating SEL principles with existing policies, resources, and initiatives; and
- Building useful, well-aligned resources.

To receive occasional updates about the progress of this initiative or to submit comments about social and emotional learning in Massachusetts, fill out this [short form](#).

LINKS TO ALL EQUITABLE ACCESS RESOURCES: bit.ly/MAEquity

All Students in District By Comparison Groups

This report shows the rates at which your district's current students have been assigned to teachers with various characteristics, over the past five years. Specifically, the table indicates whether there are inequities in different student subgroups' assignment to educators. For a step-by-step guide to interpreting the report, please see the [tutorial videos](#).

How to read the data

1. In the upper left-hand cell, 81% means that when you add up all the classes that non-economically disadvantaged students took over 5 years, 81% of the time the teacher had 3 or more years of experience. 19% of the time, the teacher had fewer than three years of experience.
2. Next, let's look at what the risk ratio column means. We want to determine if economically disadvantaged students are more likely than their peers to be taught by inexperienced teachers. We divide 19% by 19%, to find that economically disadvantaged students are 0.98 times as likely as non-economically disadvantaged students to be assigned to inexperienced teachers. A risk ratio of 1.5+ indicates an equity gap.

	Years in MA		
	% 3+	% 0-2	Risk Ratio
Plainville (Non-Econ. disadvantaged)	81	19	
Plainville (Econ. disadvantaged)	81	19	0.98

	STUDENTS		EDUCATOR EXPERIENCE				EDUCATOR QUALIFICATIONS				EDUCATOR EFFECTIVENESS				EDUCATOR ATTENDANCE			
	# Students	Avg Years w/ Class Data	# Learn Exp	Years in MA % 3+ % 0-2	# Learn Exp	% Out of Field	% Long Term Subs	# Learn Exp with Eval	Overall Rating % E/P % Risk NIU Ratio	ELA SGP % High Mod. % Low	Math SGP % High Mod. % Low	# Learn Exp with Attend	Teacher Days Absent % 0-4 % 5-9 % 10+	Risk Ratio				
State (All Students)	795,628	4	27,444,071	85 15	27,444,071	*	*	18,885,226	95 5	19 65 16	23 58 19	13,287,399	34 34 32					
Plainville (All students)	476	4	7,880	81 19	7,880	*	*	6,725	96 4	7 88 4	80 17 3	4,428	28 49 23					
Plainville (Non-Econ. disadvantaged)	413	4	6,737	81 19	6,737	*	*	5,804	97 3	8 90 2	86 12 2	3,800	28 49 22					
Plainville (Econ. disadvantaged)	63	4	1,143	81 19 0.98	1,143	*	*	921	95 5 1.39	5 81 14	52 42 5	628	29 45 24 1.03					
Plainville (White students)	399	4	6,640	81 19	6,640	*	*	5,680	97 3	7 90 2	83 14 2	3,702	29 50 22					
Plainville (Students of color)	77	4	1,240	80 20 1.04	1,240	*	*	1,045	95 5 1.37	8 80 13	64 32 4	726	28 45 26 1.20					
Plainville (Non-ELLs)	455	4	7,943	81 19	7,943	*	*	6,510	96 4	7 88 4	80 17 3	4,249	28 48 23					
Plainville (ELLs)	21	3	237	78 22 1.13	237	*	*	215	96 4 1.03	5 93 2	79 16 5	179	26 51 22 0.99					
Plainville (Non-SWDs)	402	4	6,576	81 19	6,576	*	*	5,633	97 3	8 88 4	80 17 3	3,735	29 49 22					
Plainville (SWDs)	74	4	1,304	80 20 1.02	1,304	*	*	1,092	96 4 1.27	4 92 4	79 19 2	693	27 50 23 1.03					

* Statewide, or field and out-of-field data is not yet available.

Data suppression rules: Suppressed values are displayed as dashes (-).

- Educator information is suppressed if the distinct number of teachers in each section of the report is fewer than 6. All information is suppressed if the number of students enrolled is fewer than 6. Each column with "if learning experiences" may represent a different number of distinct teachers.

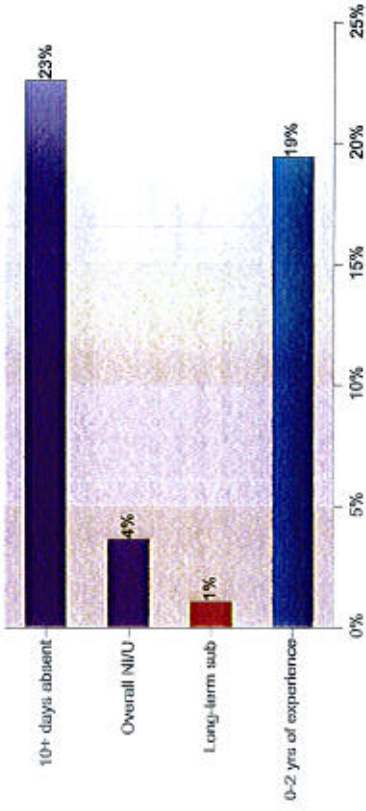
- Educator evaluation and SGP distributions are suppressed when 100% of learning experiences fall into one of the ratings (E/P or NIU) or SGP (High/Mod/Low) categories.

Learning Experiences for All Students Enrolled in the District

For all students enrolled in the district during the current school year, this graph shows the proportion of their experiences over the last five school years that have been with teachers in the following categories.

Equitable Access to Educators: Student Learning Experience Five-Year Summary Classroom Years 2012 to 2016

Plainville (023800000)
School Year: 2016-17



To run more specific reports at the school, district, grade or individual level you can run [detailed reports](#). A tutorial on running these reports is available at [tutorial videos](#).

- Learning experience definition: A learning experience is generated each time a student has a class on their schedule with that teacher. For more information on learning experiences, see [this description](#).

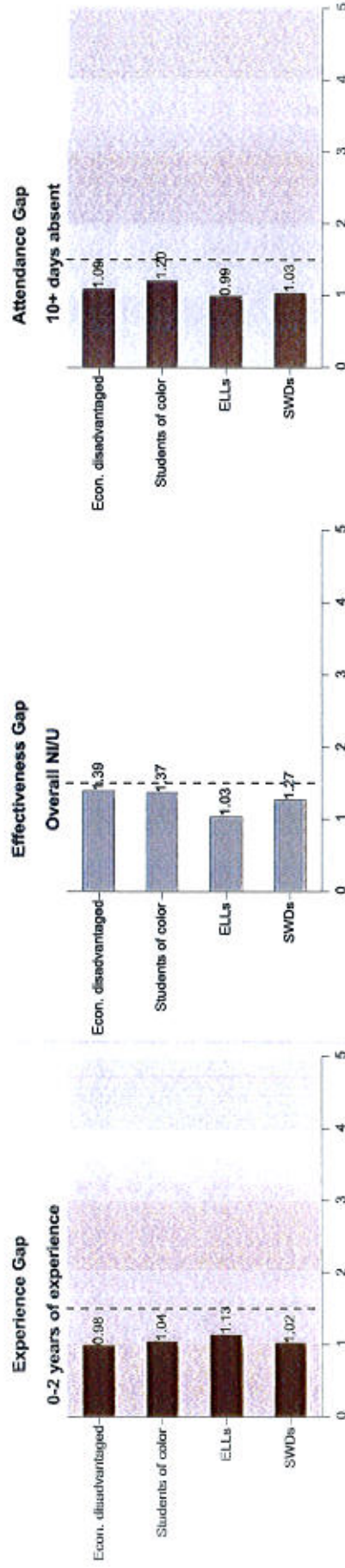
- SWDs are Students with Disabilities.

- For more information about student subgroups, see [About the Data](#).

- Teacher SGP: Low teacher SGP is 39 or lower. Moderate teacher SGP is 40-60. High teacher SGP is 61 or higher. For more information on SGP, see the [Growth Model page](#).

Comparison Risk Ratios Between Student Subgroups

These bar graphs compare risk ratios, or how much more (or less) likely the historically underserved groups are to be assigned to different categories of teachers. Risk ratios greater than 1 indicate that a student subgroup is more likely to be assigned to a teacher with the designated characteristic, compared to students in the school who are not in that subgroup. Risk ratios less than 1 indicate that the subgroup has a lower likelihood of being assigned to a teacher with the designated characteristic. **Red** bars of 1.5+ indicate an equity gap.



~ **Historical data:** Please note, information displayed in this report is focused on the past learning experiences of the students in the selected district and school(s). It is not necessarily a reflection of the teachers currently at the district and school(s).

~ **Course and student reporting:** Learning experiences include classes for students who were assigned to the educator's classroom as of the end of year. For more information, see [this description](#).

~ **Data availability:** The number of learning experiences in each section of the report may be impacted by the year in which ESE began collecting the data: Professional teacher status (available as of 2012-13), educator evaluation (2012-13), developing educators (2014-15), teacher attendance (2014-15).

