

Agenda

Plainville School Committee Meeting
Tuesday, September 12, 2017
6:00 PM
Wood School Learning Commons
72 Messenger Street, Plainville, MA

1. CALL TO ORDER
2. EXECUTIVE SESSION
 - a. Education Support Professional – Contract
 - b. Superintendent’s Contract
3. APPROVAL OF MINUTES
 - a. June 27, 2017, Regular Session Minutes (Vote Required)
 - b. June 27, 2017, Executive Session Minutes (Vote Required)
 - c. July 12, 2017, Regular Session Minutes (Vote Required)
4. SHOWCASE
5. COMMENTS BY CITIZENS AND FACULTY
6. COMMUNICATIONS AND AUDIENCES
7. COMMENDATIONS
8. 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. Ikbāl)
 - e. Town Building Committee (Mrs. Clarke)
 - f. Sick Leave Bank Committee (Mr. Ikbāl)
 - g. Wellness Committee (Mr. Ikbāl)
9. RESIGNATIONS, TRANSFERS, APPOINTMENTS AND LEAVES
 - a. Retirement
 - b. Resignation(s)
 - c. Transfer(s)
 - d. Appointment(s)
 - e. Student Teacher(s)
10. SUPERINTENDENT’S REPORT
 - a. Coordinated Program Review Schedule
 - b. Accountability Reporting
 - c. Student Learning Goals
 - d. Student Enrollment

Over

- e. Opening Day & Inservice Activities
- f. Federal Grant Update
- g. Staff Evaluation Report

11. OLD BUSINESS

- a. BoardDocs Update

12. NEW BUSINESS

- a. BayState Textiles Gift of \$99.75 (Vote Required)
- b. Approval: Fundraiser for Special Olympics (Vote Required)
- c. End-of-Year (2016/2017) Food Service Report-Mrs. White
- d. End-of-Year (2016/2017) Technology Report-Mrs. Whitaker
- e. Approval: Job Descriptions (Vote Required)
 - Curriculum Team Member and
 - Grade/Teacher Liaison
- f. Approval: Education Support Professional Contract for the Duration of September 1, 2017 – August 31, 2020 (Vote Required)
- g. Discussion: Student Teacher Assignments-Mrs. Abrams
- h. School Committee Goals for 2017/2018-Mrs. Abrams
- i. Legislative Update
- j. Any item(s) not anticipated at the time of posting

13. INFORMATION

- a. Enrollment: September 1, 2017
- b. Bi-County Collaborative Quarterly Report as of June 2017
- c. Revised Job Description from June 27, 2017: Information Technology Technician
- d. Revised Job Description from July 12, 2017: Business Services Clerk
- e. Revised minutes from the regular meeting of the school committee on June 13, 2017
- f. Attendance and Minutes Approved during the 16/17 school year for School Committee Meetings

14. FUTURE AGENDA ITEMS

- a. Report Card Committee Action Plan (September 26, 2017)
- b. Approval: Revised Rubrics-Teacher Evaluation Elements (September 26, 2017)
- c. Calendar Committee (TBD)
- d. What Districts Need To Do Re: ESSA (TBD)
- e. Procurement Card Update (TBD)

15. ADJOURNMENT

16.

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 June 27, 2017

Regular Session

CALL TO ORDER

The meeting was called to order by Chairperson Amy Abrams at 4:04 p.m. in the Wood School Learning Commons. Also present were Linn Caprarella, Charlene McEntee, and Superintendent Raiche. Absent: Javed Ikbali Maggie Clarke arrived at 4:18 p.m.

Administrator Present: Caron Ketchum, School Business Administrator

APPROVAL OF MINUTES

MOTION by Charlene McEntee seconded by Linn Caprarella to approve the June 13, 2017 regular session minutes with one change on page 4—Change the motion for the school adjustment counselor job description to “Motion by Maggie Clarke, seconded by Charlene McEntee to approve the School Adjustment Counselor Job Description as presented. So voted unanimously.” So voted.

MOTION by Linn Caprarella, seconded by Charlene McEntee to approve and hold the June 13, 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

Mrs. McEntee reported that the King Philip School Committee met last Monday. She said there were three finalists for the open School Business Administrator position and the job was offered to Larry Azer. Mr. Azer begins in mid-July. In addition, the King Philip School Committee is scheduled to have their goals meeting on July 12th.

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

Mrs. Caprarella said they will discuss the Education Support Professionals contract in executive session.

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

Nothing.

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

Nothing.

e. Town Building Committee-Mrs. Clarke

Mrs. Clarke reported that the Committee is planning a groundbreaking on August 7, 2017 at 6:30 p.m. Once the project begins, it is estimated to be completed in 16 – 18 months. A clerk of the works will be hired to oversee the project.

f. Sick Leave Bank Committee-Mr. Ikbal

Superintendent Raiche reported that the Committee conferred on Wednesday, June 21, 2017 to make a determination on the request of a custodian for twenty days from the sick leave bank. The request was denied; however, Superintendent Raiche would like the Committee to reconsider in light of new information.

g. Wellness Committee-Mr. Ikbal

Nothing.

RESIGNATIONS, TRANSFERS, APPOINTMENTS AND LEAVES

Resignation:

- Gale Clark, Business Services Assistant, effective July 7, 2017

Transfers effective for the 2017/2018 school year:

- Laura Schoonmaker, Grade 3 to Grade 4 Teacher
- Nadia Sweeney, instructional paraprofessional in grade 4 to Grade 4 Teacher
- Kimberly Teague, instructional paraprofessional in Grade 2 to Resource/Inclusion Teacher at Jackson School

Appointments effective for the 2017/2018 school year:

- Megan Roy, Therapeutic Learning Classroom Teacher at Jackson School
- Kelli Juergens, School Nurse at Jackson School
- Karen Johnson, .4 Music Teacher at Wood School
- Kayleigh Chabot, Instructional Paraprofessional, TLC classroom at Jackson School
- Kelly Harlow, Instructional Paraprofessional, Kindergarten classroom at Jackson School
- Barbara Lynch, .9 Preschool Instructional Paraprofessional

SUPERINTENDENT'S REPORT

Nothing

OLD BUSINESS

- a. File IJNDC, Web Publishing Policy and File INJDD, Social Media Policy for Staff (2nd Vote Required)

MOTION by Linn Caprarella, seconded by Maggie Clarke, to approve as presented Policy Files IJNDC, Web Publishing and IJNDD, Social Media Policy for Staff. So voted.

NEW BUSINESS

- a. Successor Agreement, Education Support Professionals, September 1, 2017 – August 31, 2020 (Vote Required)

The successor agreement for the Education Support Professionals is not ready at this time.

- b. Declare Surplus Materials: Kindergarten/Grade 1 Playground Equipment, Outdated Textbooks, and Technology Department Computers (Vote Required)

MOTION by Linn Caprarella, seconded by Maggie Clarke, to declare as surplus the kindergarten/grade 1 playground equipment, outdated textbooks at Jackson School, and technology department computers as presented. So voted.

