

# **Agenda**

Plainville School Committee Meeting  
Tuesday, March 14, 2017  
6:00 PM  
Wood School Learning Commons  
72 Messenger Street, Plainville, MA

1. CALL TO ORDER
2. APPROVAL OF MINUTES
  - a. February 28, 2017, Regular Session Minutes (Vote Required)
  - b. February 28 2017, Executive Session Minutes (Vote Required)
3. SHOWCASE
  - a. Polar Plunge held on February 25, 2017-Laurel Peter
  - b. Jackson School Literacy Month-Kate Campbell
4. COMMENTS BY CITIZENS AND FACULTY
5. COMMUNICATIONS AND AUDIENCES
6. COMMENDATIONS
7. ITEMS FROM SCHOOL COMMITTEE MEMBERS/COMMITTEE REPORTS
  - a. King Philip School Committee (Mrs. McEntee)
  - b. Negotiations Subcommittee (Mrs. Caprarella, Mrs. Clarke)
  - c. Budget Subcommittee (Mrs. McEntee, Mrs. Abrams)
  - d. Communications Subcommittee (Mrs. Abrams, Mr. Ikbali)
  - e. Town Building Committee (Mrs. Clarke)
8. RESIGNATIONS, TRANSFERS, APPOINTMENTS AND LEAVES
9. SUPERINTENDENT'S REPORT
  - a. Learning Walk Summary
  - b. MCAS Participation Rate
  - c. Cycle I Enrichment Report
  - d. Student Migration Data
10. OLD BUSINESS
11. NEW BUSINESS
  - a. PTO Fundraiser-Flamingo Project (Vote Required)
  - b. School Nurse Substitute-Rate of Pay (Vote Required)
  - c. Approval of FY2018 School Budget(Vote Required)

Over

- d. School Committee Evaluation Process
- e. Superintendent's Evaluation Process
- f. Discussion: Board Paq
- g. Legislative Update
- h. Any item(s) not anticipated at the time of posting

## **12. EXECUTIVE SESSION**

- a. Negotiations: PEA and ESPs

## **13. INFORMATION**

- a. Enrollment, March 1, 2017
- b. School Council Minutes for Jackson and Wood School from the February 1, 2017 meeting
- c. Food Services Information through February 2017

## **14. FUTURE AGENDA ITEMS**

- a. Learning Walk Summary (April 11, 2017)
- b. School Committee Self Evaluation (March 28, 2017)
- c. Superintendent's Evaluation (March 28, 2017)
- d. What Districts Need To Do Re: ESSA (March 2017)
- e. Reorganization of School Committee (April 11, 2017)
- f. Showcase: Jackson School Literacy (April 11, 2017)
- g. School Committee Meeting Dates for 2017/2018 (April 25, 2017)
- h. School Choice Vote (May 9, 2017)
- i. Appointment of District Representative to the Bi-County Collaborative Board of Directors (May 23, 2017)
- j. Report Card Update (Spring 2017)
- k. Establishment of a Special Education Reserve Fund (TBD)
- l. Calendar Committee (TBD)

## **15. ADJOURNMENT**

### **Mission Statement:**

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

PLAINVILLE SCHOOL COMMITTEE MEETING  
Minutes of February 28, 2017  
Regular Session

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CALL TO ORDER

The meeting was called to order by Chairperson Amy Abrams at 4:41 p.m. in the Wood School Learning Commons. Also present were Maggie Clarke, Javed Ikbali, and Superintendent Raiche. Absent: Charlene McEntee and Linn Caprarella. The meeting was audio and video recorded.

Administrators Present: Kate Campbell, Principal, Anna Ware Jackson School  
Edward Clarke, Administrator of Special Education and Support Services  
Caron Ketchum, School Business Administrator  
Robin Roberts-Pratt, Principal, Beatrice H. Wood School  
Stephanie Whitaker, Technology Systems Administrator

NEW BUSINESS

a. Book Study-The Art of School Boarding

The Committee continued their discussion on selected chapters from the book, *The Art of School Boarding*. Some of their comments:

- Maggie: struck by the code of conduct, i.e. As a school committee member, one represents all constituents
- Amy: a balance of special interest concerns and making decisions as a committee
- Javed: many ideas expressed in the book seem so obvious; he agreed with Maggie that as a school committee member, one represents everyone in the town. He also noted that school committee members do not have a role in running the day to day operations of the schools and any concerns that need to be addressed need to follow a chain of command

**Linn Caprarella arrived at 4:50 p.m.**

- The group suggested having a written document outlining the proper chain of command for potential areas of concern cited by parents and including this document in the student/parent handbook
- Linn: the Committee has always followed proper procedure, i.e. start with the teacher, then principal, and then if needed, the superintendent. The Town supports the schools and she states the Committee is transparent with the budget and decision-making
- Dave: The book reiterated the criteria of hiring quality people and having systems in place for them to be successful. He said, if a parent contacts him for a concern, he listens, as people first and foremost want to be heard.

In summary, the Committee echoed that the students come first and any decision-making ought to positively impact students in the district.

The Committee will read chapters 9-12 and discuss at their next book study session.



*b. Policy Review: Policies BEDD, BEDF, BEDG, BG, BGB, BGC, BGD*

The Committee reviewed the aforementioned policies.

- BEDD, Rules of Order—no change
- BEDF, Voting Method—no change
- BEDG, Minutes—no change
- BG, School Committee Policy Development—no change
- BGB, Policy Adoption—no change
- BGC, Policy Review and Evaluation/Manual Accuracy Check—no change
- BGD, School Committee Review of Regulations—no change

The Committee will continue policy review at a future meeting.

*c. School Committee Goals Review*

The Committee reviewed their goals and agreed upon the action steps taken to complete their goals. Goal #1, *To improve community engagement, the school committee will participate in activities both within and outside of the school building to develop transparency and understanding of school and community needs.* The Committee had one meet and greet session on February 16, 2017 and has a second one scheduled for April 7, 2017, continues to investigate BoardDocs, will begin to upload backup documents for meetings to the website, and will add their pictures and profiles to the website. The coffee and conversation that previously was held at the Senior Center does not appear to be happening as frequently and Maggie will look into this matter. For Goal #2, *To educate the community and legislators, the school committee will improve its knowledge base on local, state and federal issues that would impact policy within the schools.* The Committee is hosting the Division 3 MASC meeting at Wood School on March 18<sup>th</sup> and will be attending the Day on the Hill this coming April. No one has been able to attend state representatives “office hours”. Maggie had sought out advice from Glenn Koocher from MASC and he attended a meeting in December 2016. They have engaged in book/literature review and Amy asked if they would be willing to add a discussion of the Marshall Memo to future agendas. Linn will report out on an article at the March 14<sup>th</sup> meeting and Maggie will report out on an article at the March 28<sup>th</sup> meeting.

**At 5:44 p.m. a MOTION by Linn Caprarella seconded by Javed Ikbal to take a 15-minute recess. So voted.**

**The meeting reconvened at 6:04 p.m.**

APPROVAL OF MINUTES

**MOTION by Maggie Clarke, seconded by Javed Ikbal to approve the February 14, 2017 regular session minutes. Mrs. Caprarella noted one change at the bottom of page 4, section d. in the motion by Charlene McEntee to waive a second reading of the policy--change the name of Charlene McEntee to Linn Caprarella for the seconded by name. So voted.**



**MOTION by Maggie Clarke, seconded by Javed Ikbal to approve and hold the February 14, 2017 executive session minutes. So voted.**

SHOWCASE

None.

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*

There was no report as Mrs. McEntee was absent from the meeting.

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

Mrs. Caprarella said the Committee met on Monday, February 27, 2017 and will meet in executive session at tonight's meeting.

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

The budget subcommittee met on Thursday, February 23, 2017 and reviewed the FY18 school budget in preparation for the budget hearing to be held at tonight's meeting.

*d. Communications Subcommittee-Mrs. Abrams, Mr. Ikbal*

The communications subcommittee met today at 4:00 p.m. and continued their discussion on BoardDocs (Javed asked the Committee members to review the video which he sent to them) and he also noted there is a new version of the School App.

*e. Town Building Committee-Mrs. Clarke*

Mrs. Clarke said the projected budget for the new town buildings is at 34.1 million. The Building Committee met with the Board of Selectman last evening and will be meeting with abutters of the new buildings at the library tomorrow night. She welcomed any community member to attend their meetings which are generally every Wednesday evening at the Senior Center. The website is up, and one may view drawings and any information that is available on the project.

RESIGNATIONS, TRANSFERS, APPOINTMENTS AND LEAVES

*Appointment:*

Kiesha Philistin, Substitute Speech Language Assistant, effective March 20, 2017 through the conclusion of the current school year

## SUPERINTENDENT'S REPORT

### a. *Fundamental Shifts in Education*

Superintendent Raiche shared a PowerPoint and article he received while in attendance at the M.A.S.S. mid-winter meeting. Bill Daggett, the presenter of the PowerPoint, *Preparing Students for Success* and for the article on *Fundamental Shifts*, is a dynamic speaker. Superintendent Raiche said the contents of these documents is "good for educators to be aware of" as well as anyone involved in education. Recently, the Leadership Council discussed these presentations. Of note, "find relevant and actionable assessments that work for your school and start with data to drive strategic change."

### b. *Additional Fountas & Pinnell Assessment Information and Data*

As a follow-up from previous assessment information provided to the Committee Superintendent Raiche shared testing information on Fountas & Pinnell.

## OLD BUSINESS

None.

## NEW BUSINESS

### a. *Public Hearing for the FY2018 School Budget*

6:15 PM

Superintendent Raiche shared a PowerPoint presentation on the proposed FY2018 School Budget on behalf of the Budget Subcommittee. Some of the items he reviewed were enrollment, number of classes, class size, enrollment of special education and ELL students, staff additions--special educator, instructional paraprofessional, network administrator, student adjustment counselor, nurse (.2) and instrumental music program teacher (.2), staff reductions--classroom teacher, current staffing, and the primary function of a network administrator and student adjustment counselor. In addition, he outlined five components of the budget: District Leadership and Administration, Instruction, School Services, Operation and Maintenance and Programs-Other Districts. He also spoke about the changing demographics and increase in low income families (22.5%) as well as Chapter 70 aid and town contributions to the budget.

The total budget proposed is \$9,075,597, which is a 2.96% increase over the FY17 budget. A vote to approve the FY2018 budget will be taken at the next school committee meeting on March 14, 2017.

### b. *BayState Textiles, Inc. Gift Received, \$32.75 (Vote Required)*

**MOTION by Linn Caprarella, seconded by Maggie Clarke, to approve \$32.75 from BayState Textiles, Inc. for the Plainville district to be used to reimburse expenses for district technology purchases. So voted.**

### c. *Formation of Calendar Committee*

Mrs. Abrams would like to form a Calendar Committee which would consist of a school committee member(s), superintendent, staff of the public schools and community members. She would like to entertain the idea of changing the current school vacation weeks of February and



April into one vacation week in March. She foresees this happening, if there is interest, in three to four years. In addition, she would like to invite Wrentham, Norfolk and King Philip representatives to the formation of the Calendar Committee for their input. She hopes the Calendar Committee can be formed in the fall of 2017. Superintendent Raiche will send out an email blast in the near future about the Calendar Committee.

*d. Legislative Update*

The MASC Division 3 meeting is scheduled at the Wood Elementary School on Saturday morning, March 18, 2017.

*e. Any item(s) not anticipated at the time of posting*

None.

INFORMATION

There was no discussion on items in information.