Comparison Risk Ratios Between Student Subgroups for Schools in the District

This table shows risk ratios, or how much more (or less) likely the historically underserved groups are to be assigned to different categories of teachers. Risk ratios greater than 1 indicate that a student subgroup is more likely to be assigned to a teacher with the designated characteristic, compared to their peers. Risk ratios less than 1 indicate that the subgroup has a lower likelihood of being assigned to a teacher with the designated characteristic. **Red** risk ratios of 1.5+ indicate an equity gap.

School Name	Subgroup	Experience Gap		Effectiveness Gap		Attendance Gap	
		0-2 yrs of experience	Risk Ratio	Overall NITU	Risk Ratio	10+ day absent	Risk Ratio
Anna Ware Jackson	Econ. disadvantaged		0.91				0.98
	Students of color		0.86				1.37
	ELLs		1.00				1.13
	SWDs		0.86				0.89
Beatrice H. Wood Elementary	Econ. disadvantaged		1.00		1.45		1.15
	Students of color		1.06		1.57		1.15
	ELLs		1.23		1.41		0.94
	SWDs		1.08		1.19		1.07

PLAINVILLE PUBLIC SCHOOLS

Budget History FY2015 - FY2017

By DESE Function:	FY2015		FY2016		FY2017	
	FINAL		FINAL		FINAL	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL
1000 District Leadership	363,228	368,904	370,462	367,901	393,345	395,604
2000 Instructional Services	5,701,567	5,663,927	6,066,801	6,056,348	6,482,365	6,457,113
3000 Other Student Services	733,982	761,764	714,447	716,692	753,503	739,836
4000 Operations & Maint	687,841	675,799	691,199	697,055	739,450	773,306
9000 Programs w/Other Dist.	421,722	435,851	603,187	607,040	446,213	382,546
TOTALS	7,908,340	7,906,244	8,446,096	8,445,035	8,814,876	8,748,405
		99.97%		99.99%		99.25%

By DESE Expense Type:

1 Professional Salaries	4,819,505	4,814,766	4,975,066	4,970,226	5,171,185	5,114,816
2 Clerical Salaries	183,532	184,936	193,674	191,556	200,490	220,308
3 Other salaries	985,998	986,108	989,423	978,454	1,159,164	1,148,812
4 Services	1,120,894	1,149,487	1,158,172	1,142,062	1,253,111	1,224,879
5 Supplies	265,816	243,856	394,562	432,959	428,932	529,880
6 Other Expenses	110,873	91,240	132,012	122,737	155,781	127,164
9 Tuitions (net)	421,722	435,851	603,187	607,040	446,213	382,546
TOTALS	7,908,340	7,906,244	8,446,096	8,445,035	8,814,876	8,748,405
		99.97%		99.99%		99.25%

Established Special Education Reserve Fund

Unused balance, returned to Town's General Fund

65,000
1,471
0.02%

1,061
0.01%

2,096
0.03%



PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

David P. Raiche
Superintendent of Schools

Telephone: (508) 699-1300
Fax: (508) 699-1302
Email: draiche@plainville.k12.ma.us

To: School Committee Members

From:  David P. Raiche, Superintendent of Schools

Re: Digital Signage

Date: February 9, 2018

Attached is an article which appeared in a recent edition of a school facility magazine I receive monthly. I think there are many good reasons for making this investment, most especially the digital world we live in.

Attachment



PHOTO COURTESY OF DLI GROUP

Digital Signage: Everything Old Is New Again

Take a look at how school administrators are putting digital signage to use, capturing the attention of digital natives, aka students.

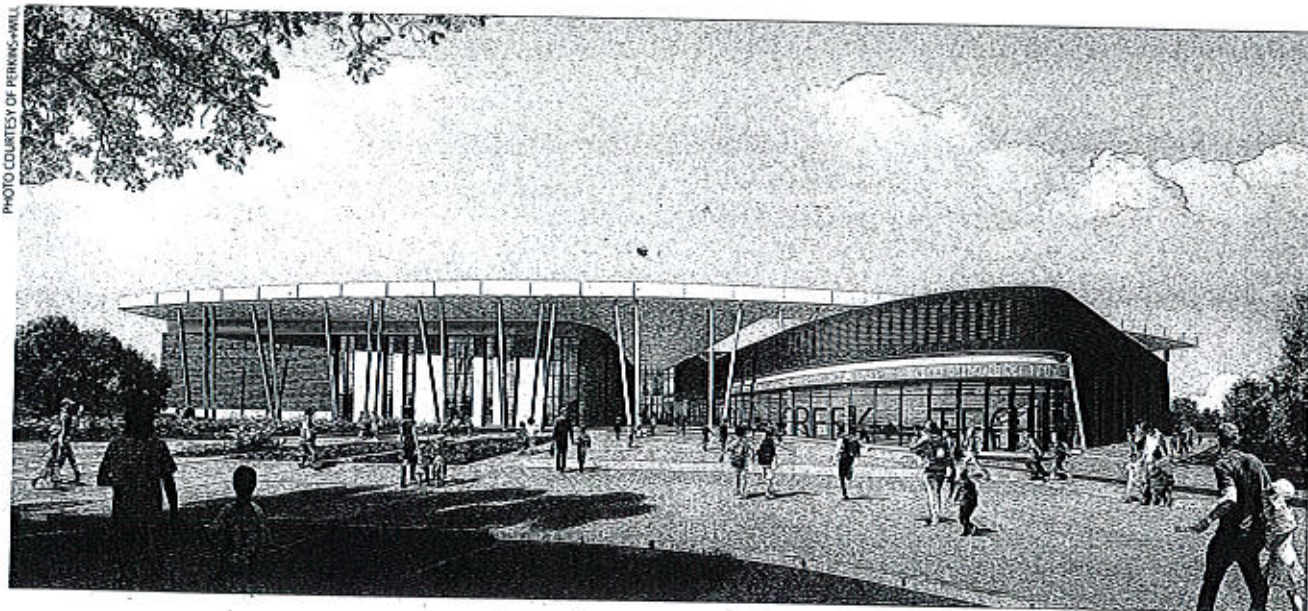
By Ellen Kollie

ONCE UPON A TIME there was digital signage in K-12 schools. It was successfully used for many things. As a bonus, eliminating bulletin boards and posters meant hallways were de-cluttered. Then, as they always do, things changed. And suddenly, digital signage does so much more.

Before beginning that story, let's talk about the value that digital signage adds to creating a safe and secure environment because, if nothing else, administrators desire safety and security. First, it can provide a valuable secondary layer of emergency com-

munication while also providing a primary source of emergency information for persons with special needs. "Second, electronic signage can be extremely helpful in enhancing emergency communications in loud spaces such as gymnasiums, pool areas, vocational shops, cafeterias, food preparation areas and other areas where occupants may have difficulty hearing traditional public address systems," indicates Michael Dorn, executive director of Safe Havens International, Inc., Macon, Ga.

Now, on to the story.



That Was Then

When digital signage began making its way into schools in the 2000s, administrators were happy to have a tool that let them inform and engage students quickly, easily and effectively. The beauty of digital signage is that it can be located anywhere; multiple messages can be displayed at the same time; and messages can be customized for a specific audience at a specific time, such as information for parents during an open house. Indeed, some of the places and ways digital signage was, and still is, being used include the following, bearing in mind that its use is limited only by your imagination.



- In entryways/hallways, it can display a school map; promote after-school activities; and provide morning and afternoon announcements, safety alerts, emergency announcements, and fundraiser information.
- In classrooms, it can display morning announcements, student recognition, student work, and assignments/due dates.
- In the library, it can display types of materials (such as new releases), rules/regulations and in which area a specific class is meeting.
- In the cafeteria, it can display the day's menu and nutrition information.
- In the gymnasium, it can announce upcoming theater, band, sporting, and other events.
- In the auditorium, it can display information and announcements related to an assembly at hand, such as "Please turn off all digital devices" or "Scholarship forms are due March 1."
- In the staff lounge, it can display schedule changes (such as early dismissal), announcements, and reminders.

All this wonderfulness came with a caveat, though, as Todd Ferking, AIA, principal with DLR Group's Seattle office explains. "Administrators saw digital signage as traditional signage," he says, "in that it was simple messaging, and it

included the implied 'Don't touch.' They didn't see the collaborative ability, and how it could enhance the environment."

This Is Now

Today, administrators are thinking about digital signage in terms of collaboration, interactivity, and places for students to drop in and work—making them as multifunctional as possible. "They want students to be able to interact with the digital displays," observes Ferking. "They're finding multiple layers of use. For example, in using a digital display as a physical connection point, complete with seating, a student can drop in, override the signage, and share content live in person from that point." Indeed, in using a 60-inch interactive display system with touchscreen display link capabilities as a collaborative station, where, for example, two students can plug in a lap top and share content, not only is collaboration encouraged, but the environment itself becomes more functional.

And it makes sense from the perspective that students are making multiple decisions about their day and taking in lots of information before they even walk into their schools, not to mention that these digital natives respond well to imagery as opposed to text. "If that's the way they're working,"

expresses Catherine Dalton, AIA, RID, interior project architect in the Dallas office of Perkins+Will, "why not connect with them at their level? It creates a better sense of community in the school, which matches up with the fact that there's already a strong sense of community in the digital space."