- c. BayState Textiles Gift of \$46.50 (Vote Required)

MOTION by Charlene McEntee, seconded by Maggie Clarke, to approve \$46.50 from BayState Textiles, Inc. for the Plainville district to be used to reimburse expenses for district technology purchases. So voted.

The Committee would like to have the notice informing the public about the textile bin located in the Wood School parking area posted in August so that any potential clothing cleanouts will be dropped off in our bin.

- d. Implementing BoardDocs-Superintendent Raiche

Superintendent Raiche proposed that the Committee move forward with the implementation of BoardDocs. There was discussion about the cost of tablets/computers for each school committee member; however, Superintendent Raiche said the cost would be minimal. Mrs. Ketchum suggested utilizing funds from the BayState Textiles funds. Mrs. Clarke would prefer to use these funds for a special project. It is anticipated that the training for BoardDocs take place in August.

- e. Job Description: Information Technology Technician (Vote Required)

Upon the recommendation of Mrs. Whitaker, Technology Administrator, it was requested that two minor changes be made to the information technology technician job description in order to reflect updated versions of Microsoft Windows and Office Pro.

MOTION by Linn Caprarella, seconded by Charlene McEntee, to approve the revised job description for the Information Technology Technician as presented. So voted.

f. End-of-Year Health and Wellness Report-Mr. Clarke

The Committee reviewed the report as presented.

g. End-of-Year Professional Development Report-Mr. Clarke

The Committee reviewed the report as presented.

h. Procurement Card

The Committee approved at the last school committee the application and use of a procurement card for the district. Mrs. Rieger contacted MASC and Mr. Michael Gilbert, Field Director, said the use of a procurement card was not a policy issue, but rather a procedural issue. Mrs. Ketchum conferred with the town accountant and they will set up a procedure for use of such a card. Discussed ramifications of not having a policy as Mrs. McEntee thought that the King Philip district had a policy; we will look further to see if King Philip has a policy.

i. Superintendent's Evaluation Criteria (Vote Required)

Superintendent Raiche informed the Committee that he met with Linn Caprarella and Maggie Clarke to review the Standards and Indicators of Effective Leadership Practice for Superintendents. Upon review, they compiled a listing from each of the four standards (Instructional Leadership, Management and Operations, Family and Community Engagement, and Professional Culture). Brief discussion on how the determination of the listing was decided and Superintendent Raiche said he did some cross-referencing with the survey results from this past school year as well as a review of all criteria items to ensure all have been rated at one time or another. In addition, there are a few more criteria in the 2017/2018 listing than the 2016/2017 listing.

MOTION by Maggie Clarke, seconded by Linn Caprarella, to approve the Superintendent's evaluation criteria for the 2017/2018 school year as presented. So voted.

j. Superintendent's End-of-Year Report on Student Learning

Superintendent Raiche shared a document with the Committee which outlined end-of-year assessment data related to nine of the fifteen student learning data goals in the areas of English Language Arts, Reading, Writing, Mathematics and a combined goals in English Language Arts and Mathematics. Six of the goals cannot be assessed at this time as the district has not yet received MCAS 2.0 assessment data results from the spring. Said results may be available in August. Overall, two goals were exceeded, one goal was met, two goals were nearly met and four goals were not met. The Committee and Superintendent Raiche discussed these results. Superintendent Raiche said most students are making progress; however, he said further professional development for staff will be determined as well as looking at the social-emotional component.

k. Student/Parent Handbook Revisions (Vote Required)

Superintendent Raiche recommended two changes to the 2017/2018 student parent handbook. One was on page 20; inserting the words 'including e-cigarettes and other vaporizing devices' in the first sentence and inserting on page 53 the policy approved in February 2017 on *Teaching About Drugs, Alcohol and Tobacco*. Mrs. Abrams asked that the Committee update the section on Dress Code. Superintendent Raiche said he plans to complete an in-depth review of the handbook starting in the fall of 2017 as some sections, such as dress code, have not been updated in recent years. Most of the updates in the handbook have been due to policy changes.

MOTION by Charlene McEntee, seconded by Linn Caprarella, to approve the revisions to the student/parent handbook for 2017/2018 as presented. So voted.

EXECUTIVE SESSION

a. Negotiations – Plainville Education Association-Education Support Professionals (ESPs)

MOTION by Charlene McEntee seconded by Linn Caprarella, to go into Executive session at 5:05 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
Charlene McEntee	Yes

Returned from Executive session at 5:14 p.m.

l. School Committee Goals

Mrs. Abrams led a discussion on goals for the school committee for the 2017/2018 school year. The Committee will focus on three goal areas: 1. Communication, i.e. (continue with meet and greet sessions) 2. Legislation issues, i.e. in particular, the foundation budget process, and 3. Policy Review (as recommended by MASC's June 2017 policy newsletter).

m. Legislative update

None.

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

None.

INFORMATION

There was no discussion on items in information.

ADJOURNMENT

MOTION by Linn Caprarella, seconded by Maggie Clarke, to adjourn at 5:34 p.m. So voted.

Respectfully submitted,

Susan M. Rieger, Recording Secretary

Meeting Handouts:

- Agenda
- Education Support Professionals Negotiations: Memo on current status of negotiations
- Minutes from June 13, 2017
- Memo on Resignations, Transfers, and Appointments
- Old Business:
 - Policy Files INJDC, Web Publishing, and File IJNDD, Social Media
- New Business:
 - Declare Surplus Materials Memo on Kindergarten/Grade 1 Playground Equipment and Outdated Textbooks at Jackson School
 - Declare Surplus Memo on Technology Department Computers
 - BayState Textiles Gift Memo (\$46.50)
 - BoardDocs memo and supporting document
 - Information Technology Technician Job Description
 - End-of-Year Health and Wellness Report
 - End-of-Year Professional Development Report
 - Memo on Procurement Card
 - Memo on the Superintendent's Evaluation Criteria
 - Superintendent's End-of-Year Report on Student Learning
 - Memo on student/handbook revisions.
- Information:
 - Revised Job Descriptions for Language Arts Curriculum Coordinator, Mathematics Curriculum Coordinator, Science Curriculum Coordinator, School Adjustment Counselor, Student Support Specialist, and Network Administrator
 - Bi-County Collaborative FY2018 Budget documents

PLAINVILLE SCHOOL COMMITTEE MEETING
Minutes of July 12, 2017

Regular Session

CALL TO ORDER

The meeting was called to order by Chairperson Amy Abrams at 8:02 a.m. in the conference room of Superintendent Raiche. Also present were Linn Caprarella, Maggie Clarke, Javed Ikbal and Superintendent Raiche. Absent: Charlene McEntee.

Administrators Present: Caron Ketchum, School Business Administrator

NEW BUSINESS

a. Transfer of FY17 Funds to the Special Education Stabilization Fund (Vote Required)

MOTION by Javed Ikbal, seconded by Linn Caprarella to approve the transfer of \$20,000 from FY2017 funds to the Special Education Stabilization Fund. So voted.