EXECUTIVE SESSION

*a. Negotiations – Plainville Education Association (PEA)*

**MOTION by Linn Caprarella, seconded by Javed Ikbal, to go into Executive session at 6:52 p.m. for the purpose of discussing collection bargaining strategies which, if held in open session, might hurt the Committee's bargaining position.**

Roll Call Vote:

Amy Abrams	Yes
Linn Caprarella	Yes
Maggie Clarke	Yes
Javed Ikbal	Yes

Returned from Executive session at 7:16 p.m.

ADJOURNMENT

**MOTION by Linn Caprarella, seconded by Maggie Clarke, to adjourn at 7:17 p.m. So voted.**

Respectfully submitted,

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Susan M. Rieger, Recording Secretary

Meeting Handouts:

- Agenda
- Policy Review documents in Section B
- School Committee Goal documents for two goals
- Minutes from February 14, 2017
- Resignations, Transfers, Appointments and Leaves:

- Memo on an appointment
- Superintendent's Report:
  - Documents regarding the items listed in the superintendent's report
- New Business:
  - PowerPoint on the FY2018 School Budget
  - Memo regarding the receipt of a check for \$38.50 from BayState Textiles
- Information::
  - Memo to Staff dated February 13, 2017 regarding mid-year data
  - Memo to Staff dated February 22, 2017 regarding Showcases and Communications and audiences at the School Committee Meetings
  - Approved Index I for Policy Manual
  - Policies Approved: File IHAMA, File IHAMB, File IJNDB, and File INJDB-E
  - School Calendar for 2017/2018



## SUPERINTENDENT'S REPORT

a. Learning Walk Summary

On March 1, 2017 thirteen (13) teachers and administrators participated in a district learning walk focused on differentiated instruction. The walkers organized themselves into small groups and visited the majority of classrooms. The number of visits per classroom was limited to two (2) in an effort to visit as many classrooms as possible that morning. Attached is a summary report.

b. MCAS Participation Rate

The Board of Elementary and Secondary Education recently voted to solicit comment on proposed changes to 2017 accountability reporting. The DOE has proposed to reset the accountability baseline using the 2017 next-generation MCAS results for grades 3-8. Further, they intend to report the MCAS results for each school and district in a way that would identify schools that may require support. They also plan to report participation rates for each test and for each school and district as a whole and by sub group. Districts and schools that assess at least 90% of their students in each group and in each subject will not be assigned an accountability and assistance level of 1, 2 or 3. Any district or school with participation rates below 90% for any group in any subject will be placed in Level 3. According to current DOE guidelines all Level 3 districts must develop and implement an Accelerated Improvement Plan.

c. Cycle I Enrichment Report

Please see the attached reports which pertain to Cycle I of the district's Enrichment Program.

d. Student Migration Data

Student in and out-migration data is attached for your information. Movement in and out of the district between October 4<sup>th</sup> and March 1<sup>st</sup> has been a little quieter this year than the previous two (2) years.

Attachments

## March 1, 2017 Learning Walk Summary

Thirteen (13) walkers visited the majority of classrooms in both Jackson School and Wood School on March 1, 2017. All were asked to collect information relative to the ways differentiation occurs across grade levels and across content areas. Each walker shared their observations in writing through the use of NearPod.

We hope you find this summary report helpful in reflecting on your own practice and encourage all to serve as walkers in the future.

### How are students participating in the task at hand?

The Learning Walk participants visited many classrooms in both schools. In most classrooms students were observed working in small groups or with partners. In many classrooms multiple adults (teachers, paraprofessionals, tutors, volunteers) were present and were observed meeting with small groups. Some students were working to complete pencil and paper tasks while others used manipulatives and/or technology to complete their tasks. Most students were highly engaged as evidenced by the amount of accountable talk heard and their ability to tell the observers what they were working on and why. In all classrooms teachers worked with a small group and support within those groups differed depending on the skill level of the student.

### How is small group instruction providing different levels of learning?

Technology was used in a variety of ways to provide differentiated levels of instruction. Many classroom teachers also provided challenging opportunities for “quick finishers”. They also structured their centers in a way which afforded students the opportunity to practice skill development in a variety of ways. Expectations and samples of successfully completed tasks were displayed in some classrooms.

### How is differentiation seen or heard?

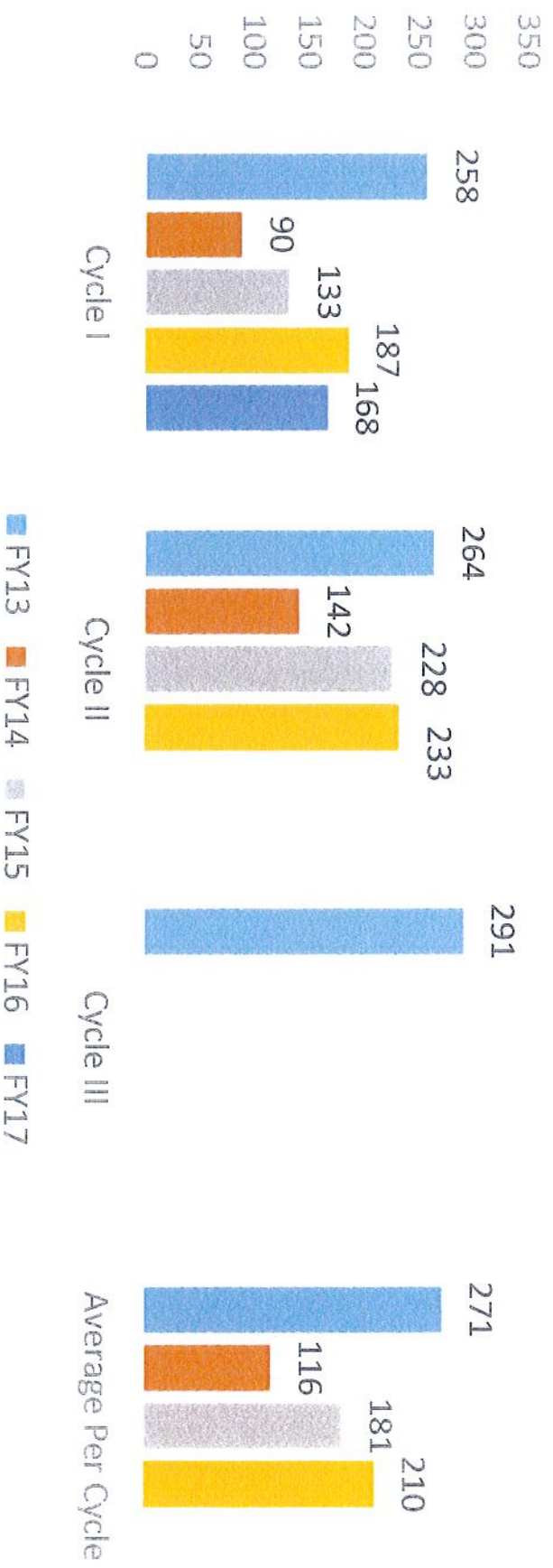
Stations were labeled, tasks were listed, and examples were provided to students. Work banks, word walls and picture clues were also present in many classrooms. In some classrooms students were given task choices. Common materials set at varying levels were also used. Some teachers also read selected questions aloud for the whole class, then re-read them for certain students. Many teachers used prompting questions to guide student thought.



**Plainville Public Schools**  
**Enrichment Program 2016/2017**  
**Cycle I: January 9, 2017-February 13, 2017**  
**Attendance Rate per activity**

Activity	Grade Levels	Cycle	# Participants	Attendance
Active Kids (BOKS)	K-3	I	48	86%
3D Printing	4-6	I	9	86%
Creative Creations	1-3	I	16	93%
Cursive, Calligraphy	4-6	I	5	92%
Discovering Dance	4-6	I	12	90%
Handwriting	1-3	I	9	94%
Knitting	4-6	I	6	86%
Sculpture	4-6	I	8	71%
SWAT Junior	1-3	I	12	76%
WeDo Lego Robotics	4-6	I	16	93%
Yoga Games	K-3	I	27	81%
Total Participants			168	
<b>Cycle I Average</b>	<b>K-6</b>	<b>I</b>	<b>15</b>	<b>86%</b>

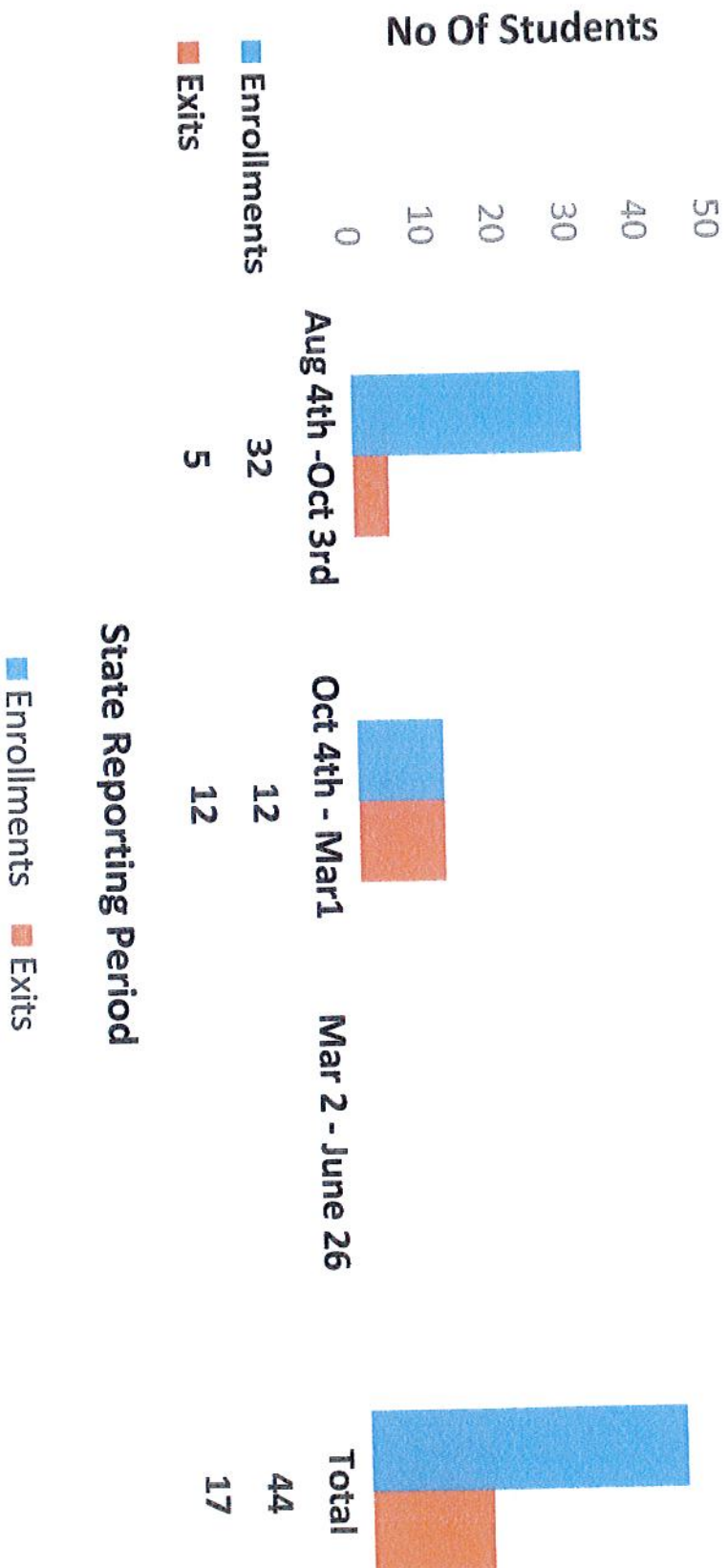
# Plainville Public Schools Enrichment Program Number of Participants





[illegible]

# 2016 - 2017 STUDENT ENROLLMENT/TRANSFER








# 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:** Approval of PTO Fundraiser (Flamingo) (Vote Required)

**Date:** March 9, 2017

I recommend approval of the Plainville PTO's fundraiser request as described on the attached flyer. This is a new request. If approved, it will occur later this month or next month.