Ferking notes that Tahoma High School in Maple Valley, Wa., is a recent digital signage success story in the way the displays are integrated throughout the campus. The 2,400-student school boasts 12 monitors, nine in learning suites and three scattered throughout the learning commons. "It's a new high school," he explains, "so everyone is just starting to understand how to use them and gain a comfort level."

Dalton cites Katherine Johnson Elementary in Dallas, as an example. This new construction project, slated to be complete in summer 2018, is a technology academy. The design includes a massive scrolling ticker that begins on the exterior and weaves its way into the interior, where it will integrate into a large digital wall. "We're hoping that, because it's a tech academy, they'll have a strong commitment to keep up with the display and have a strong prompt for students to use it," she says.

And, at Little Elm High School in Texas, administrators are going to connect with students by allowing them to post digital content interlaced with branding. "It gets hairy allowing students to post their own content," admits Dalton. "The people on the bleeding edge have to work through the protocol and interface." Still, it allows for real time information dissemination in the form of an announcement. It also takes away the step of asking students to visit your website to get information; instead, you're meeting them where they are to give them the content.

Embracing the Future Today

When you're ready to create a flexible, collaborative learning environment with digital signage, expect folks like Ferking and Dalton to guide you through the pro-

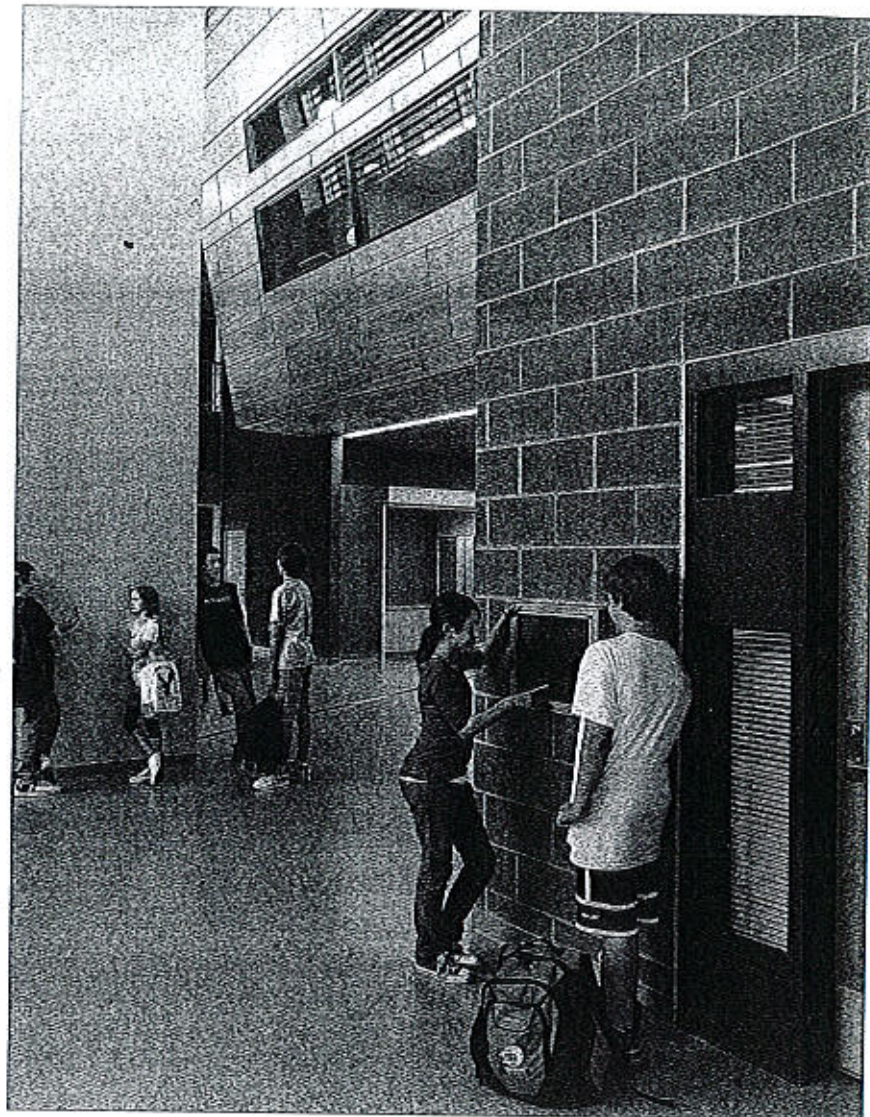



PHOTO COURTESY OF DLG GROUP

cess. They want to ensure that administrators are using the technology not because it's the latest and greatest thing since sliced bread, but to ensure it adds value. Specifically, they are going to ask what you want to accomplish, understanding that some administrators aren't comfortable allowing students to control digital content. "It's not about monitoring the screen: that's not adding value," Dalton explains.

In addition, they're going to ask about the student culture, to ensure it aligns with the product. They'll offer to help with a teacher orientation and talking about back-end technology with an AV consultant. Finally, they're going to ask if everyone is on board and, if not, how can they help you

accomplish that. For example, they'll help craft messaging that goes out to specific audiences to help build buy in. "We want to help you succeed," says Dalton.

Finally, a word of caution. As with other communications systems, it is important for staff who will activate electronic signage in emergencies to practice crafting and selecting messages based on a variety of crisis scenarios. "Affording staff this opportunity reduces the chances that they will make messaging errors under stressful conditions," Dorn notes.

Today's digital signage encourages engagement, collaboration and interactivity. It meets students where they are. Are you ready for it? 



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: January 31, 2018

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.

Exxon Mobil-Alliance Energy

The Plainville Public Schools is in receipt of \$500.00 to be used to purchase Grade K – 3 Maker Space consumables.

Please take a vote of approval to accept this gift from Exxon Mobil-Alliance Energy.

*I agree with the
above recommendation.
Dan P. Ketchum
1.31.2018*



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: January 29, 2018

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 the **Plainville Historical Commission**:

Office Supplies

The Plainville Historical Commission has offered to donate their excess office supplies as they organize their office at the Humphrey House. Kristine Moore, the Chair of the Historical Commission, sent the following email as to why the Plainville Historical Commission is donating to the Plainville Public Schools:

"The commission decided as a whole we feel that Plainville schools need these items more than we do and I would love to set up a time and day to drop these items off to both the Wood School and Jackson. I have lived in Plainville my entire life and I will never forget the wonderful teachers and staff at both the Wood School and the Jackson School who helped me become the person I am today and several of our members have had children who also went through the schools and we all feel the same way about our town's schools. The entire commission would love this opportunity to give back to our town's amazing schools."

Ms. Moore will deliver the supplies to Mrs. Cole at the Wood School to be divided between the two schools.

Please take a vote of approval to accept this gift from the Plainville Historical Commission.



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:  Caron Ketchum
School Business Administrator

Date: January 24, 2018

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 **\$25.00** 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 **36,495** pounds for a total of **\$1,824.75**.

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



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

To: School Committee
Plainville Public Schools

From: *CBK* Caron Ketchum
School Business Administrator

Date: January 24, 2018

Re: **FY 2018 Grants- (Vote Required)**

The three- year summary of grants updated as of January 24, 2018, is attached for your review, approval and vote.

Two additional grants were received in the last month:

- 1) **Mass Cultural Grant \$3,700**
- 2) **Plainville Cultural Grant \$600**

A vote by the School Committee to accept the FY2018 Grants currently totaling **\$258,211** will authorize the Plainville Town Accountant to release these funds to the schools.

Attachment

PLAINVILLE PUBLIC SCHOOLS

Three-Year Grant Summary

FY16 - FY18

FEDERAL GRANTS

Grant Name	FY16	Purpose	FY17	Purpose	FY18	Purpose
Federal SPED Entitlement	174,631	SPED Paraprofessional Salaries	183,787	SPED Paraprofessional Salaries	176,843	SPED Paraprofessional Salaries
Title I	56,951	Tutor Salaries	61,903	Tutor Salaries	53,693	Tutor Salaries
Early Childhood	8,340	Pre-School Paraprofessional Salaries	8,587	Pre-School Paraprofessional Salaries	8,254	Pre-School Paraprofessional Salaries
Early Childhood Sped Program Improvement	2,000	Behavior Consultant	1,400	Pre-School Communication Devices	0	
SPED Program Improvement	5,779	Behavior Consultants and Supplemental Services	5,779	Behavior Consultants and Professional Development	0	
Full Day Kindergarten Grant	42,680	Kindergarten Paraprofessional Salaries	0		0	
Teacher Quality	10,341	New Teacher Training/ Mentoring	10,112	New Teacher Training/ Mentoring	13,530	New Teacher Training/ Mentoring
Title IV	0		0		1,591	Instructional Technology
Subtotal	300,722		271,568		253,911	

STATE GRANTS

Grant Name	FY16	Purpose	FY17	Purpose	FY18	Purpose
Mass Cultural Council	4,900	Writing Residency	0		3,700	Science Residency
Subtotal	4,900		0		3,700	

PRIVATE GRANTS

Grant Name	FY16	Purpose	FY17	Purpose	FY18	Purpose
Southeastern Mass Health Group	0		320	Yoga classes for staff	0	
Plainville Cultural Council	0		0		600	Yoga classes for staff
Subtotal	0		320		600	

Total FY16	305,622	Total FY17	271,888	Total FY18	258,211	
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PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

David P. Raiche
Superintendent of Schools

Telephone: (508) 699-1300
Fax: (508) 699-1302
Email: draiche@plainville.k12.ma.us

Date: January 29, 2018

To: School Committee Members

From: David P. Raiche, Superintendent

Re: Job Description for Facilities/Maintenance/Custodian

As you know, the position of facilities/maintenance/custodian is still vacant. In the hope to attract candidates, I met with Mr. Stone, Director of Maintenance and Custodial Services, to discuss possible changes to the job description.