Superintendent Raiche stated that with this addition to the Fund, a total of \$65,000.00 will be in the Stabilization Fund.

b. Business Services Assistant Job Description(Vote Required)

MOTION by Linn Caprarella, seconded by Maggie Clarke, to approve as presented the revisions to the job description of Business Services Assistant. So voted.

c. Any items(s) not anticipated at the time of posting

Mrs. Clarke watched the Board of Selectmen's recent meeting and informed the Committee that it was mentioned to request by mid-October projections for the FY19 budget. Superintendent Raiche has not yet been informed of said request.

ADJOURNMENT

MOTION by Linn Caprarella, seconded by Maggie Clarke, to adjourn at 8:15 a.m. So voted.

Respectfully submitted,

Susan M. Rieger, Recording Secretary

Meeting Handouts:

- Agenda
- New Business: Memo on request to transfer funds from FY17 budget to the Special Education Stabilization Fund and memo on the request to approve revisions to the Business Services Clerk job description; current job description and proposed job description



PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

David P. Raiche
Superintendent of Schools

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

Date: September 7, 2017

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

The following retirement/resignation has been received:

Karen Nelson	Instructional Paraprofessional at Wood School, effective on September 1, 2017
--------------	---

The following resignations have been received:

Lauren Moses	Grade Three Teacher
--------------	---------------------

Janice DeBlasio	Wood School Receptionist/Security Assistant
-----------------	---

The following transfers have been made effective for the 2017/2018 school year:

Selena Graham	Instructional Paraprofessional in kindergarten to Instructional Paraprofessional in grade two
---------------	---

Linda Kavanah	Instructional Paraprofessional in Preschool (.9) to Preschool Teacher (.5)
---------------	--

Elizabeth McMorro	Resource/Inclusion Teacher at Jackson School TO Grade 3 Teacher
-------------------	--

Mary (Pasquantonio) Kiley	Resource/Inclusion Teacher at Wood School TO Resource/Inclusion Teacher at Jackson School
---------------------------	--

The following appointments have been made, effective for the 2017/2018 school year)

Angela Green	Information Technology Technician (effective August 7, 2017)
--------------	--

Frances Bonarrigo	Business Services Assistant (effective September 5, 2017)
-------------------	---

<i>Denise Guzzetti</i>	<i>Receptionist/Security Assistant @ Wood School (effective August 31, 2017)</i>
------------------------	--

<i>Sarah Gould</i>	<i>School Adjustment Counselor at Wood School</i>
--------------------	---

<i>Ian Hall</i>	<i>Digital Learning Specialist-Districtwide</i>
-----------------	---

<i>Kristen Geuss</i>	<i>.9 Instructional Paraprofessional-Preschool</i>
----------------------	--

<i>Christine Yanni</i>	<i>.5 Instructional Paraprofessional-Preschool</i>
------------------------	--

<i>Samantha Rodas</i>	<i>Instructional Paraprofessional-Kindergarten</i>
-----------------------	--

<i>Karen Wing</i>	<i>Instructional Paraprofessional-Grade 4</i>
-------------------	---

<i>Neelima Marthineni</i>	<i>Instructional Paraprofessional-Grade 4/ILC</i>
---------------------------	---

FYI: Amanda Furtado, a student at Bridgewater State University, is completing her student teaching at Wood Elementary School with Kate Kelley, September 6 – October 27, 2017

Elizabeth Krumsiek, a student at Providence College, is completing her student teaching at Jackson Elementary School with Mary Kiley, September 5 – December 15, 2018

Open positions:

<i>.2 School Nurse (contracted service)</i>

<i>Network Administrator</i>

<i>Enrichment Coordinator</i>

<i>Facilities/Maintenance Custodian</i>

<i>2 hour/day Food Services Worker @ Jackson School</i>

<i>Resource/Inclusion Teacher at Wood School</i>
--

Angela Green

Education

Hillsborough Community College

Brandon FL, Florida

College Coursework - no degree

Major: Liberal Arts

Did not graduate, dates not provided

UltraSound Diagnostic

Brandon, FL, Massachusetts

Vocational/Occupational Degree

Major: Medical Assisting

Graduated, dates not provided

Experience

Quadrant Software

Mar 2011 - Present

Software Support Lvl 2

Franklin MA

- Software support for Fax, Email and Document Solutions Company.
- Assist in set up, install, training, and troubleshooting issues.
- Troubleshooting software on Windows Operating systems, virtual environments & IBM Iseries and printers.
- Work with hardware on Windows based servers using Windows 2000 through Windows Server 2012 and virtual environments.
- Handle the emergency phone offsite to assist with calls 24/7 on rotating basis
- Took anywhere from 5 to 25 customer calls a day depending on the depth of the call.

Reason for leaving: Looking to move into education.

Supervisor: Deb Walsh (5088038300)

Experience Type: Other, Full-time

Please **do not** contact this employer

Constellation Automotive Software/CarBiz, Inc

Feb 2006 - Nov 2010

Software Analyst, Training Manager

Sarasota, FL

- Software analyst for Automotive sales software
- Installed, repaired and troubleshooting for multiple software applications.
- Trained new dealers and employees on software.
- Trouble shooting windows operating systems and hardware to enable the software applications.

Reason for leaving: Relocated to MA

Supervisor: Greg Carmichawl (800-654-4955)

Experience Type: Other, Full-time
It is **OK** to contact this employer

Sitel, (General Motors)

Jan 2005 - Feb 2006

Customer Service Manager

Tampa, FL

- Managed team of 20 business support associates.
- Assisted team in always upholding productivity goals within the repurchase department of General Motors.
- Acted as liaison between GM representatives, GM dealerships, the customers, and their attorneys.
- Completed all legal repurchase paperwork for the team. Prepared all figures and Documents for Offer letters and Closings.

Reason for leaving: Job was outsourced and center closed.

Supervisor: Unk (Out of Business.)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Graduated With High Honors

Graduated from UltraSound Diagnostc School with High Honors.

Frances M. Bonarrigo

Professional Summary

Goal-oriented Customer Service Representative dedicated to high levels of customer satisfaction and meeting aggressive business goals. Motivated and reliable with specialized knowledge in administrative and customer support.

Skills

Customer and Personal Service
Time Management
Sales and Marketing
Proficient in Salesforce and Magento

Critical Thinking
Active Learning
Proficient in Microsoft Suite
Administration and Management

Experience

Customer Service Representative
Advanced Instruments LLC

May 2016-Present
Norwood, MA

Process orders accurately, maintaining a low error rate. Assist other department with projects such as Field Correction notifications, entering leads, and quoting. Taking credit card orders over the phone. Answering customer calls in regards to order status and account information. Process return merchandise authorizations.

Customer Service Representative
Universal Medical Inc.

June 2014-May 2016
Norwood, MA

Process vendor invoices for payment while identifying and resolving billing discrepancies. Accounts receivable/collections. Data entry. Able to effectively resolve customer/vendor issues. Able to identify issues with backorders, billing, shipment transit, product defects, etc. to keep customers informed of order status. Secondary live chat contact for website, answering customer questions on product details, generating leads and quotes. Processing credit card, EFT and ACH payments. Assist with projects as needed, such as researching new product lines to obtain detailed product information to add to our online marketplace. Multi-tasking between phone calls, live chat and data-entry while maintaining accuracy.