Attachment



# You Got Flocked!



**SURPRISE!** You have been **FLOCKED** by one of your friends,  
as a fundraiser for **The Plainville PTO!**

**THESE FLAMINGOS WILL NEST IN YOUR YARD FOR 2-4 DAYS.**

## **FLOCKING REMOVAL AND RELOCATION**

\$15 donation - a trained technician will remove the flock  
\$20 donation - a trained technician will remove and relocate  
the flock to a friend of your choice  
\$30 donation - Flocking Insurance will protect your home  
from future flockings

**IF YOU ARE UNABLE TO DONATE AT THIS TIME, CONTACT OUR TEAM OF FLOCKING EXPERTS  
TO REMOVE THE BIRDS AT NO COST.**

**TO ARRANGE FOR A FLOCKING, A FLOCKING REMOVAL, OR FOR  
FLAMINGO FLOCKING INSURANCE**

**CONTACT Lauren AT:**

**(781) 223 - 7801 OR [mxlau@aol.com](mailto:mxlau@aol.com)**

Your generous donation supports the Plainville PTO a 501(c)(3) organization,  
with general operating costs to secure a physical location.



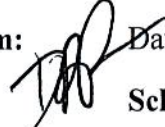


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**David P. Raiche**  
Superintendent of Schools

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

**To:** School Committee  
**From:**  David P. Raiche, Superintendent of Schools  
**Re:** School Nurse Substitute-Rate of Pay  
**Date:** March 8, 2017

The Budget Subcommittee recommends that school nurse substitutes who hold RN licensure be compensated at the rate of pay of \$125.00 per day effective immediately and further that school nurse substitutes who hold LPN licensure be compensated at the rate of \$110.00 per day effective immediately.

We currently pay all school nurse substitutes at the rate of \$110.00 per day.




## PLAINVILLE PUBLIC SCHOOLS

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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:** Approval of FY2018 School Budget (Vote Required)

**Date:** March 9, 2017

The Budget Subcommittee recommends approval of the FY2018 budget as outlined in the attached line item budget document. The new budget total is **\$9,075,597.00**. This total represents an increase of \$260,721.00, a 2.96% increase when compared to the FY2017 budget.

Attachment



# Plainville Public Schools FY2018 Budget

		Expended Budget FY2014	Expended Budget FY2015	Expended Budget FY2016	Budget FY2017	Budget FY2018	\$ Difference between FY17 and FY18	% Difference Between FY17 and FY18
<b>DESCRIPTION</b>								
1000	District Leadership & Administration	340,372.98	368,903.50	367,901.26	393,345.00	407,428.00	14,083.00	0.16%
1100	School Committee	13,230.95	6,918.57	11,024.14	9,083.00	10,331.00	1,248.00	
1110-3-0200	Stipend	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	0.00	
1110-4-0200	Contracted Service	8,590.55	2,200.51	5,033.26	3,890.00	4,860.00	970.00	
1110-5-0200	Misc Supplies	117.00	182.06	208.00	156.00	234.00	78.00	
1110-6-0200	Other Expenses	2,023.40	2,036.00	3,282.88	2,537.00	2,737.00	200.00	
1200	Superintendent	225,065.30	233,683.29	249,772.82	256,524.00	268,020.00	11,496.00	
1210-1-0200	Salary/Superintendent	148,220.01	152,799.93	158,150.06	163,683.00	169,003.00	5,320.00	
1210-2-0200	Salary Clerical	60,203.82	63,196.07	65,457.60	67,721.00	69,952.00	2,231.00	
1210-4-0200	Contracted Service	8,239.90	9,711.95	17,069.95	15,070.00	18,515.00	3,445.00	
1210-5-0200	Supplies	2,427.05	2,249.91	2,501.98	2,400.00	2,400.00	0.00	
1210-6-0200	Other Expenses	5,974.52	5,725.43	6,593.23	7,650.00	8,150.00	500.00	
1400	Finance and Administrative Services	95,562.08	112,242.84	103,550.00	112,988.00	114,977.00	1,989.00	
1410-1-0200	Salary/SBA	68,460.06	72,567.04	75,470.12	78,300.00	80,845.00	2,545.00	
1410-2-0200	Salary Clerical	19,827.74	20,502.04	21,270.08	25,378.00	26,182.00	804.00	
1410-4-0200	Contracted Services/Audit	1,480.40	3,047.75	3,747.00	3,900.00	4,600.00	700.00	
1410-5-0200	Supplies	186.56	117.13	164.72	250.00	250.00	0.00	
1410-6-0200	Other Expenses	1,116.37	643.63	631.58	660.00	600.00	(60.00)	
1430-4-0200	Legal Services for School Committee	4,490.95	15,365.25	2,266.50	4,500.00	2,500.00	(2,000.00)	



# Plainville Public Schools FY2018 Budget

DESCRIPTION	Expenditures Budget FY2014	Expenditures Budget FY2015	Expenditures Budget FY2016	Budget FY2017	Budget FY2018	Difference between FY17 and FY18	Difference Between FY17 and FY18
<b>Information Management and Technology</b>	<b>6,514.65</b>	<b>16,058.80</b>	<b>3,554.30</b>	<b>14,750.00</b>	<b>14,100.00</b>	<b>(650.00)</b>	
1450							
1450-4-0400 Cont Serv/Technology	5,219.81	14,828.48	1,566.10	13,380.00	13,380.00	0.00	
1450-5-0400 Computer Hardware/Software	1,116.37	658.58	1,273.50	650.00	0.00	(650.00)	
1450-5-0670 Supplies-Adm Technology	178.47	571.74	714.70	720.00	720.00	0.00	
<b>INSTRUCTION</b>	<b>5,553,891.13</b>	<b>5,663,927.05</b>	<b>6,056,347.81</b>	<b>6,482,365.00</b>	<b>6,559,020.00</b>	<b>76,655.00</b>	
2100							
Districtwide Academic Leadership	237,999.47	230,370.82	242,289.84	251,050.00	262,480.00	11,430.00	0.87%
2110-1-0200 System Administrators	90,500.02	94,570.06	98,119.90	101,800.00	105,109.00	3,309.00	
2110-1-0510 Salary/Coord Sped	101,659.99	104,710.05	107,600.12	111,635.00	114,153.00	2,518.00	
2110-2-0510 Salary/Clerical	36,508.97	25,564.57	25,814.40	26,965.00	33,068.00	6,103.00	
2110-4-0510 Cont Serv/Sped Prog	6,267.96	1,894.18	6,026.27	5,000.00	4,500.00	(500.00)	
2110-5-0510 Supplies - Sped Admin	1,019.64	1,450.49	2,419.39	2,200.00	2,200.00	0.00	
2110-6-0200 Travel-System Tech Admin	1,027.94	960.04	1,066.57	1,100.00	1,100.00	0.00	
2110-6-0510 Other Expenses and Sped PAC	1,014.98	1,221.43	1,243.19	2,350.00	2,350.00	0.00	
<b>School Building Leadership</b>	<b>310,799.49</b>	<b>288,918.45</b>	<b>313,641.40</b>	<b>313,036.00</b>	<b>339,714.00</b>	<b>26,678.00</b>	
2210-1-2200 Salary/Principal (J)	101,375.00	105,430.00	110,699.94	114,900.00	118,634.00	3,734.00	
2210-1-3200 Salary/Principal (W)	101,375.04	105,430.00	109,379.93	113,480.00	117,168.00	3,688.00	
2210-2-2200 Salary/Clerical (J)	54,366.99	41,099.71	42,291.47	43,966.00	49,011.00	5,045.00	
2210-2-3200 Salary/Clerical (W)	42,191.64	26,372.38	28,215.20	27,632.00	42,941.00	15,309.00	
2210-4-2200 Contracted Services (J)	342.00	0.00	248.00	250.00	250.00	0.00	
2210-4-3200 Contracted Services (W)	128.00	69.50	0.00	250.00	500.00	250.00	
2210-5-2200 Supplies (J)	935.51	881.97	13,418.89	1,600.00	1,000.00	(600.00)	
2210-5-3200 Supplies (W)	1,477.61	1,067.84	1,384.24	1,025.00	1,025.00	0.00	
2210-6-2200 Other Expenses (J)	2,185.85	1,807.74	410.10	1,069.00	1,069.00	0.00	
2210-6-2300 School Councils (J)	1,067.90	1,503.68	3,280.03	3,200.00	2,884.00	(316.00)	
2210-6-3200 Other Expenses (W)	3,039.32	4,139.32	2,620.72	3,104.00	2,978.00	(126.00)	
2210-6-3300 School Councils (W)	2,314.63	1,116.31	1,692.88	2,560.00	2,254.00	(306.00)	



# Plainville Public Schools FY2018 Budget

DESCRIPTION	Expended Budget					\$ Difference Between FY17 and FY18		% Difference Between FY17 and FY18	
	FY2014	FY2015	FY2016	FY2017	FY2018	FY17	FY18		
<b>2250</b>	<b>Building Technology</b>	<b>87,079.21</b>	<b>117,710.46</b>	<b>137,550.28</b>	<b>135,676.00</b>	<b>202,686.00</b>	<b>67,010.00</b>		
2250-3-0200	Salaries/Compt Tech/Specialist	69,452.72	97,916.35	107,293.34	108,616.00	176,626.00	68,010.00		
2250-4-2400	Contracted Services - (J) Tech	9,354.00	10,572.85	10,962.25	10,960.00	10,960.00	0.00		
2250-4-3400	Contracted Services - (W) Tech	6,004.00	7,812.85	7,402.25	7,900.00	7,900.00	0.00		
2250-5-0400	Computer Hardware- Tech				950.00	1,650.00	700.00		
2250-5-0510	Computer Hardware- SpEd				1,050.00	1,050.00	0.00		
2250-5-0880	Computer Hardware- Food Service				4,800.00	0.00	(4,800.00)		
2250-5-2400	Computer Supplies (J)	508.34	696.77	1,577.60	700.00	700.00	0.00		
2250-5-2670	Computer Hardware (J)	733.13	0.00	4,358.58	0.00	2,600.00	2,600.00		
2250-5-3400	Computer Supplies (W)	300.10	711.64	1,607.68	700.00	700.00	0.00		
2250-5-3670	Computer Hardware (W)	726.92	0.00	4,358.58	0.00	500.00	500.00		
<b>2300</b>	<b>Instruction - Teaching Services</b>	<b>4,483,441.16</b>	<b>4,549,906.53</b>	<b>4,738,127.07</b>	<b>5,107,144.00</b>	<b>5,185,170.00</b>	<b>78,026.00</b>		
<b>2300</b>	<b>TEACHING</b>	<b>3,376,179.32</b>	<b>3,498,648.14</b>	<b>3,561,376.73</b>	<b>3,650,602.00</b>	<b>3,704,997.00</b>	<b>54,395.00</b>		
2305-1-0120	Salaries/Kdg Teachers	384,960.34	305,717.52	319,554.27	382,919.00	382,919.00	0.00		
2305-1-2200	Salaries/Reg Ed Teachers (J)	1,239,628.17	1,250,263.77	1,261,153.82	1,271,032.00	1,271,032.00	0.00		
2305-1-3200	Salaries/Reg Ed Teachers (W)	1,172,556.30	1,243,656.52	1,276,617.55	1,287,119.00	1,287,119.00	0.00		
2310-1-2200	Salaries/Reading Specialist (J)	73,821.02	76,026.06	64,731.94	69,096.00	69,096.00	0.00		
2310-1-2510	Salaries/SpEd Teachers (J)	197,806.96	221,491.86	199,584.06	209,130.00	262,902.00	53,772.00		
2310-1-3510	Salaries/SpEd Teachers (W)	242,342.88	348,667.14	345,261.82	333,781.00	333,781.00	0.00		
2310-1-4510	Salaries/Preschool Teacher	41,561.86	28,339.27	69,497.32	72,164.00	72,164.00	0.00		
2310-1-5510	Salaries/Summer School Teachers	23,501.79	24,486.00	24,975.95	25,361.00	25,984.00	623.00		
<b>2315</b>	<b>Instruction Co-ordinators</b>	<b>130,083.19</b>	<b>140,067.72</b>	<b>205,820.90</b>	<b>216,659.00</b>	<b>216,659.00</b>	<b>0.00</b>		
2315-1-2000	Salaries/Instructional Co-ordinator(J)	65,041.61	70,033.95	134,805.43	108,330.00	145,709.00	37,379.00		
2315-1-3000	Salaries/Instructional Co-ordinator(W)	65,041.58	70,033.77	71,015.47	108,329.00	70,950.00	(37,379.00)		