Attached you will find a revised job description. Please take a vote of approval.

Attachment

JOB SPECIFICATIONS

TITLE: *Facilities/Maintenance/Custodian*

QUALIFICATIONS:

- *Knowledge of the methods, materials, and equipment used and the safety precautions to be taken in performing custodial work*
- *Knowledge of the use, operation and care of custodial equipment*
- *Knowledge of fire and accident prevention in public buildings, including the operation of fire extinguishers*
- *Knowledge to select, mix and apply cleaning agents appropriate for the task*
- *Ability to adhere to safety standards and safety practices*
- *Ability to follow oral and written instructions*
- *Neat in appearance*
- *Prompt in reporting for work*
- *Valid Massachusetts driver's license required*
- *Experience and/or engineering license/degree preferred*
- *Must be in good health and possess the ability to push, pull or lift*
- *Must possess ability to climb ladders and work in tight spaces, i.e. attics, equipment rooms, etc.*
- *Must be able to respond to after school hours if needed*
- *Must have HVAC experience*
- *Valid Massachusetts unrestricted HVAC license required preferred*
- *Valid Massachusetts Stationery Engineer license preferred*

REPORTS TO: *Director of Maintenance and Custodial Services/Maintenance Specialist*

JOB GOAL:

1. *Maintain a clean, comfortable and safe building as well as outside grounds*
2. *To provide assistance with the planning and implementation of maintenance construction and renovation activities necessary to maintain the buildings excellent condition.*

PERFORMANCE RESPONSIBILITIES:

1. *Carry out plans and directions of the Director of Maintenance and Custodial Service/Maintenance Specialist*
2. *Perform all types of cleaning, including floors, walls, windows, lights, furniture and bathroom facilities*
3. *Operate vacuums, floor machines, carpet cleaners and other associated equipment, including wet mop and wax floors*
4. *Maintain custodial supplies and space in a neat, orderly fashion*
5. *Perform building security checks as directed*
6. *Prepare function support and set up/breakdown for scheduled events*
7. *Ability to complete minor repairs to plumbing, furniture, lights, doors, windows, etc.*

**PERFORMANCE
RESPONSIBILITIES**
(continued):

8. *Move bulk material such as boxes of supplies, books, etc. (up to 50 lbs.)*
9. *Move furniture such as desks, chairs, file cabinets, bookcases, etc.*
10. *Mow laws and trim shrubs*
11. *Display the flag*
12. *Participate in trainings such as OSHA*
13. *Perform a variety of semi-skilled and skilled maintenance work and operate a variety of equipment in the construction operation, repair and maintenance of facilities*
14. *Operate and maintain light and medium size construction and power equipment*
15. *Snow Removal*
16. *Painting*
17. *Comply with Safety Rules and Regulations and satisfy OSHA requirements*
18. *Perform any other duties assigned by the Director of Maintenance and Custodial Services and/or Superintendent of Schools.*

**TERMS OF
EMPLOYMENT:**

As per custodial contract

EVALUATION:

As per custodial contract

**Summary of the Plainville Public Schools
Coordinated Program Review Report of Findings
2017-2018**

The district recently received the final report of the Coordinated Program Review (CPR) that occurred in the fall of 2017. DESE's Office of School Monitoring reviewed documents and files and conducted interviews and observations over a total of five days. The review was conducted to assure district compliance with state and federal education requirements in the following three areas:

*Special Education (SE)

*Civil Rights Methods of Administration and Other General Education Requirements (CR)

*English Learner Education (ELE)

Within these three areas, a total of 102 individual elements were assessed in terms of compliance. Districts receive ratings of 'Implemented', 'Partially Implemented', 'Not Implemented', or 'Not Applicable' for each element. (Being an elementary district, there were eight elements that were not applicable to Plainville).

Below is a list of elements that were found either 'Partially Implemented' or 'Not Implemented'. Any action to resolve these issues has already begun or is completed and is listed after the element.

***Special Education (SE)**

(61 elements; 54 Implemented, 5 Partially Implemented, 2 N/A)

SE 3A...Special requirements for students on the autism spectrum (Partially Implemented)

Evidence needed to show that we discuss the 7 areas of competency related to ASD at Team Mtgs.

**A NEW FORM HAS BEEN DEVELOPED AND IS ALREADY IN USE TO ENSURE
COMPLIANCE WITH THIS ELEMENT**

SE 18A...IEP development and content (Partially Implemented)

Evidence required to show that we discuss the implications of bullying of ASD students at the PK level

**DISCUSSION/TRAINING HELD AT SPECIAL ED. PLC MEETING AND OVERSIGHT ALREADY
IN PLACE**

SE 20...Least Restrictive Environment (Partially Implemented)

More specific language needed as to why a student is removed from the general education setting.

EXPANDED DESCRIPTIONS DISCUSSED AND OVERSIGHT ALREADY IN PLACE.

SE 37...Procedures for approved and unapproved out-of-district placements (Partially Implemented)

'Document review indicated that the non-discrimination statement did not contain the protected category of Gender Identity'

PROGRAM CONTRACT & MONITORING PLAN HAS BEEN AMENDED

SE 55...Location of the TLC and S/L rooms at Wood (Partially Implemented)

'Observations indicated that not all special educated classrooms are located in spaces that minimize the separation or stigmatization of eligible students.'

***Civil Rights Methods of Administration (CR)**

(27 elements; 16 Implemented, 5 Partially Implemented, 2 Not Implemented, 5 N/A)

CR 3...Access to a full range of education programs (Partially Implemented)

'Document review indicated that the non-discrimination statement did not contain the protected category of Gender Identity' **POLICIES ALREADY AMENDED**

CR 8...Accessibility of extracurricular activities (Partially Implemented)

'Document review indicated that the non-discrimination statement did not contain the protected category of Gender Identity' **POLICIES ALREADY AMENDED**

CR 17A...Use of physical restraint on any student enrolled in a publicly-funded education program (Partially Implemented)

Restraint policy/procedures must contain the following: 1) methods for preventing student violence, self-injurious behavior and suicide; 2) methods for engaging parents and youth in discussions about restraint prevention and use; 3) a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; 4) a procedure for conducting periodic review of data and documentation on the program's use of restraint; and 5) a procedure the use of time-out.

CR 18A...School district employment practices (Partially Implemented)

'Document review indicated that the non-discrimination statement did not contain the protected category of Gender Identity' **POLICIES ALREADY AMENDED**

CR 23...Comparability of facilities (Partially Implemented)

same as SE 55

CR 24...Curriculum review (Not Implemented)

'The district does not ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation'

CR 25...Institutional self-evaluation (Not Implemented)

'The district does not have a formal process to annually evaluate all aspects of its K-6 programming to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.'

***Guidance on CR 24 and CR 25 will be available in the spring of 18.

***English Learner Education (ELE) (SE)**

(14 elements; 12 Implemented, 2 Partially Implemented, 1 N/A)

ELE 5...Program placement and structure (Partially Implemented)

'Review of documents and staff interviews indicated that the district does not have an ESL curriculum'

ELE 14...Licensure requirements (Partially Implemented)

'Staff interviews and relevant SEI endorsement data indicated that most, but not all core academic teachers who provide SEI, hold a current SEI endorsement.'




PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

David P. Raiche
Superintendent of Schools

Telephone: (508) 699-1300
Fax: (508) 699-1302
Email: draiche@plainville.k12.ma.us

To: School Committee Members

From:  David P. Raiche, Superintendent of Schools

Re: Superintendent's Evaluation Process

Date: February 7, 2018

Regarding the Superintendent Evaluation Process, I recommend we proceed as follows:

1. That I submit a written self-evaluation report to you by February 26, 2018
2. That each member of the school committee complete their individual assessment of my performance using the Superintendent Evaluation Instrument during the period February 28, 2018 – March 7, 2018.
3. That the members of the school committee discuss the results collectively on March 13, 2018, focusing in particular, on any indicators where scores vary by 2 or more points. I would also suggest I not be present for this conversation among the members to better enable open and free dialogue.
4. That the collective rating sheets be presented and discussed with me at the March 27, 2018 school committee meeting.