Education

Associate of Science: General Business
Massasoit Community College
GPA 3.04
Dean's List Honoree, 2 Semesters

May 2013
Brockton, MA

Diploma
Dedham High School

June 2007
Dedham, MA

Dedham High School Dedham, MA Diploma Date: 06 June 2007

Denise E Guzzetti

Education

Suffolk University

Boston, Massachusetts

Bachelor of Science

Major: Business Administration

Attended September 1990 to May 1993

Degree conferred May 1993

Experience

Median Media, LLC

Mar 2012 - Present

Executive Assistant

Walpole, MA

Assistant to the President responsible for maintaining calendars, scheduling appointments and making travel arrangements. Performed bookkeeping duties to include invoicing clients, processing payments and tracking budgets. Functioned as primary contact for direct subscribers. Created database to track new subscriptions and establish mailing lists. Created company books using Kashoo, FreshBooks and Quickbooks and trained employees on proper expense submission procedures

Supervisor: Josh (508-921-0850)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Dedham Public Schools

Oct 2008 - Jul 2011

Administrative Assistant

Dedham, MA

Involved in all aspects of duties for the Assistant to the Superintendent for Business and Finance and the Director of Facilities and Maintenance. Responsible for all general office duties for the Administration Office. Maintained calendars and schedules to coordinate work flow and meetings. Created and managed Special Education transportation budget database and forecasted future budget needs. Prepared Capital and Budget presentations and materials. Managed 403b documentation and files. Prepared bid documents, RFPs and State Contracts for submittal. Maintained all records for salary schedules, step increases, longevity, seniority and changes in working hours for all non-instructional personnel. Processed and submitted quarterly Medicaid Claim Reports. Prepared monthly billing invoice for YMCA After School Program. Processed all purchase orders and invoices for payment for the administration office, maintenance and custodial supplies including TEC bid orders. Ordered heating oil system-wide and maintained accurate records of heating oil consumption. Notified and scheduled service calls for equipment, phone, clock systems, copiers, and postage machine. Maintained files for asbestos and hazardous waste per AHERA regulations and Right to Know laws. Issued and processed clothing allowance in accordance with contract requirements for custodian, maintenance and traffic personnel. Processed bid opening documents for all open custodian, maintenance, secretary and traffic positions. Assisted with all grievance procedures. Maintained records for sub-contracted work performed for purposes of budgeting for future staff. Processed Use of School Property forms and maintained

calendar of building usage for all schools. Maintained emergency contact records for all district wide staff. Tracked and managed all out of district and private school enrollment for district. Processed all elementary school IEPs for Special Education Department using web based IEP program eSped.

Reason for leaving: Laid off due to a reorganization and budget cuts in the Superintendent's and Business Office.

Supervisor: Michael La Francesca (781-326-5622)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Hopkinton Public Schools

Aug 2005 - Jun 2008

Secretary

Hopkinton, MA

Responsible for answering telephone, greeting visitors, parents, students, sorting mail, faxes, distributing handouts to students and faculty, sending out school mailings. Processed daily attendance, verified unexcused absences, issued late passes, assigned detention and Saturday school to tardy students, prepared and maintained daily attendance reports in web-based program IPASS. Handled all reported discipline issues, processing of forms and maintaining discipline log for detentions, Saturday school and suspensions. Assisted School Resource Officer with students missing from class and parking lot assignments. Assisted with program design and coordination of Senior Project. Designed and maintained Excel spreadsheet to track senior privilege list and eligibility. Organized all hiring paperwork and scheduled interviews. Created and maintained spreadsheet for supply inventory, ordered and received supplies. Processed all school purchase orders and student activity accounts payable and receivables per Town of Hopkinton Treasurer's Department. Supervised main office secretary and student assistants.

Reason for leaving: Laid off due to reorganization of position and budget cuts.

Supervisor: Alyson Geary (508-417-9360)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Ashland Public Schools

Aug 2003 - Jun 2005

Special Education Secretary/ Bookkeeper

Ashland, MA

Provided administrative support to Special Education Administrator and four Team Chairpersons. Responsible for answering telephones, opening and distributing mail correspondence, e-mail and faxes. Scheduled all appointments and maintained calendars. Prepared weekly time sheets. Created presentation and literature materials for professional development programs. Processed all meeting invitations, work orders, consent forms and IEPs to be mailed to parents. Maintained district wide student web-based database program IPASS and IEP program eSped for district. Prepared and submitted all Department of Education State reports according to DESE regulations. Designed and maintained excel spreadsheet for the Special Education Office internal budget of over \$2 million. Ordered and received all supplies, processed all purchase orders, invoices, payments, parent transportation reimbursements directly in coordination with the Business Office. Facilitated and maintained all outside service provider contracts, vendor agreements, independent contractors, all school tuitions and out of district placements. Handled all transportation coordination for special education students. Trained new secretarial staff.

Reason for leaving: Husband was relocated to out of state and at the very last minute was able to secure his original job here.

Supervisor: Susan Gala (508-881-0166)

Experience Type: Public School, Full-time
It is **OK** to contact this employer

Massachusetts Medical Society

Jun 1999 - Aug 2003

Senior Customer Service Representative
Waltham, MA

Functioned as primary contact for direct Subscribers, international and exclusive subscription Agents for all publishing division publications, ancillary products and services. Investigated complex subscription discrepancies, prepared written correspondence, fax and Internet inquiries. Processed payments, invoices, adjustments and refunds. Worked independently on special projects and programs for Director. Increased department efficiency by implementing and maintaining copyright administration and workload tracking reports. Ordered department supplies. Interviewed future candidates, trained new employees on all job aspects. Received REACH Award.

Reason for leaving: Job growth

Supervisor: Barbara Hill (781-893-4610)

Experience Type: Other, Full-time
It is **OK** to contact this employer

Commonwealth of Massachusetts State Auditor's

Jul 1995 - May 1999

Auditor
Boston, MA

Interfaced with all levels of management to obtain pertinent data and information. Conducted analysis of the auditee's financial statements, pre-approved budgets and account variances to determine risk areas for fraud, waste, abuse and statutory noncompliance. Prepared complete, clear and well-organized working papers that adequately support findings and conclusions. Assisted with audit report writing, preparing financial statements, presented audit finding and deficiencies with recommendation to management. Worked in accordance with generally accepted governmental auditing standards of agencies and independent authorities of the Commonwealth of Massachusetts (\$100 million-\$2 billion).