# Plainville Public Schools FY2018 Budget

DESCRIPTION	Expended Budget FY2014		Expended Budget FY2015		Expended Budget FY2016		Expended Budget FY2017		Expended Budget FY2018		Difference between FY17 and FY18	Difference between FY17 and FY18
2320	Medical/Therapeutic Services	297,599.72	315,467.56	324,778.78	356,968.00	398,412.00	41,444.00					
2320-1-2510	Salaries/OT, Speech, PT (J)	121,075.60	127,785.79	130,369.52	130,265.00	130,265.00	0.00					
2320-1-3510	Salaries/OT, Speech, PT (W)	44,247.52	43,273.61	46,785.38	56,538.00	110,310.00	53,772.00					
2320-3-2510	Salaries/Assists S/LCOTA/ABA (J)	123,404.37	135,575.83	138,604.96	158,749.00	146,249.00	(12,500.00)					
2320-3-3510	Salaries/Assists S/LCOTA/ABA (W)	2,763.81	2,805.39	2,861.04	2,919.00	2,919.00	0.00					
2320-3-5510	Salaries/Summer SPED Assist	5,063.97	4,710.21	3,928.76	6,053.00	6,175.00	122.00					
2320-4-5510	Cont Serv/ SPED Assistants Summer	1,044.45	1,316.73	2,229.12	2,444.00	2,494.00	50.00					
2325	Salaries - Substitutes	38,248.10	65,948.01	49,707.50	66,155.00	66,155.00	0.00					
2325-3-0120	Salaries - Substitutes - Kdg	2,910.00	3,730.00	5,697.50	2,975.00	2,975.00	0.00					
2325-3-0200	Salaries - Substitutes - Reg Ed	25,748.10	51,238.01	32,297.50	48,600.00	48,600.00	0.00					
2325-3-0510	Salaries - Substitutes - SPED	9,590.00	10,980.00	11,712.50	14,580.00	14,580.00	0.00					
2330	Salaries-Support Staff, Misc	472,906.35	376,424.62	403,864.87	533,140.00	511,208.00	(21,932.00)					
2330-3-0120	Salaries/Instructional Paras (K)	64,694.37	38,545.70	38,596.39	103,741.00	103,741.00	0.00					
2330-3-0121	Salaries/Sub Instructional Paras (K)	5,442.50	2,947.50	1,885.00	2,850.00	2,850.00	0.00					
2330-3-0400	Salaries/Media Para	20,623.14	21,208.67	21,445.21	22,229.00	22,229.00	0.00					
2330-3-2000	Salaries/Tutor (J)	60,177.63	56,928.04	43,286.73	38,857.00	38,857.00	0.00					
2330-3-2200	Lunch Supervisors/Helpers (J)	22,615.01	22,874.50	23,626.25	25,380.00	25,920.00	540.00					
2330-3-2510	Salaries/SPED Paras (J)	97,973.87	73,859.33	80,737.52	88,599.00	107,845.00	19,246.00					
2330-3-2511	Salaries/Sub SPED Paras (J)	8,742.50	11,505.00	6,745.00	5,775.00	5,775.00	0.00					
2330-3-3000	Salaries/Tutor (W)	26,938.77	9,019.46	28,474.32	38,920.00	38,920.00	0.00					
2330-3-3200	Lunch Supervisors/Helpers (W)	11,691.25	11,575.50	11,893.42	12,690.00	12,960.00	270.00					
2330-3-3510	Salaries/SPED Paras (W)	75,826.97	39,931.15	49,498.22	68,819.00	73,223.00	4,404.00					
2330-3-3511	Salaries/Sub SPED Paras(W)	2,957.50	3,202.50	1,875.00	2,475.00	2,475.00	0.00					
2330-3-5510	Salaries/Summer School Paras	8,086.26	8,928.00	9,701.25	9,703.00	11,498.00	1,795.00					
2330-4-0130	Cont Serv/ Enrichment	1,633.60	6,921.18	8,254.64	7,000.00	7,000.00	0.00					
2330-4-0510	Cont Serv / SPED	63,932.69	65,128.15	74,049.73	100,507.00	52,770.00	(47,737.00)					
2330-4-0710	Cont Serv / Tutor	0.00	341.44	1,637.56	2,000.00	2,000.00	0.00					
2330-4-5510	Cont Serv / Summer School	1,570.29	3,508.50	2,158.63	3,595.00	3,145.00	(450.00)					



# Plainville Public Schools FY2018 Budget

DESCRIPTION	\$					%	
	Expended Budget FY2014	Expended Budget FY2015	Expended Budget FY2016	Budget FY2017	Budget FY2018	Difference between FY17 and FY18	Difference Between FY17 and FY18
2340 Librarians & Media Directors	77,366.90	79,158.82	80,455.96	135,819.00	135,819.00	0.00	
2340-1-0200 Media Specialist	77,366.90	79,158.82	80,455.96	135,819.00	135,819.00	0.00	
2350 PROF DEVELOP	91,057.58	74,191.66	112,122.33	147,801.00	151,920.00	4,119.00	
2355-3-0120 Subs/Prof Conferences-Kdg	290.00	355.00	0.00	2,700.00	1,800.00	(900.00)	
2355-3-0200 Subs/Prof Conferences-Reg Ed	4,645.00	2,610.00	10,575.00	14,400.00	16,200.00	1,800.00	
2355-3-0510 Subs/Prof Conferences-SPED	1,125.00	335.06	1,311.50	3,150.00	2,700.00	(450.00)	
2357-6-0202 Professional Dues - Admin	3,071.00	3,066.00	3,198.00	4,872.00	5,031.00	159.00	
2357-6-0203 Conf Reg/Prof Dev-Admin	17,986.84	14,493.84	26,113.49	32,675.00	32,675.00	0.00	
2357-6-0340 Inservice/Professional Dev	34,810.42	27,995.66	41,528.88	45,170.00	44,750.00	(420.00)	
2357-6-0403 Conf Reg - Technology	1,310.00	1,695.00	2,235.00	4,400.00	4,400.00	0.00	
2357-6-0410 Prof Dues/Subscriptions	7,149.00	4,095.99	3,990.00	6,750.00	6,750.00	0.00	
2357-6-0423 Conf Reg - Teachers	7,088.75	5,504.34	5,943.01	9,500.00	11,500.00	2,000.00	
2357-6-0460 Course Reimbursement	8,643.00	11,774.51	10,245.00	16,000.00	16,480.00	480.00	
2357-6-0510 Inservice - SPED	0.00	0.00	191.67	1,000.00	1,000.00	0.00	
2357-6-0512 Professional Dues - SPED	425.00	275.00	275.00	434.00	434.00	0.00	
2357-6-0513 Conf Reg - SPED	1,993.19	973.89	2,785.52	3,500.00	4,950.00	1,450.00	
2357-6-0600 Professional Library	2,520.38	1,017.43	3,730.26	3,250.00	3,250.00	0.00	



# Plainville Public Schools FY2018 Budget

DESCRIPTION		Expended Budget FY2014	Expended Budget FY2015	Expended Budget FY2016	Budget FY2017	Budget FY2018	\$ Difference between FY17 and FY18	% Difference Between FY17 and FY18
2400	Instructional Materials and Equipment	284,767.52	315,310.61	442,484.91	488,321.00	386,338.00	(106,489.00)	
2400	TEXTBOOKS/INSTR Materials	21,516.93	19,677.15	19,506.40	18,816.00	26,627.00	7,811.00	
2410-5-2030	Textbks/Materials-Lang Arts (J)	7,181.98	689.82	2,267.70	2,200.00	3,200.00	1,000.00	
2410-5-2040	Textbks/Materials-Math (J)	4,960.57	4,000.23	4,176.93	2,000.00	3,780.00	1,780.00	
2410-5-2070	Textbks/Materials-Reading (J)	674.73	2,498.04	2,374.12	3,000.00	3,000.00	0.00	
2410-5-2080	Textbks/Materials-Science (J)	0.00	956.48	1,678.60	4,000.00	3,000.00	(1,000.00)	
2410-5-2090	Textbks/Materials-Social Studies (J)	0.00	0.00	1,678.60	200.00	400.00	200.00	
2410-5-3030	Textbks/Materials-Lang Arts (W)	1,870.22	2,594.60	2,174.34	1,143.00	3,189.00	2,046.00	
2410-5-3040	Textbks/Materials-Math (W)	2,509.76	3,646.06	364.05	595.00	2,447.00	1,852.00	
2410-5-3070	Textbks/Materials-Reading (W)	864.77	1,400.00	1,816.63	700.00	2,450.00	1,750.00	
2410-5-3080	Textbks/Materials-Science (W)	1,499.25	0.00	0.00	500.00	385.00	(115.00)	
2410-5-3090	Textbks/Materials-Social Studies (W)	451.45	2,793.20	1,588.95	2,058.00	2,073.00	15.00	
2410-5-3110	Textbks/Materials- Health (W)	1,504.20	1,098.72	1,386.48	2,420.00	2,703.00	283.00	
2415	Other Instructional Materials (LIBRARY)	13,972.66	15,486.53	23,285.15	20,050.00	20,575.00	525.00	
2415-4-2620	Cont Serv-AV Repair (J)	0.00	0.00	0.00	500.00	500.00	0.00	
2415-4-3620	Cont Serv-AV Repair (W)	0.00	195.00	560.00	500.00	500.00	0.00	
2415-5-2620	Library Supplies Miscellaneous (J)	4,714.83	5,214.02	11,843.79	6,900.00	7,425.00	525.00	
2415-5-2621	Library Periodicals (J)	453.50	261.65	261.65	275.00	275.00	0.00	
2415-5-2622	Library Instructional Materials (J)	0.00	0.00	129.95	200.00	200.00	0.00	
2415-5-2623	Library Books (J)	2,440.98	3,535.47	3,553.45	3,600.00	3,600.00	0.00	
2415-5-3620	Library Supplies Miscellaneous (W)	2,534.54	2,333.69	2,706.05	3,750.00	3,750.00	0.00	
2415-5-3621	Library Periodicals (W)	473.40	321.57	390.62	425.00	425.00	0.00	
2415-5-3622	Library Instructional Materials (W)	0.00	0.00	191.49	300.00	300.00	0.00	
2415-5-3623	Library Books (W)	3,355.41	3,625.13	3,648.15	3,600.00	3,600.00	0.00	