In addition to receiving a copy of my self-evaluation report I will also provide you with DESE's Superintendent rubric and a list of this year's focus elements as determined by myself, Mrs. Clarke and Mrs. Caprarella.




PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

David P. Raiche
Superintendent of Schools

Telephone: (508) 699-1300
Fax: (508) 699-1302
Email: draiche@plainville.k12.ma.us

To: School Committee Members

From:  David P. Raiche, Superintendent of Schools

Re: School Committee Evaluation Process

Date: February 7, 2018

Since two current members, Charlene and Maggie, are not running for re-election, I propose that the school committee evaluation be completed by the end of March.

As a suggested timeline:

If the attached evaluation document is sent to the Committee by February 16th, and the Committee is given two weeks to complete the evaluation (March 2, 2018), then the results could be tabulated and be ready for discussion at the March 13th meeting.

Please discuss this proposed timetable at your February 13th meeting and advise as to how to proceed. For your information, I have also attached the school committee goals for the 2017/2018 school year; the items in bold may have to be updated by you.

Attachments

SCHOOL COMMITTEE SELF-EVALUATION

BENEFITS OF SCHOOL COMMITTEE SELF-EVALUATION

1. To help the public understand that the schools are being managed as effectively and efficiently as possible.
2. To help the committee understand where it is and where it is going so that the committee is in a stronger position to communicate these facts and exercise leadership within the school system and the community.
3. By evaluating and reassessing its goals and reviewing its primary responsibilities, the committee sets an example for others within the system.
4. Concern for the committee's own performance demonstrates to the community that the committee is an accountable, businesslike entity, intent upon doing the best possible job.
5. To help the committee have a better understanding of its roles and responsibilities and a yardstick for how well it is fulfilling those duties.
6. To help the committee members develop a better working relationship among themselves and between the members and the superintendent.
7. To help the committee to identify where to put its energy and effort in the future.
8. To help the committee clarify its mission and set committee goals.
9. To solve intra-committee problems that are interfering with the ability of the committee to conduct school business.
10. To increase the effectiveness of committee meetings.
11. To help committee members appreciate each others strengths.
12. To help the committee appreciate its strengths.
13. To set standards for committee conduct and operations.
14. To define the role of the committees officers.
15. To help the committee prepare for an effective superintendent evaluation process.
16. To bring the individual members together as a team.

SCHOOL COMMITTEE SELF-EVALUATION

The Education Reform Act of 1993 strengthened the requirement for accountability in the delivery of education to our students. To that end, the law now calls for the superintendent of schools to "cause the evaluation" of every employee in the school system.

But who is to evaluate the school committee, if not the school committee itself? While it is true that as individuals, members of the committee are "evaluated" when they stand for re-election or reappointment there is no prescribed agency, no prescribed vehicle for the school committee, as a body, to be evaluated -except by the body itself!

Why do a self-evaluation? While there are many potential benefits, there are two essential questions that could be answered. They are:

- 1. Is the committee doing the right things?**
- 2. Are the "right things" being done the "right way"?**

The Massachusetts Association of School Committees has developed this package to serve as a guide to members who wish to conduct a self-evaluation. The guide is more of a process than an instrument. Self-evaluation by the school committee can yield significant insights and improvement in the total operation of the committee. It can also demonstrate to the entire organization the committee's affirmation of, and commitment to, improvement and accountability in the continuing implementation of Education Reform.

As always, the Association is ready to assist you whatever your needs may be. Please call the MASC office to talk to a staff member or to set up an on-site visit with a Field Director.

SCHOOL COMMITTEE SELF-EVALUATION

The Process for Conducting a Self-Evaluation

The process for performing a self-evaluation is a three-step process:

1. Planning the evaluation
2. Completing the evaluation
3. Processing the data

Planning the evaluation requires the committee to reach agreement on areas of evaluation. This can include, but is certainly not limited to, the following areas of concern:

- governance
- operations
- member relations
- committee/superintendent relations
- strategic planning
- community relations
- fiscal management
- conduct of school committee meetings

A list of specific items that you may want to consider in each category is listed in the appendix to this document.

At this point it is important to note that while the process for the evaluation of the superintendent calls for clear, measurable goals; the committee need not restrict itself to that specifically for this process. Much of what the committee needs to address are the more subjective and *qualitative* factors in areas such as group dynamics that are such an integral part of a school committee's effectiveness.

Once the committee has met (with or without the help of a facilitator) to decide on what categories will be incorporated into the evaluation, they can begin to choose the *descriptors* within each category (See appendix). This important step may involve a considerable amount of discussion. Try not to "split hairs" and have too many variations of the same point. Later in the process, you should recognize that one of the key benefits of self-evaluation is the actual discussion among committee members as you review the results. Once you have settled on the categories and descriptors, you are ready to complete the self-evaluation.

SCHOOL COMMITTEE SELF-EVALUATION

When establishing a deadline for completing the evaluation, it is important to give each member enough time so they won't feel rushed. It is common for each evaluation to be anonymous. Designate someone to collect the forms and do a composite scoring.

Processing the data can often be more effective when the committee uses a facilitator. Many of the issues and examples that will be used by members in the discussion can involve personalities and interpersonal dynamics and an objective non-member can be an invaluable aid in keeping the dialogue on-track and focused.

Remember that a key benefit, apart from the "report card" that results from the processing of data, is the enlightening (and non-threatening) discussion of issues that would never have been "agenda items" on their own. To this end, try and choose a setting that is comfortable and informal. While the meeting must be an open meeting, it must be set up for the benefit of committee members to have an honest and productive dialogue. Limit the discussion to the participants.

There are two ways to look at the scoring. The most obvious way is to find the areas where there is strong agreement. If there is strong agreement that improvement is needed in a particular area, then this should become part of your new "action plan." If there is agreement that something is working, then keep up the good work!

The other way to view the scoring is to look for areas where there is no strong agreement. If half the committee believes the committee does a great job on the budget, and half the committee believes that there is room for improvement, then an area for discussion has been identified. It is in these discussions that members can learn about each other, find ways to reach common ground, and develop a plan to move forward together. The most important thing is not to let the report hang in the air - use it to develop your own "professional development plan" for the school committee. Ask your facilitator or one of your members to draft a synopsis of your discussion, and initiate plans to put into action the ideas generated in the process, or to develop a plan for the committee to receive training.

SCHOOL COMMITTEE SELF-EVALUATION

Scoring is done as follows:

- | | | |
|---|---|----------------|
| 1 | = | Unacceptable |
| 2 | = | Unsatisfactory |
| 3 | = | Satisfactory |
| 4 | = | Above Average |
| 5 | = | Exceptional |

Descriptors

Governance

The school committee is a governing body, charged with setting the educational goals and objectives for the school system, adopting policies that enable the administration to achieve these goals and objectives, adopting a budget to provide necessary resources, the hiring and evaluation of the superintendent, and the ongoing review and evaluation of the school system's performance in fulfilling its mission.

- | | |
|---|-------|
| 1. The committee's policies are clear and up-to-date. | _____ |
| 2. The committee has adopted a mission statement. | _____ |
| 3. The committee regularly evaluates its progress relative to the goals and objectives that have been adopted. | _____ |
| 4. The committee refrains from involvement in the administration of the school system. | _____ |
| 5. The committee members take part in educational workshops and conferences to help them make informed decisions. | _____ |

Comments:

SCHOOL COMMITTEE SELF-EVALUATION

Scoring is done as follows:

- | | | |
|---|---|----------------|
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| 2 | = | Unsatisfactory |
| 3 | = | Satisfactory |
| 4 | = | Above Average |
| 5 | = | Exceptional |

Operations

Any group or team functions best when the norms, rules and dynamics are spelled out, easily understood, and agreed upon. Aside from certain Massachusetts General Laws and Robert's Rules of Order, the school committee generally develops its own ways of doing things. City charters and town by-laws may also provide direction for the committee. The more that is discussed up front, the smoother the process for making decisions can be.

- | | |
|---|-------|
| 6. Roles of committee officers are defined in committee policy and understood by all members. | _____ |
| 7. New members receive introductory training and orientation when they join the committee. | _____ |
| 8. Procedures and protocols for committee operations are published and understood. | _____ |

Comments:

--

SCHOOL COMMITTEE SELF-EVALUATION

Scoring is done as follows:

- | | | |
|---|---|----------------|
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| 4 | = | Above Average |
| 5 | = | Exceptional |

Member Relations

Group dynamics and teamwork are an extremely important part of school committee success. Members can have strong opinions on issues yet still remain open-minded and willing to work out differences. How committee members treat each other goes a long way in affecting the ultimate success of the committee as a whole and as individuals.