Reason for leaving: Job growth

Supervisor: Robert Sciortino (617-727-6200)

Experience Type: Other, Full-time
It is **OK** to contact this employer

Sarah Catherine Gould

Education

University of Pennsylvania

Philadelphia, Pennsylvania

Master of Social Work

Major: Social Work (clinical)

GPA: 3.900

Credit Hours: 16

Attended September 2011 to May 2013

Degree conferred May 2013

Trinity College

Hartford, Connecticut

Bachelor of Arts

Major: Public Policy and Law

GPA: 3.700

Credit Hours: 36

Attended September 2005 to May 2009

Degree conferred May 2009

Longmeadow High School

Longmeadow, Massachusetts

GPA: 3.800

Attended September 2001 to May 2005

Degree conferred May 2005

Experience

Catholic Charities -- Genesis II Program

Mar 2016 - Present

Clinical Director

Newton, MA

Assumed additional responsibilities including:

- Provides clinical supervision for adult therapist and case managers
- Consults with staff psychiatrist on client diagnoses and medication management

Reason for leaving: Still at position

Supervisor: Kathleen Garrison (617-332-9905)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Catholic Charities -- Genesis II Program

Mar 2014 - Mar 2016

Child and Family Therapist

Newton, MA

- Provides individual, family and group therapy to children and their families who reside in a family substance abuse treatment program
- Utilizes play therapy as the foundation for clinical work with young children who have experienced significant trauma and loss
- Responsible for assessments, treatment planning, and crisis intervention
- Coordinates with clinical team to support the complex needs of families

Reason for leaving: Promoted to Clinical Director position at same program

Supervisor: Kathleen Garrison (617-332-9905)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Private Practice

Apr 2016 - Present

Child and Family Therapist

Framingham, MA

- Facilitates individual and family therapy
- Areas of interests include anxiety, trauma and loss

Reason for leaving: Currently working here part-time

Supervisor: Stefani Misiph (508-834-4664)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Riverside Community Care

Sep 2013 - Mar 2014

Intensive Care Coordinator

Needham, MA

Provided care coordination services to children with serious emotional disturbances and their families.

Reason for leaving: Began position at Catholic Charities

Supervisor: Mindy Lanzo (877-869-3016)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Twin Oaks Community Services

Oct 2012 - Jul 2013

Social Work Intern/Case Manager/Facilitator

Lumberton, NJ

- Provided intensive in-home therapy for at-risk families
- Conducted intake assessments for new clients in partial care program
- Led individual, group and family therapy sessions to children and adults
- Facilitated visits between foster children and their biological parents
- Assisted parents in improving bonding and parenting skills
- Consulted with child protective workers regarding needs of the family

Reason for leaving: Relocated to Massachusetts

Supervisor: Susan DePonte (609-518-5470)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Parent Infant Center

Jun 2012 - Apr 2013

After-school Teacher

Philadelphia, PA

- Planned for and engaged children in age-appropriate recreational activities
- Addressed needs of children in emotional regulation and peer relationships

Reason for leaving: Began employment at Twin Oaks**Supervisor:** Anjali Gallup-Diaz (215-222-5482)**Experience Type:** Independent School, Part-timeIt is **OK** to contact this employer**Philadelphia Ronald McDonald House**

Sep 2011 - Apr 2012

Social Work Intern

Philadelphia, PA

- Assisted social worker with family assessments
- Met with families at PRMH and at the hospital to address financial, social and emotional concerns; often collaborating with hospital social workers
- Helped with applications to programs providing financial or in-kind support for families with ill children
- Engaged child and adolescent patients in therapeutic activities

Reason for leaving: Internship ended**Supervisor:** Helen Reese (215-387-8406)**Experience Type:** Other, Part-timeIt is **OK** to contact this employer**Children's Village**

Jul 2010 - Jul 2011

Pre-K Teacher Assistant

Cambridge, MA

- Aided teacher with lesson/activity planning for children 3-5 years
- Assisted children in physical and cognitive tasks
- Communicated with parents/teachers/specialists regarding needs of child

Reason for leaving: Moved to Philadelphia for graduate school**Supervisor:** Debra Emery (617-492-1990)**Experience Type:** Independent School, Part-timeIt is **OK** to contact this employer***Social Work Licensure***

Holds Licensed Independent Clinical Social Worker (LICSW) license in Massachusetts

Play Therapy

Holds Registered Play Therapist (RPT) certification

Ian Hall

Education

Bridgewater State University

Bridgewater, Massachusetts

Advanced Certificate

Major: Instructional Technology

GPA: 4.000

Credit Hours: 18

Attended September 2016 to December 2017 (*expected completion*)

Degree conferred May 2017

City University of New York- Queens College

Flushing, New York

Certificate of Study (Postgraduate)

Major: Earth Science Secondary Education

GPA: 3.900

Attended June 2009 to June 2010

Degree conferred June 2010

Mississippi State University

Mississippi State, Mississippi

Master of Science

Major: Geosciences, Broadcast Meteorology

GPA: 4.000

Attended September 2003 to May 2005

Degree conferred May 2005

University of Maryland College Park

College Park, Maryland

Bachelor of Science

Major: Physical Sciences, **Minor:** Meteorology, Geology, Mathematics

GPA: 3.300

Attended September 1999 to May 2003

Degree conferred May 2003

Experience

Lexington Public Schools

Science teacher

Lexington, MA

Aug 2014 - Jun 2016

Supervisor: Bayard Klimasmith ((781) 861-2460)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Brockton High School

Sep 2013 - May 2014

Teacher

Brockton, MA

- Developed and implemented curriculum for two semester-long science classes.

- Differentiated instruction to suit a range of ages (Freshman to Seniors) and learning abilities : College Prep, College Prep Advanced, and Honors students.

- Formulated and utilized several inquiry-based labs and graphing activities.

- Created a variety of science skill-building assignments to enhance students' foundation.

- Organized and realized a Flipped Classroom approach to teaching. Produced videos that students watched online which allowed for increased hands-on in-class instruction.

Reason for leaving: Reduction in Force - position cut**Supervisor:** Jonathan Shapiro ((508) 580-7633)**Experience Type:** Public School, Full-timeIt is **OK** to contact this employer**George F. Baker High School**

Sep 2012 - Jun 2013

Science Teacher

Tuxedo, NY

Developed curriculum for two half-year science electives, including creating hands-on science labs, exams, projects, and in-class concept building activities.

Created and implemented program in which students wrote and delivered daily weather forecast to school community via the morning announcements.

Incorporated educational technology into lessons, including using Learning Management Systems and text-to-poll websites to support "bring your own device" approaches and in-class formative assessments.

Involvement in school community: mentoring, field trip chaperone, member of technology committee and public relations committees, designer of a dvd slideshow presented to community highlighting the school district's merits.

Worked closely with administrators and colleagues to enhance daily instruction.

Reason for leaving: Shrinking student population. My position was excessed.**Supervisor:** Denis Petrilak (845-351-4786)**Experience Type:** Public School, Full-timeIt is **OK** to contact this employer**White Plains Middle School - Highlands Campus**

Sep 2011 - Jun 2012

Earth Science and General Science Teacher

White Plains, NY

Utilized hands-on labs, individual and group skill-building activities, and direct instruction with guided notes and interactive presentations.

Collaborated closely with special education teacher to meet the needs of students with IEPs and 504 accommodations -- differentiate instruction, provide ongoing educational support, attend regular meetings to monitor progress and ensure student achievement.