# Plainville Public Schools FY2018 Budget

DESCRIPTION	Expended Budget FY2014	Expended Budget FY2015	Expended Budget FY2016	Budget FY2017	Budget FY2018	\$ Difference between FY17 and FY18	% Difference Between FY17 and FY18
2420	Instructional Equipment	38,395.68	28,418.03	32,355.19	34,184.00	33,090.00	(1,094.00)
2420-4-0510	Cont Serv/Sped Equip	195.00	690.00	341.00	856.00	1,273.00	417.00
2420-4-2200	Cont Serv/Copy Machine (J)	13,051.30	12,467.15	10,464.43	11,180.00	11,180.00	0.00
2420-4-2620	Cont Serv/Instr Equip Repair (J)	0.00	0.00	0.00	750.00	750.00	0.00
2420-4-3200	Cont Serv/Copy Machine (W)	13,938.86	13,610.27	14,055.79	14,348.00	11,837.00	(2,511.00)
2420-4-3620	Cont Serv/Instr Equip Repair (W)	0.00	0.00	416.44	750.00	750.00	0.00
2420-5-0120	Instr Equip - Kdg	1,497.50	0.00	0.00	1,000.00	1,000.00	0.00
2420-5-0510	Instr Equip - SPED	2,524.57	259.00	324.90	2,300.00	2,300.00	0.00
2420-5-2060	Instr Equip - (J)	6,138.32	431.61	2,816.84	1,500.00	1,500.00	0.00
2420-5-3060	Instr Equip - (W)	1,050.13	960.00	3,935.79	1,500.00	2,500.00	1,000.00
2430	General Supplies	49,989.59	42,047.57	62,147.86	66,060.00	67,770.00	1,710.00
2430-5-0120	Supplies - Kindergarten	2,359.17	913.04	899.90	1,575.00	2,500.00	925.00
2430-5-0130	Supplies - Enrichment	1,211.68	749.29	1,145.81	1,650.00	1,650.00	0.00
2430-5-0510	Supplies - SPED	3,277.74	1,063.88	501.04	3,500.00	5,690.00	2,190.00
2430-5-2010	Supplies - General (J)	13,662.60	11,922.49	25,009.32	14,617.00	17,525.00	2,908.00
2430-5-2020	Supplies - Art (J)	2,021.32	1,831.85	2,035.39	1,688.00	1,995.00	307.00
2430-5-2030	Supplies - Language Arts (J)	2,112.50	1,344.64	1,430.72	4,740.00	3,000.00	(1,740.00)
2430-5-2040	Supplies - Math (J)	486.10	2,161.76	4,312.65	2,500.00	500.00	(2,000.00)
2430-5-2050	Supplies - Music (J)	1,214.96	1,569.64	2,053.35	1,625.00	1,675.00	50.00
2430-5-2060	Supplies - PE (J)	523.14	747.53	745.86	500.00	700.00	200.00
2430-5-2070	Supplies - Reading (J)	3,708.74	4,057.53	0.00	4,975.00	3,975.00	(1,000.00)
2430-5-2080	Supplies - Science (J)	164.76	141.96	71.75	500.00	500.00	0.00
2430-5-2090	Supplies - Social Studies (J)	110.00	110.00	110.00	280.00	280.00	0.00
2430-5-2100	Supplies - Handwriting (J)	1,285.80	2,121.05	1,224.46	300.00	1,460.00	1,160.00
2430-5-2110	Supplies - Health (J)	213.00	0.00	0.00	0.00	0.00	0.00
2430-5-2150	Supplies - Reading Teacher (J)	365.00	0.00	0.00	500.00	500.00	0.00
2430-5-2160	Supplies - World Language (J)	69.31	503.60	122.46	450.00	450.00	0.00
2430-5-3010	Supplies - General (W)	8,900.78	7,216.12	10,637.51	11,557.00	13,525.00	1,968.00
2430-5-3020	Supplies - Art (W)	1,454.17	1,420.48	1,118.23	1,500.00	1,500.00	0.00



# Plainville Public Schools FY2018 Budget

DESCRIPTION	Expended Budget FY2014	Expended Budget FY2015	Expended Budget FY2016	Budget FY2017	Budget FY2018	\$ Difference between FY17 and FY18	% Difference Between FY17 and FY18
2430-5-3030 Supplies - Language Arts (W)	1,204.93	1,010.86	2,338.15	990.00	1,155.00	165.00	
2430-5-3040 Supplies - Math (W)	1,355.77	445.02	4,155.93	825.00	2,389.00	1,564.00	
2430-5-3050 Supplies - Music (W)	478.18	644.04	376.88	500.00	500.00	0.00	
2430-5-3060 Supplies - PE (W)	698.12	149.00	698.63	700.00	700.00	0.00	
2430-5-3070 Supplies - Reading (W)	366.24	365.21	242.00	300.00	300.00	0.00	
2430-5-3080 Supplies - Science (W)	2,125.80	17.98	189.95	8,500.00	3,500.00	(5,000.00)	
2430-5-3090 Supplies -Social Studies (W)	0.00	0.00	1,064.25	488.00	501.00	13.00	
2430-5-3160 Supplies - World Language (W)	552.60	498.41	513.90	300.00	300.00	0.00	
2430-5-4510 Supplies - PreSch	67.18	1,042.19	1,149.72	1,000.00	1,000.00	0.00	
2440 Other Instructional Services	7,283.81	6,255.80	8,065.00	7,250.00	7,250.00	0.00	
2440-4-2140 Cont Serv / Field Trips (J)	3,984.00	3,746.50	4,715.00	4,000.00	4,000.00	0.00	
2440-4-3140 Cont Serv / Field Trips (W)	3,000.00	2,392.00	3,350.00	3,000.00	3,000.00	0.00	
2440-6-2510 Travel/ABA	299.81	117.30	0.00	250.00	250.00	0.00	
2450 INSTRUCTIONAL TECHNOLOGY	153,608.85	203,425.53	297,125.31	341,961.00	231,026.00	(110,935.00)	
2451-4-0200 IT Classroom -Hardware Cont Serv	9,209.25	9,200.00	17,137.90	16,500.00	16,500.00	0.00	
2451-4-0510 IT Cont. Serv - SPED	2,164.00	684.00	1,630.00	3,200.00	3,200.00	0.00	
2451-5-0200 IT Classroom - Hardware	78,011.65	110,023.71	178,014.36	226,280.00	111,080.00	(115,200.00)	
2451-5-0400 IT Classroom - Supplies & Materials	14,210.37	10,841.09	16,601.52	10,000.00	5,000.00	(5,000.00)	
2453-4-0200 IT Media - Contracted Services	5,989.00	6,078.00	6,200.00	6,386.00	6,476.00	90.00	
2453-5-0400 IT Media - Supplies	0.00	0.00	0.00	400.00	400.00	0.00	
2453-5-0510 IT Hardware- SPED	977.00	20.80	2,658.00	2,000.00	2,000.00	0.00	
2455-4-0200 IT Instructional Software - Cont. Serv	34,383.22	55,161.31	62,893.25	61,580.00	70,755.00	9,175.00	
2455-5-0400 IT Instructional Software - Supplies	8,164.36	9,006.67	11,388.00	13,015.00	13,015.00	0.00	
2455-5-0510 IT Software - SPED	500.00	2,409.95	602.28	2,600.00	2,600.00	0.00	



# Plainville Public Schools FY2018 Budget

DESCRIPTION	Expended						\$		%
	Budget FY2014	Budget FY2015	Budget FY2016	Budget FY2017	Budget FY2018		Difference between FY17 and FY18	Difference Between FY17 and FY18	
2700	GUIDANCE	12,472.92	17,141.34	30,397.10	28,980.00	24,474.00	(4,506.00)		
2720-4-2200	Cont Serv/RegEd Test (J)	4,925.12	6,438.90	10,354.75	10,357.00	9,619.00	(738.00)		
2720-4-3200	Cont Serv/RegEd Test (W)	5,077.00	10,449.99	9,161.50	13,713.00	9,820.00	(3,893.00)		
2720-5-0120	Testing Supplies / Kdg / Pre-S	914.15	252.45	3,892.66	1,200.00	2,125.00	925.00		
2720-5-0510	Testing Supplies / SpEd	1,556.65	0.00	2,420.49	2,500.00	2,510.00	10.00		
2720-5-2200	Testing Supplies / Reg Ed (J)	0.00	0.00	3,242.75	250.00	250.00	0.00		
2720-5-3200	Testing Supplies / Reg Ed (W)	0.00	0.00	1,324.95	960.00	150.00	(810.00)		
2800	PSYCHOLOGICAL SERVICES	137,331.36	144,568.84	151,857.21	158,158.00	158,158.00	0.00		
2800-1-2510	Salary - Sch Psych (J)	76,825.06	80,667.14	83,445.98	84,720.00	84,720.00	0.00		
2800-1-3510	Salary - Sch Psych (W)	56,425.98	59,952.57	63,789.96	68,138.00	68,138.00	0.00		
2800-4-0510	Cont Serv / SpEd Eval	3,019.40	2,760.00	3,727.50	4,500.00	4,500.00	0.00		
2800-5-0510	Supplies	1,060.92	1,189.13	893.77	800.00	800.00	0.00		
3000	SCHOOL SERV	670,803.48	761,764.31	716,691.50	768,503.00	765,217.00	(3,286.00)		-0.04%
3100	STUDENT SERVICES	3,138.92	4,290.90	880.00	3,900.00	3,900.00	0.00		
3100-4-0200	Cont Serv - (Including Census)	3,018.92	4,140.00	880.00	3,400.00	3,400.00	0.00		
3100-5-0200	Supplies - (Including MegaSkills)	120.00	150.90	0.00	500.00	500.00	0.00		
3200	HEALTH SERVICES	131,466.05	152,396.49	142,515.70	147,346.00	147,461.00	115.00		
3200-1-2200(J)	Salaries Nurse (J)	58,555.28	71,061.33	56,179.56	60,276.00	60,276.00	0.00		
3200-1-3200 (W)	Salaries-Nurse (W)	70,292.04	78,643.56	82,582.08	84,370.00	84,370.00	0.00		
3200-4-0200	Cont Serv / School Doctor	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	0.00		
3200-5-0200	Supplies	1,518.73	1,591.60	2,654.06	1,600.00	1,715.00	115.00		



# Plainville Public Schools FY2018 Budget

DESCRIPTION	Expended Budget FY2014	Expended Budget FY2015	Expended Budget FY2016	Budget FY2017	Budget FY2018	\$ Difference between FY17 and FY18	% Difference Between FY17 and FY18
3300	TRANSPORTATION	514,864.05	583,120.01	545,202.83	585,292.00	586,785.00	1,493.00
3300-4-0200	Cont Serv - Reg Ed Trans	359,700.68	379,423.26	355,746.72	399,220.00	383,000.00	(16,220.00)
3300-4-0510	Cont Serv - SpEd Transp	155,163.37	203,696.75	189,456.11	186,072.00	203,785.00	17,713.00
3400	Food Service			713.06	2,500.00	2,500.00	0.00
3400-6-0200	Food Service-Bad Debt			713.06	2,500.00	2,500.00	0.00
3600	School Security	21,334.46	21,956.91	27,379.91	29,465.00	24,571.00	(4,894.00)
3600-2-0200	Security Coordinator	3,810.60	4,100.45	4,253.86	4,414.00	4,553.00	139.00
3600-3-2300	Security Assistant (J)	9,288.50	8,575.29	9,677.70	8,800.00	10,283.00	1,483.00
3600-3-3300	Security Assistant (W)	8,222.84	9,161.01	10,114.79	15,451.00	8,935.00	(6,516.00)
3600-5-0200	Security-Supplies	12.52	120.16	3,333.56	800.00	800.00	0.00
4000	OPER & MAINT	674,066.01	675,798.51	697,054.53	769,450.00	761,557.00	(7,893.00)
4100	CUSTODIAL SERVICES	350,666.21	359,191.35	328,369.38	364,047.00	416,655.00	52,608.00
4110-2-0200	Salaries - Clerical	3,810.64	4,100.46	4,253.87	4,414.00	4,553.00	139.00
4110-3-0200	Salaries - Cust/Maint	328,130.73	335,927.88	301,187.58	339,009.00	388,138.00	49,129.00
4110-3-0800	Salaries - Overtime	5,519.89	3,427.29	9,698.18	4,500.00	4,500.00	0.00
4110-3-0810	Salaries - Summer Help	6,720.00	6,804.00	6,249.00	7,680.00	11,520.00	3,840.00
4110-3-0820	Salaries - Substitutes	3,108.00	5,040.00	3,757.50	3,744.00	3,744.00	0.00
4110-3-0830	Clothing Allowance	3,376.95	3,891.72	3,223.25	4,700.00	4,200.00	(500.00)
4110-5-0200	Custodial Supplies	14,411.57	7,361.75	15,673.45	15,000.00	15,000.00	0.00
4120	HEAT	101,794.94	91,985.31	66,451.07	87,200.00	69,600.00	(17,600.00)
4120-4-0860	Utility - Gas	101,794.94	91,985.31	66,451.07	87,200.00	69,600.00	(17,600.00)
							-0.09%