9. Members treat each other with courtesy and respect. _____
10. All members are encouraged to voice opinions and take positions on issues. _____
11. Members respect the will of the majority and support decisions once they are made. _____
12. Members share pertinent information with each other to prevent surprises and promote informed decision making. _____
13. Members "do their homework" and come prepared to make decisions. _____
14. Members understand the role of the individual as part of the whole group. _____

Comments:

SCHOOL COMMITTEE SELF-EVALUATION

Scoring is done as follows:

- | | | |
|---|---|----------------|
| 1 | = | Unacceptable |
| 2 | = | Unsatisfactory |
| 3 | = | Satisfactory |
| 4 | = | Above Average |
| 5 | = | Exceptional |

Committee/Superintendent Relations

The superintendent is a critical member of the management team, implementing school committee policies and leading the school system in the direction set by the school committee. The relationship between the committee and the superintendent is an area that deserves the utmost attention and care.

15. The committee regularly evaluates the superintendent using a mutually agreed-upon process. _____
16. The types and frequency of communications are agreed to in advance. _____
17. The superintendent is accessible to committee members. _____
18. Committee members contact the superintendent when seeking information. _____
19. The superintendent informs the committee of major personnel decisions. _____
20. The superintendent and committee treat each other with mutual respect and professionalism. _____
21. Both the committee and the superintendent operate on a "no-surprises" model. _____

Comments:

Scoring is done as follows:

- | | | |
|---|---|----------------|
| 1 | = | Unacceptable |
| 2 | = | Unsatisfactory |
| 3 | = | Satisfactory |
| 4 | = | Above Average |
| 5 | = | Exceptional |

The school committee is accountable to the community for the responsible management of the school system's finances. It is also responsible for providing the resources necessary to enable the school system to perform its mission. Solid planning is needed to maximize short-term and long-term allocation of resources.

22. A long term, strategic plan exists and is regularly reviewed. _____
23. All constituencies of the school district are involved in the strategic planning/goals process. _____
24. The budget process is documented and published. _____
25. Budgets are developed based on needs, from the "bottom-up." _____
26. The committee, as a group, presents and advocates the budget to the community. _____
27. The committee receives regular reports with budget and financial status for the school system. _____

Comments:

SCHOOL COMMITTEE SELF-EVALUATION

Scoring is done as follows:

- | | | |
|---|---|----------------|
| 1 | = | Unacceptable |
| 2 | = | Unsatisfactory |
| 3 | = | Satisfactory |
| 4 | = | Above Average |
| 5 | = | Exceptional |

Community Relations

The school committee is the chief advocate for students in the community. As such, it needs to strive for a positive relationship between the community and the school system. The perception of the school system's quality impacts nearly all facets of the system, and is an integral component of school committee success in advocacy.

28. The committee actively pursues a public relations goal for the school system. _____
29. The committee encourages the inclusion of community member in as much decision making as possible. _____
30. The committee works cooperatively with other branches of municipal government. _____
31. The school system regularly reports its own progress and accomplishments. _____

Comments:

SCHOOL COMMITTEE SELF-EVALUATION

Scoring is done as follows:

- | | | |
|---|---|----------------|
| 1 | = | Unacceptable |
| 2 | = | Unsatisfactory |
| 3 | = | Satisfactory |
| 4 | = | Above Average |
| 5 | = | Exceptional |

Conduct of Meetings

The quality of school committee meetings affects not only the quality of committee decisions and committee credibility, but also the level of confidence the community has in the committee. School committee decisions can be made only at these meetings, which often provide the public its only "window" into the school system. The meeting agenda is planned jointly by the committee chairman and the superintendent, and must be adhered to by the committee.

32. Committee members receive sufficient information far enough in advance to prepare for meetings. _____
33. Public input is welcomed, and is done according to an established policy. _____
34. Full and sufficient debate is allowed. _____
35. Discussion is focused on issues, not personalities. _____
36. The physical setting is conducive to productive discussion and decision making. _____
37. Meetings are frequent enough to prevent overcrowded agendas. _____

Comments:

--

Plainville School Committee
School Committee Goals
2017-2018
Key Actions and Benchmarks

<p><u>School Committee Goal #1:</u></p> <p>Community Relations</p>	<p>The school committee has identified this as the lowest area of performance on the last self-evaluation. While the committee works cooperatively with other branches of government, they have identified the need to improve in this area.</p> <p>The School Committee will develop and utilize a plan to enhance community relations as measured by a community survey completed in October and May.</p>
<p><u>Key Actions for Goal #1:</u></p>	<ul style="list-style-type: none"> a. Develop and implement survey b. Review results c. Participate in Community Opportunities d. Schedule and hold "town halls" with SC members e. Implement Survey and compare results
<p><u>Benchmarks for Goal #1:</u></p>	<ul style="list-style-type: none"> a. Develop survey by end of September Survey was prepared in November b. Implement survey by end of October Survey was completed by parents November 30 – December 15, 2017 and results were discussed by the Committee at the January 9, 2018 c. Sign up for Plainville Lions Club Event in the Park (10/15) Maggie, Charlene and Amy attended this event and a flyer was prepared and distributed at the Event d. Schedule "town halls" in September (3-4?) Three "town halls" were/are scheduled: November 13, 2017 (Charlene and Maggie), February 15, 2018 () and May 18, 2018 () e. Exit tickets for Town Hall f. Implement Survey in May

<p><u>School Committee Goal #2:</u></p> <p>Legislative Knowledge</p>	<p>The school committee has identified this as an area of need. It has been determined that, while the committee attends events, there is limited sharing of the information gleaned from these events. This goes hand in hand with goal #1. Thus, this is an area identified for improvement.</p> <p>The School Committee will establish a method of sharing important legislative information and news as it impacts education with each other and the community and will measure success through frequency of agenda items in this area.</p>
<p><u>Key Actions for Goal #2:</u></p>	<ul style="list-style-type: none"> a. Determine relevancy of information on education and the community b. Establish frequency and method of sharing information c. Determine venues for receiving relevant information d. Bring speakers to the community on relevant topics e.
<p><u>Benchmarks for Goal #2:</u></p>	<ul style="list-style-type: none"> a. Identify venues where important legislative information is shared by November Information on legislative items has been shared at school committee meetings: Sept. 12, 2017; November 28, 2017; December 19, 2017; Committee members attend the annual MASC conference and share information learned at the conference b. Research possible areas of importance for the community and speakers of interest by November At the January 9, 2018 meeting Charlene offered to research the possibility of obtaining Dr. Bill Daggett as a speaker for a joint inservice with the KP districts, most likely to happen during the 2018/2019 school year c. Review agenda to ensure legislative specificity is included

PLAINVILLE PUBLIC SCHOOLS			ENROLLMENT 2017 2018			
	Boys	Girls	Total	Class Average		
Kavanah (AM)	7	7	14			
Barboza (AM/PM)	13	12	25			
Skazinski (AM/PM)	12	11	23			
TOTAL INT PRE -K	32	30	62		3	
J. Kubinski	9	10	19			
L. Leger	10	9	19			
A. Naggar	9	8	17			
L. Siddall	10	9	19			
C. Teague	9	10	19			
TOTAL-K	47	46	93	18.6	0	
1 Foley	11	8	19			
1 Miller	11	7	18			
1 Moore	12	7	19			
1 Ryan	8	9	17			
1 Travers	11	7	18			
TOTAL-1	53	38	91	18.2	1	
2 Baker	7	10	17			
2 Dunn	11	6	17			
2 Eighmy	10	7	17			
2 Mazzeo	9	8	17			
2 Vine	9	8	17			
TOTAL-2	46	39	85	17.0	0	
3 Campbell	9	12	21			
3 Fregeau	9	12	21			
3 McMorrow	14	5	19			
3 Surgenor	12	8	20			
TOTAL-3	44	37	81	20.3	0	
4 Almeida	11	11	22			
4 Maher	10	10	20			
4 Peter	10	10	20			
4 Schoonmaker	9	11	20			
4 Sweeney	10	9	19			
TOTAL-4	50	51	101	20.2	-1	
5 Dempsey	11	7	18			
5 Flynn	10	8	18			
5 Hoyle	11	11	22			
5 Jagannath	7	10	17			
5 Stoffel	10	9	19			
TOTAL-5	49	45	94	18.8	-1	
6 Driscoll	9	12	21			
6 Espenhain	12	10	22			
6 Molloy	10	13	23			
6 Nunez	12	10	22			
6 Robinson	9	13	22			
TOTAL-6	52	58	110	22.0	0	
AWJ INT PRE-K	32	30	62			
TOTAL JACKSON (K-3)	190	160	350			
TOTAL WOOD (4-6)	151	154	305			
TOTAL K-GRADE 6	341	314	655	19.3		
TOTAL SYSTEM	373	344	717		3	



The Commonwealth of Massachusetts
House of Representatives
State House, Boston 02133-1054

SHAWN C. DOOLEY
STATE REPRESENTATIVE

COMMITTEES:
REVENUE (*Ranking Minority*)
WAYS AND MEANS
FINANCIAL SERVICES

January 19, 2018

The Honorable Jeffrey Sanchez, Chairman
House Ways and Means Committee
State House, Room 243
Boston, MA 02133

9th NORFOLK DISTRICT
MEDFIELD • MILLIS • NORFOLK
PLAINVILLE • WALPOLE • WRENTHAM
ROOM 167
TEL (617) 722-2810
Shawn.Dooley@MAhouse.gov

Dear Mr. Chairman,

We, as representatives of the Towns of Norfolk, Plainville, and Wrentham, write to you today in support for full funding for the special education circuit breaker account 7061-0012.