Involvement with schoolwide community building activities: ski club, vocabulary club, school musical, school dance, Washington, D.C. trip chaperone, and team field trips.

Professional development programs: Advancement Via Individual Determination (AVID) training, Formative Assessment workshops, Prezi (presentation tool) training.

Reason for leaving: Restructuring of district middle schools.

Supervisor: Jonathan Brown (914-422-2092)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Syosset High School

Sep 2010 - Jun 2011

Earth Science Teacher

Syosset, NY

Developed full-year curriculum complete with syllabus, in-class skill and laboratory activities, formal assessments, and Powerpoint presentations.

Actively communicated with parents to keep them informed of their child's development.

Received positive feedback on multiple formal teaching evaluations.

Reason for leaving: Position was a one year leave replacement job.

Supervisor: Giovanni Durante (516-364-5675)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Self-Employed

Aug 2008 - Jun 2010

IT Consultant

Suffolk County, NY

Provided personalized technology services; diagnosed and repaired computers.

Trained users of varying levels in personal computer usage.

Reason for leaving: Began teaching full-time at Syosset High School.

Supervisor: Myself (631-626-6048)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Half Hollow Hills School District

Jan 2010 - Apr 2010

Student Teacher

Dix Hills, NY

Taught 9th grade Regents Earth Science classes & 7th grade General Science classes.

Developed lessons that met varied student needs, evaluated and assessed students' development, and implemented study methodologies to enhance their progress.

Assisted English Language Learners by providing individualized instruction.

Reason for leaving: Fulfilled student teaching requirement.
Supervisor: Matt Mayo and Doug Regulinski (631-592-3200)
Experience Type: Student Teaching, Full-time
It is **OK** to contact this employer

WHAG-NBC25

Aug 2005 - Aug 2008

On-Air Morning and Noon Meteorologist
Hagerstown, MD

Anchored and produced morning and noon newscasts.

Performed Today Show cut-ins; updated weather and news on station's website.

Forecast and produced weather for #1-rated radio station.

Guest lectured at many local schools; led tours of television station and emceed events.

Awarded Certified Broadcast Meteorologist & National Weather Assoc. Seal of Approval.

Reason for leaving: Seeking other employment opportunities.

Supervisor: Mark Kraham (301-797-4400)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Awards/Honors

- Dean's List in College
- College Park Scholars Program (Honors Program)
- Certified Broadcast Meteorologist and National Weather Association Seal of Approval

Community Service

- College Park Scholars Program (Advocates for Children)
- Teaching Assistant (Physical Geography Lab)
- Guest Lecturer
- Tour Guide

Skills

- Dynamic presenter with engaging presentation techniques and strategies.
- Proficient user of Infinite Campus, Engrade, School Tool, My Big Campus and Edmodo.
- Diverse science and technology education: meteorology, physics, geology, mathematics, computer science and chemistry.
- Ability to use background knowledge to facilitate the development of new courses, clubs and programs within a school system.

Professional Organizations

Science Teachers Association of NY State

National Earth Science Teachers Association

Licenses

Instructional Technology (preK-12) - Pending

Initial MA License in Earth Science (5-8 & 8-12)

Initial Certificate, Earth Science 7-12 certification (NY)

Initial Extension Annotation, General Science, 7-12 extension (NY)

Kristen Geuss

Education

Purdue University

West Lafayette, Indiana

Master of Science

Major: Health Promotion

GPA: 4.000

Attended September 1987 to May 1988

Degree conferred May 1988

State University of New York at Cortland

Cortland, New York

Bachelor of Science

Major: Physical Education

GPA: 3.500

Attended August 1983 to May 1987

Degree conferred May 1987

Experience

YMCA (Bernan Family Branch-Franklin)

Jan 2006 - Present

Pre-School Activity Instructor

Franklin, MA

Teach various pre-school activity classes such as gymnastics, basketball, soccer and tennis. Also taught Physical Education for the Cornerstone Christian Academy (grades 1-8).

Reason for leaving: Still employed.

Supervisor: Tim Shaw (508 528 8708)

Experience Type: Other, Part-time

It is **OK** to contact this employer

King Philip School District

Aug 2011 - Present

Varsity Volleyball coach

Wrentham, MA

I am currently the girls Varsity Volleyball coach at King Philip HS. I assumed this role in 2015. Prior to this I served as the JV Volleyball coach.

Supervisor: Steve Schairer (508-384-1000)

Experience Type: Other, After school/Evening

It is **OK** to contact this employer

King Philip School District

Aug 2007 - Oct 2009

JV Volleyball Coach

Wrentham, MA
I coached the girls JV volleyball team at King Philip HS.

Reason for leaving: Additional responsibilities at home needed attention.

Supervisor: Steve Schairer (508 384 1000)

Experience Type: Public School, After school/Evening

It is **OK** to contact this employer

Winters Joint Unified School District

Aug 1993 - May 1994

Middle School Teacher

Winters, CA

Taught physical education to 6th, 7th and 8th graders. Oversaw the intramural program.

Reason for leaving: Husband was transferred.

Supervisor: David Inns (530 795 6140)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

East Stroudsburg Area School District

Aug 1991 - May 1993

Middle School Health and Physical Education Teacher

East Stroudsburg, PA

Taught Health and Physical Education to 6th, 7th and 8th grade students. Also performed as Assistant Varsity Softball coach.

Reason for leaving: Husband transferred.

Supervisor: William Pinkowski (570 424 8471)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Canandaigua City School District

Aug 1989 - May 1990

Middle School Teacher

Canandaigua, NY

Taught Health and Physical Education to 6th, 7th and 8th grade students. Coached JV girls volleyball and softball. Coordinated intramurals program and coached "Odyssey of the Mind". Developed staff wellness and health promotion committee.

Reason for leaving: Husband transferred.

Supervisor: Chuck Carlson (585 396 3700)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Johnstown Public School District

Mar 1986 - May 1986

K-12 Teacher

Johnstown, NY

Taught K-12 Physical Education.

Reason for leaving: Student teaching assignment ended.

Supervisor: ? (518 762 3212)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

Christine Yanni

Education

Bridgewater State College

Bridgewater, Massachusetts

Master of Education

Major: Elementary Education

GPA: 3.764

Attended September 2002 to December 2006

Degree conferred December 2006

Bridgewater State College

Bridgewater, Massachusetts

Bachelor of Science

Major: Psychology, **Minor:** Sociology

GPA: 2.500

Attended September 1995 to December 1999

Degree conferred December 1999

Experience

Plainville Public Schools

Jan 2017 - Present

Substitute

68 Messenger St., Plainville, MA

I substituted various positions in the school including recess/lunch paraprofessional, classroom paraprofessional, classroom teacher for grades pre-k through sixth grade.

Supervisor: Kate Campbell (508-699-1304)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Self Employed

May 2015 - Present

Licensed Daycare Provider

12 Oakridge Dr.

I have a licensed daycare at my house where I provide care for up to six children. I work directly with the department of Early Education and Care to provide a safe, structured learning environment where children can grow and learn.