# Plainville Public Schools FY2018 Budget

DESCRIPTION	Expended Budget FY2014	Expended Budget FY2015	Expended Budget FY2016	Budget FY2017	Budget FY2018	\$ Difference between FY17 and FY18	% Difference Between FY17 and FY18
<b>4130 UTILITY SERVICES</b>	<b>135,812.84</b>	<b>145,043.14</b>	<b>154,100.30</b>	<b>144,882.00</b>	<b>156,981.00</b>	<b>12,099.00</b>	
4130-4-0840 Utility - Water	1,201.76	1,297.59	1,297.59	1,888.00	1,888.00	0.00	
4130-4-0850 Utility - Telephone	8,852.92	6,302.11	7,525.45	8,963.00	8,963.00	0.00	
4130-4-0870 Utility - Electricity	125,758.16	137,443.44	145,277.26	134,031.00	146,130.00	12,099.00	
<b>4220 MAINT OF BLDGS</b>	<b>18,099.21</b>	<b>12,944.06</b>	<b>38,336.15</b>	<b>22,100.00</b>	<b>17,100.00</b>	<b>(5,000.00)</b>	
4220-5-0200 Maintenance - Supplies	18,099.21	12,944.06	38,336.15	22,100.00	17,100.00	(5,000.00)	
<b>4225 Building Security System</b>	<b>1,212.50</b>	<b>1,230.44</b>	<b>872.00</b>	<b>975.00</b>	<b>975.00</b>	<b>0.00</b>	
4225-4-0200 Maintenance of Alarms	1,212.50	1,230.44	872.00	975.00	975.00	0.00	
<b>4230 MAINT OF EQUIP</b>	<b>35,643.79</b>	<b>37,697.35</b>	<b>54,518.68</b>	<b>88,466.00</b>	<b>38,466.00</b>	<b>(50,000.00)</b>	
4230-4-0200 Equipment - Cont Serv	33,234.02	35,930.94	47,073.15	85,716.00	35,716.00	(50,000.00)	
4230-5-0200 Equipment - Maintenance	1,340.77	688.91	6,478.60	1,500.00	1,500.00	0.00	
4230-6-0200 Maintenance - Other Exp	1,069.00	1,077.50	966.93	1,250.00	1,250.00	0.00	
<b>4300 EXTRA MAINT</b>	<b>2,000.00</b>	<b>1,905.67</b>	<b>2,000.00</b>	<b>3,000.00</b>	<b>3,000.00</b>	<b>0.00</b>	
4300-4-0200 Extraordinary Maintenance	2,000.00	1,905.67	2,000.00	3,000.00	3,000.00	0.00	
<b>4400 NETWORKING/TELECOMMS</b>	<b>14,424.95</b>	<b>18,439.44</b>	<b>36,733.50</b>	<b>43,780.00</b>	<b>43,780.00</b>	<b>0.00</b>	
4400-4-0400 Communication Services	14,424.95	18,439.44	36,733.50	43,780.00	43,780.00	0.00	



# Plainville Public Schools FY2018 Budget

DESCRIPTION	Expended Budget FY2014	Expended Budget FY2015	Expended Budget FY2016	Budget FY2017	Budget FY2018	\$ Difference between FY17 and FY18	% Difference Between FY17 and FY18
9000 PROG - Other Dists	376,737.24	435,851.02	607,039.70	401,213.00	350,638.00	(50,575.00)	-0.57%
9100 Tuitions - MA Public	0.00	0.00	0.00	25,000.00	25,000.00	0.00	
9100-9-0510 Tuitions - MA Public Schools	0.00	0.00	0.00	25,000.00	25,000.00	0.00	
9300 Tuitions - Non-Public	187,706.84	119,823.97	260,448.70	109,092.00	104,141.00	(4,951.00)	
9300-9-0510 Tuitions - Non-Public Schools	187,706.84	119,823.97	260,448.70	109,092.00	104,141.00	(4,951.00)	
9400 Payments - Collab	189,030.40	316,027.05	346,591.00	267,121.00	221,497.00	(45,624.00)	
9400-9-0510 Tuitions	189,030.40	316,027.05	346,591.00	267,121.00	221,497.00	(45,624.00)	
Salary Adjustments - pending negotiation finalization						231,737.00	231,737.00
TOTAL	7,615,870.84	7,906,244.39	8,445,034.80	8,814,876.00	9,075,597.00	260,721.00	2.96%
Town Approved Budget	7,619,996.00	7,908,340.00	8,446,096.00				
Difference	4,125.16	2,095.61	1,061.20				






## 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:** March 9, 2017

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In light of the proposed timetable for the Superintendent's Evaluation Process, please think about a suitable timetable for the School Committee Evaluation Process.




PLAINVILLE PUBLIC SCHOOLS  
68 MESSENGER STREET  
PLAINVILLE, MASSACHUSETTS  
02762

David P. Raiche  
Superintendent of Schools

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

**To:** School Committee Members

**From:**  David P. Raiche, Superintendent of Schools

**Re:** Superintendent Evaluation Process

**Date:** March 9, 2017

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

1. That I submit a written self-evaluation report to you on March 9, 2017.
2. That each member of the school committee complete their individual assessment of my performance using the Superintendent Evaluation Instrument during the period March 14, 2017 – March 28, 2017 and submit it to Chairperson Amy Abrams.
3. That the members of the school committee discuss the results collectively on Tuesday, April 11, 2017, 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 April 25, 2017 school committee meeting.

I have enclosed a copy of my evaluation instrument, the Superintendent rubric and my self-evaluation report.

Attachments



## Superintendent Evaluation Process 2016-2017

### Scoring of Focus Elements

E = Exemplary      P = Proficient      N = Needs Improvement      U = Unsatisfactory

Standard Area	Focus Elements	Score
I. Instructional Leadership	A-2 Lesson Development Support	
	B-1 Instructional Practices	
	B-2 Quality of Effort and Work	
	B-3 Diverse Learners' Needs	
	C-2 Adjustment to Practice	
	D-1 Educator Goals	
	D-2 Observations and Feedback	
	D-3 Ratings	
	E-3 Improvement of Performance, Effectiveness and Learning	
	<b><u>Overall Standard Area I</u></b>	

### Scoring of Focus Elements

E = Exemplary      P = Proficient      N = Needs Improvement      U = Unsatisfactory

Standard Area	Focus Elements	Score
II. Management and Operation	A-2 Operational Systems	
	A-3 Student Safety, Health/Social/Emotional Needs	
	C-1 Time for Teaching and Learning	
	D-1 Laws and Policies	
	D-2 Ethical Behavior	
	E-1 Fiscal Systems	
	<b><u>Overall Standard Area II</u></b>	

Scoring of Focus Elements

E = Exemplary      P = Proficient      N = Needs Improvement      U = Unsatisfactory

Standard Area	Focus Elements	Score
III. Family and Community Engagement	A-1 Family Engagement	
	A-2 Community and Business Engagement	
	B-1 Student Support	
	C-1 Two-Way Communication	
	D-1 Family Concerns	
	<b><u>Overall Standard Area III</u></b>	

Scoring of Focus Elements

E = Exemplary      P = Proficient      N = Needs Improvement      U = Unsatisfactory

Standard Area	Focus Elements	Score
IV. Professional Culture	A-1 Commitment to High Standards	
	A-2 Mission and Core Values	
	B-1 Policies and Practices	
	F-1 Response to Disagreement	
	F-2 Conflict Resolution	
	F-3 Consensus Building	
	<b><u>Overall Standard Area IV</u></b>	



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

**Standard I: Instructional Leadership.** The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

**Indicator I-A. Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

**Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans..	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice:

## Superintendent Rubric

**Indicator I-C. Assessment:** Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

## Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i> .	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than <i>Proficient</i> . Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice Is able to model this element.

# **Standards and Indicators of Effective Administrative leadership Practice: Superintendent Rubric**

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

**Indicator I-E. Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

**Standard II: Management and Operations.** *Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling*

**Indicator II-A.** *Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.*

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.



# Standards and Indicators of Effective Administrative leadership Practice: Superintendent Rubric

**Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.**

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

<b>Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</b>				
<b>II-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-D-1. Laws and Policies</b>	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
<b>II-D-2. Ethical Behavior</b>	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.
<b>Indicator II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.</b>				
<b>II-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-E-1. Fiscal Systems</b>	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

*Standard III: Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

**Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.**

III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

## Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

## Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

## Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

*Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

**Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.**

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

**Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.**

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency.	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

**Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.**

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice:

## Superintendent Rubric

**Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.**

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	Demonstrates openness and commitment to learning; reflects on personal practice, and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

**Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.**

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric

## Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Builds consensus within the school district community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.



## **Summary of Actions taken during the 2016-2017 school year related to the district's Superintendent Evaluation Rubric**

### **Area I: Instructional Leadership**

#### **A-2 Lesson Development Support**

I work with the administrative team to achieve proficiency in this element in several ways. A few examples: each August I lead the administrative team in a discussion of the elements contained in the teacher evaluation rubric. We select focus elements which are then discussed by the members of the Educator Evaluation Committee. Also, I join each administrator 3-4 times per year and conduct joint teacher observations which focus on lesson development. I also review administrator authored observation reports 3-4 times per year and provide each evaluator with feedback.

#### **B-1 Instructional Practices**

As stated in section A-2, I conduct joint teacher observations, the primary focus of these being the identification of effective teaching practices. Principals, coaches and other trained teachers also engage in a unit review process that I introduced to the district several years ago.

#### **B-2 Quality of Effort and Work**

I continue to promote the importance of effort especially as it relates to the development of a growth mindset.

I recognize student and staff performance regularly through classroom visits, personal notes and attendance at assemblies/concerts/special events. Several classroom teachers at Jackson School also send students to see me regularly so that I might sign their special recognition certificates.

#### **B-3 Diverse Learners' Needs**

I conduct co-observations 3-4 times per year with each evaluator. We verbally debrief after each classroom visit and I also review the written feedback each teacher is provided. Meeting the needs of every student is an additional focus area.

#### **C-2 Adjustment to Practice**

As mentioned recently, data teams consistently operate with a high degree of effectiveness in each building. Data collection and analysis drives each school's RTI (Response to Intervention) process. I attend data meetings regularly and also frequent RTI planning sessions.



D-1 Educator Goals

Each evaluator and teacher developed meaningful, actionable and measurable professional practice and student learning goals for the 2016-17 school year. I review baseline, mid-year and end-of-year data related to each teacher's goals as well as district goals.

D-2 Observations and Feedback

In addition to announced co-observations I make many unannounced administrator observations. These occur at faculty, school council, BEST, RTI, and grade liaison meetings.