As we are sure you are aware, it is an absolute requirement that each school district in our Commonwealth fully fund special education even if regular educational programs must be disrupted to do so. The special education circuit breaker was created to relieve much of this tension between special and regular education by providing reimbursement for at least 75% of the excess special education costs over four times the state determined per pupil foundation budget. This way public school districts can adequately meet the highly specialized needs of special education students with the severest disabilities, while also maintaining and improving regular educational programming.

Since its inception the circuit breaker has been at or near fully funded with the average reimbursement over the last five years equaling 74.2%. In speaking with our local Superintendents and school officials, it has become evident that school districts around the Commonwealth relied on what was a fairly predictable reimbursement pattern to plan and budget for FY'18. Unfortunately, as you know, when we in the Legislature developed the FY'18 budget, we were constrained by declining revenue projections that forced us to decrease the appropriation to this vital line item.

Furthermore, The Department of Elementary and Secondary Education (ESE) recently posted the circuit breaker reimbursement claims of public school districts which noted that the Commonwealth has seen an increase in net claims of 8.4%, which had been averaging approximately 4.5% for the past five years. While substantially lower than net claims, special indicator reimbursement claims also increased significantly at 8.81% over last year.



The Commonwealth of Massachusetts
House of Representatives
State House, Boston 02133-1054

SHAWN C. DOOLEY
STATE REPRESENTATIVE

COMMITTEES:
REVENUE (Ranking Minority)
WAYS AND MEANS
FINANCIAL SERVICES

9th NORFOLK DISTRICT
MEDFIELD • MILLIS • NORFOLK
PLAINVILLE • WALPOLE • WRENTHAM
ROOM 167
TEL (617) 722-2810
Shawn.Dooley@MAhouse.gov

Thus, between increased severe special education claims and a decreased appropriation, the current appropriation of \$281.2 million will result in a reimbursement rate of only 65% instead of the 75% mandated by the statute. As a result, all of our school districts have seen an unanticipated loss of key educational aid in FY18:

- Norfolk: -\$16,456
- Plainville: -\$23,242
- Wrentham: -\$42,760
- King Philip Regional: -\$180,538

As the most recent state tax revenue collections report puts the Commonwealth above year-to-date benchmarks, we have to come to believe that the situation no longer justifies such a drastic underfunding of such a crucial line item for our public schools. For this reason, we respectfully request that a portion of this unexpected additional revenue be appropriated to fully fund the special education circuit breaker.

We thank you for your consideration of this request as well as all of the other work you put in on matters before the Ways and Means Committee.

Sincerely,

SHAWN C. DOOLEY
State Representative
9th Norfolk District

RICHARD J. ROSS
State Senator
Norfolk, Bristol & Middlesex District



COUNTY OF NORFOLK
COUNTY OF PRESIDENTS
REGISTRY OF DEEDS



NORFOLK REGISTRY DISTRICT OF THE LAND COURT

WILLIAM P. O'DONNELL
REGISTER OF DEEDS
ASSISTANT RECORDER OF THE
LAND COURT

January 19, 2018

Mr. David P. Raiche
Plainville School Department
68 Messenger Street
Plainville, MA 02762

Dear Mr. Raiche,

As Register of the Norfolk County Registry of Deeds, I thought the chart on the reverse side would be of interest to you. It provides an illustration of the funds generated by the Community Preservation Act (CPA) in your community based on recorded real estate filings during the 2017 calendar year.

The Community Preservation Act was signed into law on September 14, 2000. Today there are 172 Massachusetts communities that have adopted the Community Preservation Act. Just over 1.75 billion dollars has been raised to date statewide. The Registry of Deeds, at no additional cost to the Commonwealth or local communities, collects these revenues for the state once a document is recorded. The monies are then forwarded to the Massachusetts Department of Revenue on a monthly basis. The funds collected by the Commonwealth are then redistributed back to the communities that have adopted the CPA through a variety of formulas.

The Norfolk County Registry of Deeds which is located at 649 High Street, Dedham, is the principal office for real property in Norfolk County. The Registry is a resource for homeowners, title examiners, mortgage lenders, genealogists, municipalities and others with a need for secure, accurate, accessible land record information. For assistance please contact our Customer Service Center at (781) 461-6101, or visit our website at www.norfolkdeeds.org.

I hope you find this data to be timely, informative and useful. In the meantime, if I can be of assistance to you, please do not hesitate to contact me at 781-461-6116 or by email at registerodonnell@norfolkdeeds.org. I wish you a healthy New Year.

Sincerely yours,

William P. O'Donnell
Norfolk County Register of Deeds

WPO/aag

649 HIGH STREET, DEDHAM, MASSACHUSETTS 02026
TELEPHONE: 781-461-6116 FAX: 781-326-4246
EMAIL: registerodonnell@norfolkdeeds.org

www.norfolkdeeds.org

MASSACHUSETTS



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NORFOLK COUNTY REGISTRY OF DEEDS
COMMUNITY PRESERVATION ACT (CPA)
SURCHARGES BY TOWN FOR CALENDAR YEAR 2017

TOWN	TOTAL
AVON	\$18,030
BELLINGHAM	\$68,890
BRAINTREE	\$124,580
BROOKLINE	\$166,930
CANTON	\$94,080
COHASSET	\$42,810
DEDHAM	\$90,580
DOVER	\$29,780
FOXBOROUGH	\$62,360
FRANKLIN	\$117,830
HOLBROOK	\$47,080
MEDFIELD	\$46,790
MEDWAY	\$48,810
MILLIS	\$34,740
MILTON	\$95,820
NEEDHAM	\$108,540
NORFOLK	\$40,180
NORWOOD	\$83,730
PLAINVILLE	\$35,410
QUINCY	\$273,240
RANDOLPH	\$110,070
SHARON	\$60,270
STOUGHTON	\$105,140
WALPOLE	\$94,180
WELLESLEY	\$103,680
WESTWOOD	\$54,980
WEYMOUTH	\$215,200
WRENTHAM	\$53,870

**Plainville Public Schools
Plainville, Massachusetts**

IFB for Transportation Timeline (FY2019-2021)

The School Districts of Norfolk, Plainville, Wrentham Public Schools and the King Philip Regional District will coordinate bidding with four separate contracts being awarded.

Ad due to State for Publication

Thursday, January 25, 2018 by 4 pm
<http://www.sec.state.ma.us/sprpublicfor ms/GSSubmissionform.aspx> to be published on Monday, January 29, 2018

IFB Completed

Monday, January 29, 2018

Ad due to Sun Chronicle

Monday, January 29, 2018 to be published on Thursday, February 1, 2018 (Ph: 508-222-7018 x361)
email: legals@thesunchronicle.com

Ad to appear in Goods & Services Bulletin

Monday, January 29, 2018

Ad to appear in Sun Chronicle and posted locally

Thursday, February 1, 2018

Invitation to Bid available for bidders

Thursday, February 2, 2018

Joint Pre-bid meeting-King Philip MS

Tuesday, February 13, 2018

Deadline for bid questions

Friday, February 23, 2018

Responses to Questions due

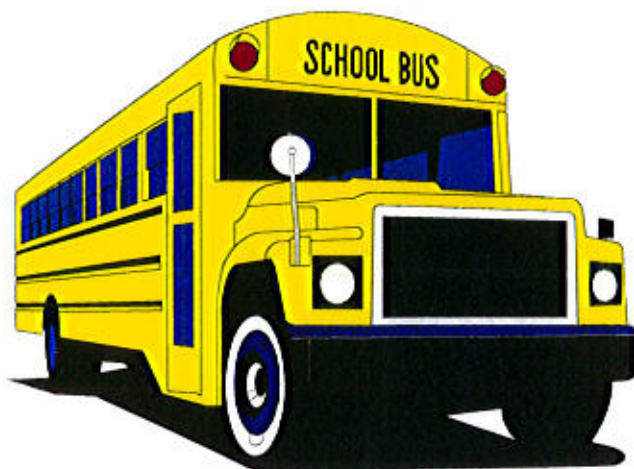
Monday, February 28, 2018

Bids due and opened-King Philip MS

Friday, March 2, 2018 @ 11 am

Bid awarded by Plainville School Committee

Within 30 days of bid opening





**PLAINVILLE PUBLIC SCHOOLS
PLAINVILLE, MA 02762
INVITATION FOR BID**

The Plainville School Committee solicits bids for the transportation of its pupils living within the confines of the Town of Plainville, Massachusetts.

Bids shall be submitted in a sealed envelope, plainly marked on the outside front:

**SEALED BID-PLAINVILLE
SCHOOL BUS TRANSPORTATION**

Bids shall be addressed to: Office of the Director of
Finance and Operations
King Philip Middle School
18 King Street
Norfolk, MA 02056

Bids must be received at the above designated office of the Director of Finance and Operations on or before 11:00 A.M., Friday, March 2, 2018; at which time they shall be publicly opened, read aloud, and recorded. Action on the award will be taken within thirty (30) days after the opening of the bids.