Reason for leaving: I will be ending the daycare in August 2017 to pursue my career as an educator.

Supervisor: Department of Early Education and Care (617-470-9708)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Walker School

Jun 2007 - Jul 2009

Classroom Teacher
Needham, MA

The Walker School is a therapeutic school for children with social, emotional, and behavioral needs. I was the lead teacher for a second/third grade classroom of up to ten special needs students. I led a team of three including myself, an assistant teacher, and a behavioral specialist.

Special Education Classroom Teacher (09/07 – 07/09)

- Led a team to manage a classroom for special needs students in a structured, therapeutic environment conducive to learning.
- Planned and implemented lessons in the areas of English Language Arts, Math, and content area subjects based on the second and third grade Massachusetts Curriculum Frameworks.
- Cooperated with a team of teachers, behavior specialists, occupational therapists, speech pathologists, social workers, therapists, a psychiatrist, and the assistant principal to best meet the needs of each child.
- Wrote IEP reports and presented them at IEP meetings on a regular basis for each of the students in the class.
- Conducted weekly supervision meetings with the assistant teacher to plan curriculum and held weekly classroom team meetings to plan behavior modification strategies.
- Contacted guardians with daily written updates as well as weekly phone calls and weekly newsletters.
- Attended monthly professional development seminars.

Child Care Worker (06/07 – 08/07)

- Collaborated with a team to plan and implement educational and recreational summer programming for students with severe social, emotional, behavioral, and learning disabilities.
- Utilized Therapeutic Crisis Intervention training techniques to behavior manage.

Reason for leaving: I took some time off to start a family.

Supervisor: Nancy McNally (781-292-2102)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Town of Easton, Center School

Mar 2007 - Jun 2007

Assistant Teacher

Easton, Ma

- Concentrated on three students with Individualized Education Plans to assist their learning needs.
- Assisted with throughout the day in a morning inclusion Kindergarten classroom.
- Assessed student learning on a daily basis.
- Led small groups in various lessons.

Reason for leaving: I got a different job.

Supervisor: Joan McLaughlin, Teacher Debra DiCenso, principal (508-230-3233)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Center School

Sep 2006 - Dec 2006

Student Teacher

Easton, MA

- Taught in suburban, inclusive second grade classroom.
- Organized and presented a curriculum based multi-disciplinary unit, incorporating hands-on activities.
- Collaborated with other second grade teachers to make decisions about the curriculum.
- Attended staff meetings as well as professional development seminars and workshops.

Samantha H Rodas

Education

Southern New Hampshire University

Manchester, New Hampshire

Bachelor of Science

Major: Psychology

GPA: 3.400

Graduated May 2016

Degree conferred May 2016

Bristol Community College

Fall River, Massachusetts

Associate of Arts in Liberal Studies

Major: General Studies

GPA: 3.100

Graduated May 2011

Degree conferred May 2011

Experience

Abacus (Attleboro Public Schools)

Nov 2010 - Present

Lead/ Asst Teacher

Attleboro, MA

- Developed and implemented lesson plans and daily activities focused on arts, reading, Learning for life, science, and social skills.
- Provide individual teaching/mentoring to motivate and instill enthusiasm for learning
- Led weekly enrichment activities
- Liaison between parents, students and school resulting in improved behavior habits to troubled students.

Reason for leaving: Still Employed

Supervisor: Kelley Rivera ((508) 222-0309)

Experience Type: Student Teaching, Part-time

It is OK to contact this employer

Karen Wing

Objective:

I am seeking to obtain a position which enables me to excel in working with children while using my education, training and past work experience.

Education:

1987-1991 Westfield State College, Westfield, Ma
B.S. Degree in Criminal Justice; Minor in Psychology.

Certifications:

The Department of Early Education and Care E.E.C. Certificate # 9540548
MA State Early Childhood Education Seminars
Certifications in C.P.R. and First Aid (adults, children and infants)
Nonviolent Crisis Intervention/Physical Restraint

Work Experience:

2010 to Present Bi-County Collaborative Franklin Ma - Paraprofessional

- Responsible for carrying out daily classroom routines as directed by the classroom teacher
- Experience with students who present with social/emotional, and behavioral challenges
- Behavioral programming including data collection and positive behavior supports in an ABA classroom
- Assist the classroom teacher with implementation of each student's Individual Education Program involving development and implementation of instruction, behavioral and therapeutic activities.
- Attend weekly staff and team meetings and other meetings as appropriate and requested.

2009 to 2010 Plainville Public Schools, Plainville, Ma - Substitute Teacher

- Guide and work through lesson plans and projects with individual students or small groups by assisting with assignments, correcting tasks and recording results as established by teacher
- Explain and interpret class assignments; instruct students in use of learning materials
- Supervise students in performing tasks in classroom and other sites in building, including instruction as needed.
- Monitor and evaluate behaviors of students at risk. discuss expectations of appropriate behavior
- Assist students in reading books, records results and administers rewards; help students transfer to other classrooms
- Locates, advises and assists students in securing materials, books, reference materials or other information needed for class assignments

2009 to 2010 Kennedy Donovan Center, Milford, Ma - Respite Care Worker

- Provided care and companionship to people with a disability or health condition
- Performed basic professional work for the care and treatment of residents/clients
- Provide direct care, support, treatment and training to persons with developmental disabilities
- Using a team approach and contributed to the development of person-centered plans

2004 to 2009 Preschool Adventures, Plainville, Ma - E.E.C. Certified Preschool Teacher

- 5 years of experience teaching preschool children from ages 3-5 yrs
- Adheres to all company policies, procedures and company ethics codes and ensured that they are communicated and implemented within the team
- Implemented, planned, evaluated and assigned lessons that fosters intellectual and social development
- Communication liaison between school and home with monthly newsletters and calendars
- Successfully engaged children with enrichment programs using multi-sensory approach
- Effectively worked with students and parents of different backgrounds in various situations
- Reported evaluations of each student's overall progress

References furnished upon request

Neelima Marthineni

15-303600 neeladhineni@rediffmail.com

Education

osmania university

hyderabad, India

Bachelor of Science

Major: Bsc computer science

GPA: 2.890

Graduated, dates not provided

Experience

Foxborough Regional Charter School

Nov 2015 - Present

Substitute Teacher

Foxboro

Worked as a substitute teacher for elementary school to high school.

Supervisor: Anne Bibeault (508-543-2508)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Kumon Of Mansfield

Oct 2015 - Present

Computer Data Entry Coordinator

Mansfield MA

Responsible for reviewing student work and recording the data efficiently, by maintaining confidentiality and quality.