D-3 Ratings

I believe I have exercised sound judgment in assigning ratings to each person (Robin, Kate, Ed, Stephanie, Caron, Sue, Kerrie-Lee, Amy, and Kristen) that I evaluate. We spend time reviewing performance ratings and goal attainment individually throughout the year.

E-3 Improvement of Performance, Effectiveness, and Learning

I provide evidence of data analysis to our coaches and administrators regularly, both in relation to the district learning goals as well as my own superintendent learning goals.

**Area II Management and Operations**

A-2 Operational Systems

In the past year I designed a new custodial evaluation tool. I am also an active member of the Teachers Evaluation and Education Support Professionals Evaluation teams. These teams regularly review all aspects of the evaluation process and make any necessary changes.

A-3 Student Safety, Health and Social and Emotional Needs

In the past year I have spent considerable time monitoring the position of Student Support Specialist. This position has had a positive impact on students, staff and families. Grade-level, school and district-level routines and practices have achieved an increased level of consistency as all teaching staff (teachers, paras and tutors) work to implement a common set of behavioral expectations and responses. I am also a member of the district's labor-management team which is well focused on student and staff social and emotional well-being.



C-1 Time for Teaching and Learning

I review each school's master schedule each year and also randomly select other schedules to ensure maximum time for instruction. When inequities or inefficiencies are identified, I work with the respective administrator to improve them.

D-1 Laws and Policies

I am pleased to report a tenth year of compliance with state and federal laws, mandates, policies and collective bargaining agreements.

D-2 Ethical Behavior

I believe my daily actions continue to serve as a model for staff, students and families. I have also had to conduct several investigations related to behavior between staff members and have done so in a way that is confidential and reflective of ethical practices.

E-1 Fiscal Systems

The district budget process is well documented and published. Budgets are based on proven need and budget efficiencies are achieved regularly. I also worked closely with Caron Ketchum to ensure that you receive regular reports that speak to the financial status of the district.

**Area III Family and Community Engagement**

A-1 Family Engagement

The administrative team meets with the district's ELL teacher quarterly to review our current practices. Whenever an area of improvement is identified, all team members work to create a plan of action given our goal of ensuring that all families view themselves as welcome members of the school community.

A-2 Community and Business Engagement

The Grade 6 Career Fair held at the end of the 2015-2016 school year was an excellent event which engaged many business people in the school community. We continue to maintain strong ties with our business partners and look for ways to engage new partners. In addition I frequently attend regional STEM partnership meetings.



F-1 Response to Disagreement

Once again, good listening skills are paramount if one wishes to employ a non-confrontational approach to responding to disagreement and dissent. I view the presentation of different viewpoints as an opportunity to both teach and learn and encourage all, most especially my administrative team, to do their due diligence and remain open minded. I believe that I have demonstrated these skills on a number of occasions during the past year in meetings with parents and employees.

F-2 Conflict Resolution

During the past few years I have been called upon several times to resolve conflicts among school employees. On these occasions I have often been successful in getting individuals to see others points of view and have also been successful in setting parameters which kept the conflict from escalating.

F-3 Consensus Building

As you may recall, I encouraged school committee and union participation in the interest-based bargaining approach to negotiations which is currently underway. I also continue to be an active participant in the labor-management work being conducted within TURN (Teacher Union Reform Network).

Addendum

Beyond the information presented on the previous pages much time, energy and effort has been directed to the following:

- Professional Learning Community effectiveness
- Regional Superintendent Network
- BICO (Including participation on the budget and facilities subcommittees)
- Town of Plainville Energy Committee
- Preparation and involvement with contract negotiations
- Successful negotiation of individual contracts within budgeted amounts
- Successful introduction of student and staff feedback within the evaluation process
- Revamping of district committees to encourage increased teacher voice
- Updating of many job descriptions to ensure alignment with the evaluation process
- Employee check-ins
- Keeping all school committee members well informed
- Working cooperatively with all municipal offices






## PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET  
PLAINVILLE, MASSACHUSETTS  
02762

**David P. Raiche**  
Superintendent of Schools

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

**To:** School Committee Members

**From:**  David P. Raiche, Superintendent of Schools

**Re:** Board Paq

**Date:** March 9, 2017

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Please review the two (2) videos that Javed send you in order to discuss the merits of using Board Paq.



PLAINVILLE PUBLIC SCHOOLS			ENROLLMENT 2016 2017					
	Boys	Girls	Total	Class Average				
Barboza (AM/PM)	10	10	20					
Skazinski (AM)	17	17	34					
<b>*TOTAL INT PRE -K</b>	<b>27</b>	<b>27</b>	<b>54</b>		2			
J. Kubinski	12	7	19					
L. Leger	11	7	18					
A. Naggar	10	8	18					
L. Siddall	12	7	19					
C. Teague	8	8	16					
<b>TOTAL-K</b>	<b>53</b>	<b>37</b>	<b>90</b>	<b>18.0</b>	0			
1 Foley	7	9	16					
1 Miller	11	7	18					
1 Moore	10	10	20					
1 Ryan	10	8	18					
1 Travers	7	8	15					
<b>TOTAL-1</b>	<b>45</b>	<b>42</b>	<b>87</b>	<b>17.4</b>	0			
2 Baker	10	8	18					
2 Eighmy	6	8	14					
2 Lomp	10	8	18					
2 Mazzeo	9	8	17					
2 Morris	8	7	15					
<b>TOTAL-2</b>	<b>43</b>	<b>39</b>	<b>82</b>	<b>16.4</b>	0			
3 Campbell	11	11	22					
3 Fregeau	10	9	19					
3 Moses	9	11	20					
3 Schoonmaker	10	10	20					
3 Surgenor	10	10	20					
<b>TOTAL-3</b>	<b>50</b>	<b>51</b>	<b>101</b>	<b>20.2</b>	0			
4 Almeida	12	8	20					
4 Maher	9	10	19					
4 Nunez	10	10	20					
4 Peter	8	8	16					
4 Vine	11	9	20					
<b>TOTAL-4</b>	<b>50</b>	<b>45</b>	<b>95</b>	<b>19.0</b>	0			
5 Flynn	11	10	21					
5 Hoyle	9	11	20					
5 Jagannath	12	11	23					
5 Skrabec	9	13	22					
5 Stoffel	9	12	21					
<b>TOTAL-5</b>	<b>50</b>	<b>57</b>	<b>107</b>	<b>21.4</b>	0			
6 Clayman	12	7	19					
6 Driscoll	11	10	21					
6 Espenhain	12	7	19					
6 Molloy	12	10	22					
6 Robinson	8	8	16					
<b>TOTAL-6</b>	<b>55</b>	<b>42</b>	<b>97</b>	<b>19.4</b>	-1			
AWJ INT PRE-K	27	27	54					
TOTAL JACKSON (K-3)	191	169	360					
TOTAL WOOD (4-6)	155	144	299					
TOTAL K-GRADE 6	346	313	659	18.8				
<b>TOTAL SYSTEM</b>	<b>373</b>	<b>340</b>	<b>713</b>		1			

March 1, 2017

## **Anna Ware Jackson School Council**

**Wednesday February 1, 2017**

**Present:** Kate Campbell, Elizabeth McMorrow, Anne-Marie Morris, Trish Gallerani, Kate Mackinnon, Selena Graham

The meeting was called to order at 4:25 pm.

Minutes from the January 2017 meeting were reviewed. A motion was made by Anne-Marie Morris to approve the minutes for the Jackson School Council. The motion was seconded by Kate Mackinnon. The motion was approved by a unanimous vote.

### **Topics Discussed**

- Student Council- held another lunch and learn with George Sutherland and Heather Gills. It was noted to be quite successful. Students were prepared with thoughtful questions. More speakers are volunteering to speak at the next few lunch and learns. The students are looking forward to it!
- Literacy Program- How can we get students to respond more in the journals? It was suggested to start a rating system or more options for responses. Also, more non-fiction texts will be coming in.
- The Showcase Spectacular- Tryouts were successful. There will be an act that is open to teachers for who would like to can participate. There are 28 acts with multiple students in each. A suggested donation of a canned item for the Plainville food pantry will be welcomed upon admission.
- Plainville Pride Night- will be held on Thursday April 27<sup>th</sup> from 6:00-7:00 pm. Books can be donated for the raffle starting on April 10, 2017.
  - Book Swap
  - Garden Center – Kate Mackinnon
  - Recyclable Art – Anne-Marie Morris
  - Legos/Blocks – Volunteers
  - Slideshow – Laurie Durand
  - Gift Baskets – Trish Gallerani/Anne-Marie Morris
  - Plainville Kahoot – Izzy McMorrow
  - Stroke Brushing – June Miller



# School Council Meeting

## February 1st

- **Members:** Robin Roberts-Pratt, Kathy Parker, Emily Hatami, and Kelly Harlow
- Meeting started at 4:30pm

### Review of November Minutes

- Kelly made motion to accept minutes for January seconded by , Emily Hatami
- Robin shared January highlights
  - Grade 6<sup>th</sup> math night- not well attended, however we have hopes for the February math nights 3-5 and K-2.
  - Peacebuilder program by Roots and Wings began- not well received by teachers. Will be providing feedback to presenters.
  - 6<sup>th</sup> Grade continues to pilot with Patriots Hall and Carolyn DeChristafano- very well received
  - Discussion of Polar Plunge and 6<sup>th</sup> grade mentor involvement
  - Discussion of SOM breakfast

### Topics Discussed:

- **School Improvement Plan:**
  - Looked at other SIP and highlighted areas that we could 'borrow' for our plan
- **Food Drive:**
  - Discussion about food drive before/after vacations
    - Kelly will be spearheading this and will send Robin a memo to go out in email blast.
- **For March**
  - Group will begin writing new objectives for 2017-2018 SIP