The right is reserved by the Plainville School Committee to reject any and all bids, in whole or in part, to call for rebids, or to award a contract to other than the lowest bidder if it is deemed in the public interest to do so.

Any contract for transportation services awarded by the Plainville School Committee shall become effective for the 2018/2019 School Year.

Specifications, Instructions to Bidders, and Bid Forms may be obtained at the Office of the Superintendent of Schools, 68 Messenger Street, Plainville, MA 02762, Friday, February 2, 2018. It will also be posted on the website at:

www.plainville.k12.ma.us

Phone: (508) 699-1323

E-Mail: cketchum@plainville.k12.ma.us

February 1, 2018

Plainville Public Schools												
08/09	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$1.50	62	69	69	78.5	71	68.7	70	70	60	56.5	67.47
Wood		67	71	67	65.6	68	67	65.4	67	68	66.8	67.28
Average		64.5	70	68	72.05	69.5	67.85	67.7	68.5	64	61.65	67.375
09/10/2009	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$1.75	66	65	66.6	70.5	72	68	72.75	72	76	70.085	70.085
Wood		64	63	66	67.3	65.5	68	64	65	65	65.68	65.68
Average		65	64	66.3	68.9	68.75	70	66	68.875	68.5	72.5	67.8825
10/11/2010	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$1.75	66	67	67.6	70	71.2	71.8	71.8	71.3	71.23	72.5	70.043
Wood		66	68	69	70.9	70.2	71.8	70	69.3	68.95	72.2	69.635
Average		66	67.5	68.3	70.45	70.7	71.8	70.9	70.3	70.09	72.35	69.839
11/12	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$2.00	57	62.4	63.25	64.2	62.3	62	63.7	64.5	61	65.7	62.605
Wood		63	67.6	70	67.3	65.7	64.3	62.5	62.2	61.7	63.3	64.76
Average		60	65	66.625	65.75	64	63.15	63.1	63.35	61.35	64.5	63.6825
12-13	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$2.00	55	58.7	65	65	64.5	64.5	66	69	64	64	63.57
Wood		60	65.4	64.6	65	63	64	64.2	65	62	61	63.42
Average		57.5	62.05	64.8	65	63.75	64.25	65.1	67	63	62.5	63.495
13/14	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$2.25	50	59.5	62	62.2	61	59.5	63.7	62	53	57	58.99
Wood		54	60	58	59	59	58	58	55	50	60	57.1
Average		52	59.75	60	60.6	60	58.75	60.85	58.5	51.5	58.5	58.045
14/15	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$2.25	53	59	60	62	60.2	62.5	64	64	67.5	66	61.82
Wood		49	55	55	55	53.6	55	54	60	53	56	54.56
Average		51	57	57.5	58.5	56.9	58.75	59	62	60.25	61	58.19
15/16	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$2.25	54	63	67	65	64	65	63.6	69.5	68	65	64.41
Wood		57	61	64	61	58	59	58.4	60.5	61	61	60.09
Average		55.5	62	65.5	63	61	62	61	65	64.5	63	62.25
15/16	Breakfast	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year
Jackson	\$1.50	10	11.5	15.5	14	14	13	12.79	13.6	14.4	12.6	13.139
Wood		5	8	9	8	8	8	8.8	8.75	9.5	9.3	8.235
Average		7.5	9.75	12.25	11	11	10.5	10.795	11.175	11.95	10.95	10.687
16/17	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$2.50	61	64.7	65	64.3	65.7	68.2	67.1	67.2	68.8	74.8	66.68
Wood		58.6	60.9	62	64.6	61.3	60.3	58.3	58.1	58.7	63.5	60.63
Average		59.8	62.8	63.5	64.45	63.5	64.25	62.7	62.65	63.75	69.15	63.655
16/17	Breakfast	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year
Jackson	\$1.50	11.6	14	13.5	13.6	13.6	13.4	12.6	14.3	14.4	14.4	13.54
Wood		11.4	16.4	16.75	13.6	12.8	11.6	12.6	13	13.3	13.9	13.535
Average		11.5	15.2	15.125	13.6	13.2	12.5	12.6	13.65	13.85	14.15	13.5375
17/18	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	Year
Jackson	\$2.50	53.5	60.8	61	64	61.6					60.18	60.18
Wood		58.9	61.8	64.5	65.3	65					63.1	63.1
Average		56.2	61.3	62.75	64.65	63.3	0	0	0	0	61.64	61.64
17/18	Breakfast	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year
Jackson	\$1.50	11.5	12.3	16	10.7	11.6					12.42	12.42
Wood		11.6	14.4	18.7	13.8	14					14.5	14.5
Average		11.55	13.35	17.35	12.25	12.8	0	0	0	0	13.46	13.46

Plainville Public Schools												
Food Service Program 2017/2018												
Summary Profit and Loss Statement												
	1	2	3	4	5	6	7	8	9	10	11	12
	2017						2018					
	july	aug	sept	oct	nov	dec	jan	feb	mar	apr	may	jun
		3	20	20	18	16	17	13	22	14	22	
Revenue:												
Student lunch	213.00	\$3,223.50	16891.26	\$13,346.70	\$14,221.72	\$12,508.98	\$13,270.63					73,675.79
A-la-carte		\$182.00	\$2,785.25	\$3,108.55	\$2,581.45	\$1,998.80	\$2,431.20					13,087.25
Adult lunch		\$22.75	\$230.75	\$260.75	\$399.00	\$242.00	\$269.50					1,424.75
Other			\$1,512.11	\$1,611.00	\$1,211.60	\$400.00	\$524.00					5,258.71
Reimb-State		\$322.73	\$32.10	\$424.20	\$444.84	\$427.86	\$389.04					2,040.77
Reimb-FED			\$703.88	\$9,500.08	\$9,953.60	\$10,328.80	\$9,431.30					39,917.66
Total Revenue	213.00	\$3,750.98	\$22,155.35	\$28,251.28	28,812.21	25,906.44	26,315.67	0.00	0.00	0.00	0.00	135,404.93
Expenses:												
Food			\$9,971.18	\$15,367.11	\$3,965.70	\$9,678.38	\$9,494.94					48,477.31
Labor			\$11,807.46	\$12,997.60	\$19,241.35	\$12,472.69	\$11,304.58					67,823.68
Supplies			\$4,470.79	\$1,507.17	\$982.35	\$618.17	\$185.52					7,764.00
Equipment Repairs			\$4,693.73	\$863.72	\$498.31							6,055.76
Professional Devmt												0.00
Other			\$1.49	\$29.35	\$1,461.56	\$209.82	\$438.13					2,140.35
Total Expenses	\$0.00	\$0.00	\$30,944.65	\$30,764.95	26,149.27	22,979.06	21,423.17	0.00	0.00	0.00	0.00	132,261.10
Profit (loss)	\$213.00	\$3,750.98	-\$8,789.30	-\$2,513.67	\$2,662.94	\$2,927.38	\$4,892.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cummulative	\$213.00	\$3,963.98	-\$4,825.32	-\$7,338.99	-\$4,676.05	-\$1,748.67	\$3,143.83	\$3,143.83	\$3,143.83	\$3,143.83	\$3,143.83	\$3,143.83
Opening cash balance	\$85,377.88	\$85,590.88	\$89,341.86	\$80,552.56	\$78,038.89	\$80,701.83	\$83,629.21	\$88,521.71	\$88,521.71	\$88,521.71	\$88,521.71	\$88,521.71
Profit (loss)	\$213.00	\$3,750.98	-\$8,789.30	-\$2,513.67	\$2,662.94	\$2,927.38	\$4,892.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Ending cash EOM	\$85,590.88	\$89,341.86	\$80,552.56	\$78,038.89	\$80,701.83	\$83,629.21	\$88,521.71	\$88,521.71	\$88,521.71	\$88,521.71	\$88,521.71	\$88,521.71
\$ on acct Jackson			\$7,761.85	\$7,462.85			\$7,591.18					
\$ on acct Wood			\$7,098.76	\$6,847.48			\$5,897.56					
Negative balance			-\$2,020.96	-\$2,304.22			\$1,458.29					
% of Revenue												
Food	0.0%	0.0%	45.0%	54.4%	13.8%	37.4%	36.1%	na	na	na	na	35.8%
Labor	0.0%	0.0%	53.3%	46.0%	66.8%	48.1%	43.0%	na	na	na	na	50.1%
Supplies	0.0%	0.0%	20.2%	5.3%	3.4%	2.4%	0.7%	na	na	na	na	5.7%
Equipment Repairs	0.0%	0.0%	21.2%	3.1%	1.7%	0.0%	0.0%	na	na	na	na	4.5%
Professional Develc	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	na	na	na	na	0.0%
Other	0.0%	0.0%	0.0%	0.1%	5.1%	0.8%	1.7%	na	na	na	na	1.6%