Motion to adjourn the meeting by Robin, seconded by Kelly

Meeting adjourned 5:55pm

*Reviewed  
by  
3.8.2017*

Plainville Public Schools												
Food Service Program 2016/2017												
Summary Profit and Loss Statement												
	1	2	3	4	5	6	7	8	9	10	11	12
	2016						2017					
	july	aug	sept	oct	nov	dec	jan	feb	mar	apr	may	jun
		1	21	19	18	17	20					
Revenue:			0									
Student lunch	169.75	\$4,045.00	19648.36	\$13,371.25	\$12,228.35	\$13,506.92	\$17,205.66	\$10,283.75				90,459.04
A-la-carte			\$3,111.00	\$2,800.25	\$2,146.30	\$2,073.71	\$2,416.50	\$1,698.00				14,245.76
Adult lunch			\$246.75	\$293.25	\$241.00	\$256.25	\$272.75	\$256.75				1,566.75
Other			\$4.00	\$1,296.00	\$1,066.00	\$2,591.13	\$751.50	\$170.25				5,878.88
Reimb-State	276.98		\$17.58	\$491.22	\$444.12	\$411.96	\$422.94	\$479.76				2,544.56
Reimb-FED			\$193.14	\$11,666.92	\$10,349.21	\$9,668.85	\$9,095.11	\$10,564.96				51,538.19
Total Revenue	446.73	\$4,045.00	\$23,220.83	\$29,918.89	26,474.98	28,508.82	30,164.46	23,453.47	0.00	0.00	0.00	166,233.18
Expenses:												
Food			\$10,086.76	\$7,079.29	\$12,020.04	\$6,012.58	\$9,496.72	\$8,910.62				53,606.01
Labor			\$11,135.54	\$12,699.64	\$12,232.77	\$18,107.26	\$10,879.24	\$12,222.25				77,276.70
Supplies			\$977.84	\$1,025.09	\$1,256.59	\$293.90	\$1,440.64	\$1,067.35				6,061.41
Equipment Repairs			\$1,034.20	\$309.00	\$1,471.25	\$497.00	\$508.12					3,819.57
Professional Devmt							\$190.00					190.00
Other			\$1,459.50	\$621.02	\$712.60	\$1,957.38	\$16.80	\$312.35				5,079.65
Total Expenses	\$0.00	\$0.00	\$24,693.84	\$21,734.04	27,693.25	26,868.12	22,531.52	22,512.57	0.00	0.00	0.00	146,033.34
Profit (loss)	\$446.73	\$4,045.00	-\$1,473.01	\$8,184.85	-\$1,218.27	\$1,640.70	\$7,632.94	\$940.90	\$0.00	\$0.00	\$0.00	20,199.84
Cummulative	\$446.73	\$4,491.73	\$3,018.72	\$11,203.57	\$9,985.30	\$11,626.00	\$19,258.94	\$20,199.84	\$20,199.84	\$20,199.84	\$20,199.84	\$20,199.84
Opening cash balance	\$59,267.47					\$0.00						\$59,267.47
Profit (loss)	\$446.73	\$4,045.00	-\$1,473.01	\$8,184.85	-\$1,218.27	\$1,640.70	\$7,632.94	\$940.90	\$0.00	\$0.00	\$0.00	\$20,199.84
Ending cash EOM	\$59,714.20	\$4,045.00	-\$1,473.01	\$8,184.85	-\$1,218.27	\$1,640.70	\$7,632.94	\$940.90	\$0.00	\$0.00	\$0.00	\$79,467.31
\$ on acct Jackson				\$7,413.61	\$7,287.80	\$7,871.15	\$7,807.59	\$7,649.64				
\$ on acct Wood				\$5,681.94	\$5,355.21	\$5,684.56	\$5,862.09	\$3,657.09				
Negative balance				\$4,237.84	\$4,880.20	\$3,061.69		-\$2,856.35				
% of Revenue												
Food	0.0%	0.0%	43.4%	23.7%	45.4%	21.1%	31.5%	38.0%	na	na	na	32.2%
Labor	0.0%	0.0%	48.0%	42.4%	46.2%	63.5%	36.1%	52.1%	na	na	na	46.5%
Supplies	0.0%	0.0%	4.2%	3.4%	4.7%	1.0%	4.8%	4.6%	na	na	na	3.6%
Equipment Repairs	0.0%	0.0%	4.5%	1.0%	5.6%	1.7%	1.7%	0.0%	na	na	na	2.3%
Professional Develop	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	na	na	na	0.1%
Other	0.0%	0.0%	6.3%	2.1%	2.7%	6.9%	0.1%	1.3%	na	na	na	3.1%



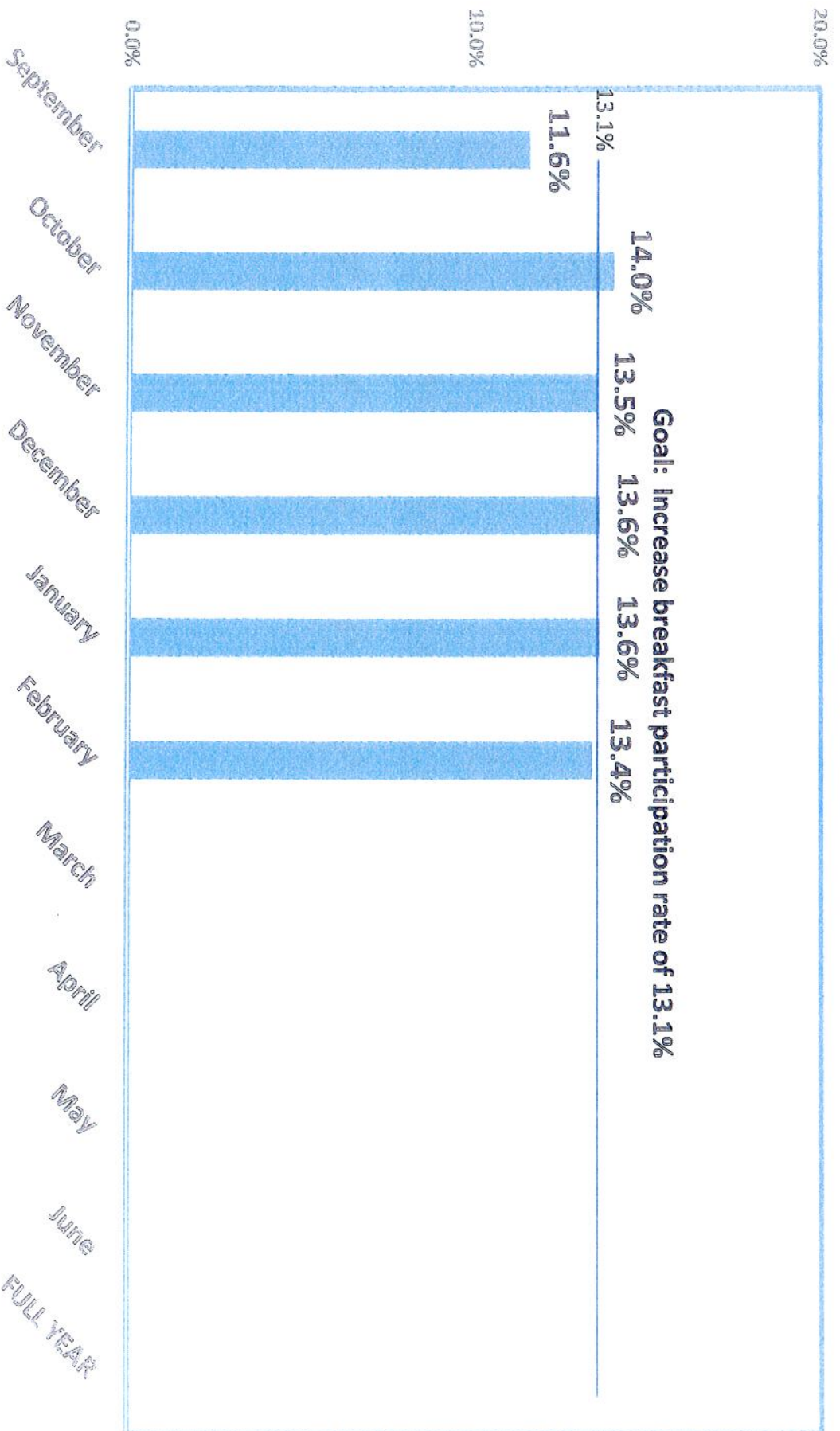
Plainville Public Schools													
School Lunch Participation													
08/09		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	
Jackson	\$1.50	62	69	69	78.5	71	68.7	70	70	70	60	56.5	67.47
Wood		67	71	67	65.6	68	67	65.4	67	68	68	66.8	67.28
Average		64.5	70	68	72.05	69.5	67.85	67.7	68.5	64	61.65	67.375	
09/10/2009		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year	
Jackson	\$1.75	66	65	66.6	70.5	72	72	68	72.75	72	76	70.085	
Wood		64	63	66	67.3	65.5	68	64	65	65	69	65.68	
Average		65	64	66.3	68.9	68.75	70	66	68.875	68.5	72.5	67.8625	
10/11/2010		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	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	
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	
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	
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	
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	
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		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	
Jackson	\$2.50	61	64.7	65	64.3	65.7	68.2					64.87666667	
Wood		58.6	60.9	62	64.6	61.3	60.3					61.28333333	
Average		59.8	62.8	63.5	64.45	63.5	64.25	0	0	0	0	63.05	
16/17		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					13.28333333	
Wood		11.4	16.4	16.75	13.6	12.8	11.6					13.75833333	
Average		11.5	15.2	15.125	13.6	13.2	12.5	0	0	0	0	13.52083333	

Plainville Public Schools  
Food Service Program

Breakfast Participation Rate

Jackson School

2016/2017





Plainville Public Schools  
Food Service Program

Breakfast Participation Rate  
Wood School  
2016/2017



Plainville Public Schools  
Food Service Program

Lunch Participation Rate  
Wood School  
2016/2017

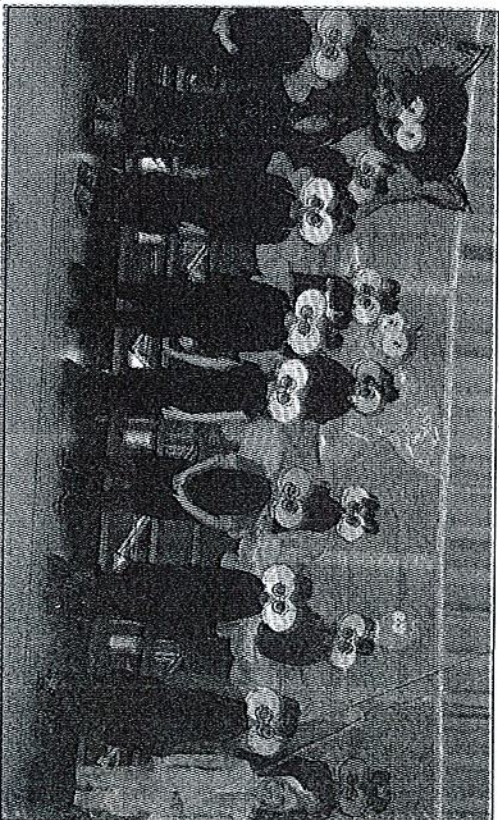
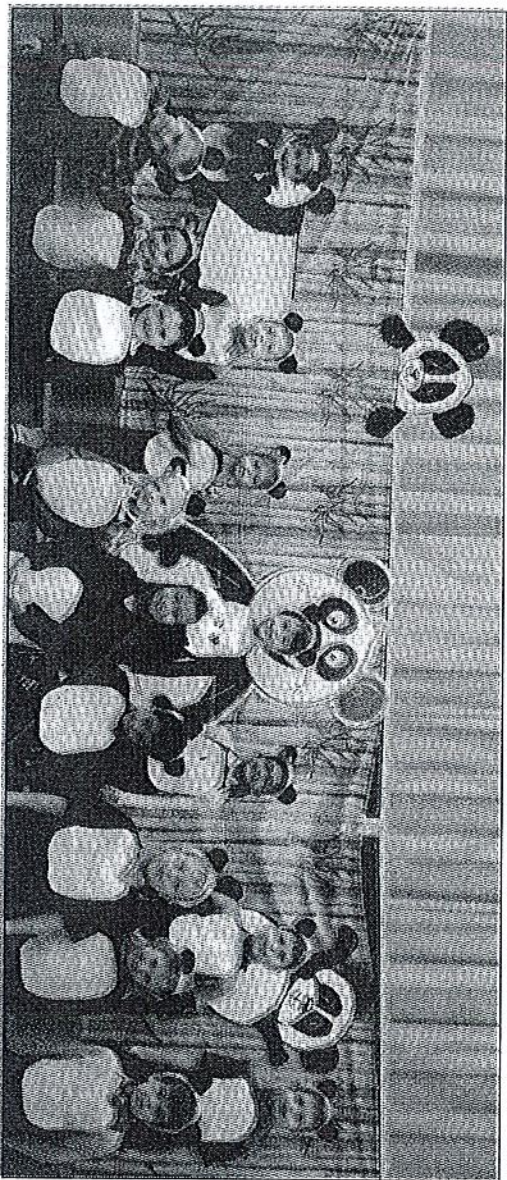




**COMMUNITY**

**'Pandamonium' and flies star in Plainville plays**

Laurie Durand, the music teacher at the Jackson School in Plainville, shares these photos from two plays that the first-graders recently performed. One class performed the story, "Pandamonium," above left, while another class performed the



SUBMITTED

story, "The Diary of a Fly," above right. Durand thanks the Plainville firefighters who "always take time out of their busy day to come and watch all of our first-grade performances."