Supervisor: Sujatha Karuppiah (508-339-1252)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Anjali public school

Jun 2006 - Mar 2008

4th and 5th grade math teacher

Hyderabad, india

Supervisor: Anitha (+919866500780)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

vishwam global school

Sep 2005 - Apr 2006

4th grade Math teacher

Hyderabad, india

SUPERINTENDENT'S REPORT

a. Coordinated Program Review Schedule

DESE will conduct its 5-year Coordinated Program Review over the next 4-6 weeks, including the onsite visit scheduled for the week beginning October 16, 2017. Going forward, DESE will conduct "smaller" (single component) reviews on an every other year basis. Please see the attached correspondence.

b. Accountability Reporting

I have attached several slides from a recent DESE webinar. These slides describe the amended accountability system that will be used this year. Given our high test participation rate last spring I anticipate a NO LEVEL rating.

c. Student Learning Goals

This year individual grade levels requested that they be allowed to set individual student learning goals in reading and writing for the 2017-18 school year. I agreed to let them do this and present their goals for your information. The individual grade levels did not recommend changes to the math goals so they remain the same for a second year.

d. Student Enrollment

Actual student enrollment is slightly lower than projected for the beginning of the school year. As you can see these "slight" differences occur at each grade level. In addition to student enrollment information I have also included student attendance and migration data for the 2016-17 school year.

e. Opening Day & Inservice Activities

I am providing you with copies of the opening day and inservice day agendas for August 28th and August 29th. I have also included a copy of my presentation and handouts from Mike Lamb's presentation. Stephanie took pictures during Mr. Lamb's presentation and will share those with you.

f. Federal Grant Update

To date we have received confirmation from DESE of federal funds available for use in the 2017-18 school year. As you can see, we will need to deal with a revenue deficit of approximately \$12,100 in FY18. Steps to address this deficit will be discussed at the next Budget Subcommittee meeting.

g. Staff Evaluation Report

All staff were evaluated during the 2016-17 school year. Please see the attached report for specifics.

Attachments



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370



MEMORANDUM

To: David Raiche, Superintendent
Plainville Public Schools
68 Messenger Street
Plainville, MA 02762

From: Timothy Gallagher
Assistant Director, Office of Public School Monitoring

Date: August 28, 2017

Re: Coordinated Program Review Procedures to be implemented
in your district or charter school during the 2017-2018 school year

In June, the Department of Elementary and Secondary Education provided your school district or charter school with information regarding the Department's Coordinated Program Review (CPR) that will be conducted during the 2017-2018 school year. I am confirming that the Department will be conducting this onsite visit during the week of October 16, 2017 - October 20, 2017.

As you are aware, the program areas of Special Education, Civil Rights and English Learner Education will be reviewed through the web-based monitoring system (WBMS). Personnel from each district were invited to participate in two separate training sessions, an overview presentation and a computer lab session, in order to familiarize them with both the content and the process. To further assist you in preparing for a review in the program area of College, Career and Technical Education (OCCTE), if applicable, you and your program leaders were advised to review preliminary versions of the Department's CPR instrument on our website.

The *School District Information Packages* for Special Education, Civil Rights, English Learner Education and College, Career and Technical Education are available at the Department's compliance/monitoring website at <http://www.doe.mass.edu/pqa/review/>.

I urge you to identify a **local Program Review Coordinator**, if you haven't done so already, to work closely with the Department's onsite chairperson throughout these monitoring activities. In the past, districts and charter schools have found that the appointment of a local administrator with cross-programmatic responsibilities greatly facilitates the preparation and response phases of these review activities that encompass more than one regulated program area. The *Local*

Program Review Coordinator's Checklist, which is provided as guidance for your local coordinator in the preparation activities, can be found in the *Special Education School District Information Package*. Other program-specific administrator checklists are included in some of the other program instruments to assist your program leaders in preparing for the review in their areas of responsibility.

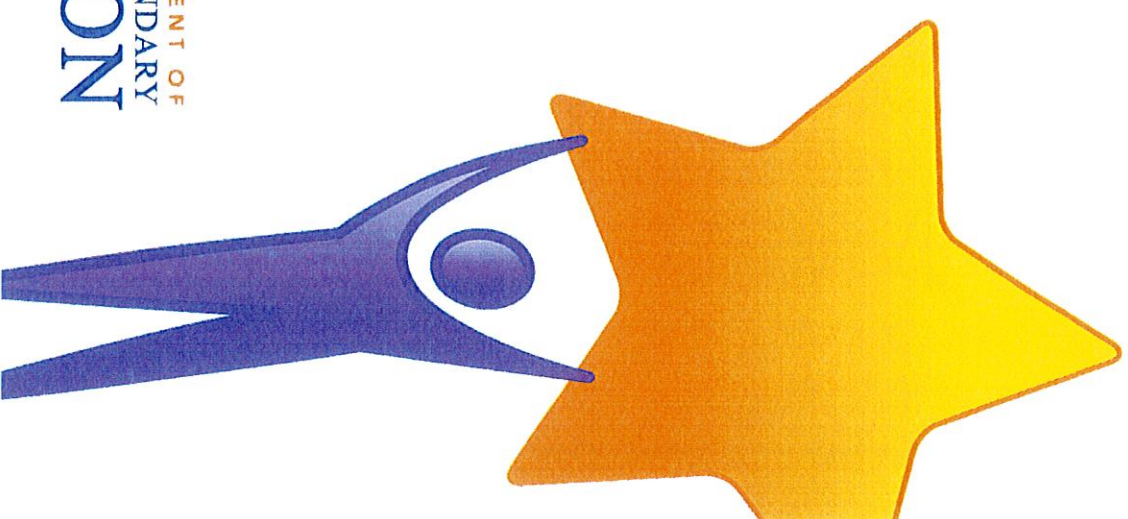
Districts providing Title I services participate in Title I program monitoring during the same year they are scheduled for a Coordinated Program Review. Details regarding the Title I program monitoring process are available at: <http://www.doe.mass.edu/titlei/monitoring>. Department staff responsible for Title I program monitoring will notify your district later this fall of timelines and other relevant details.

The Department's onsite chairperson for your Coordinated Program Review is Jayme Szymczak, who is able to provide you with further information and clarification regarding these monitoring procedures. This person may be reached by calling the Office of Public School Monitoring at 781-338-3738. Please inform the Department's onsite chairperson of the name and contact information for your district's local Program Review Coordinator as soon as possible.

The Department's staff is looking forward to working with you on your Coordinated Program Review throughout this school year. If we may be of further assistance to you, please contact Tim Gallagher, Assistant Director, at 781-338-3717 or tgallagher@doe.mass.edu.

cc: Office of Public School Monitoring Coordinated Program Review Onsite Chairperson
District or Charter School Special Education Administrator

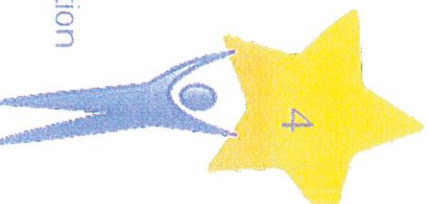
Changes to 2017 accountability reporting



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

603 CMR 2.00: Accountability & Assistance for School Districts & Schools

- ★ Governs the review of the educational programs & services provided by MA public schools & the assistance to be provided by districts & ESE to improve them
- ★ Describes the process for placing schools into Levels 1-5



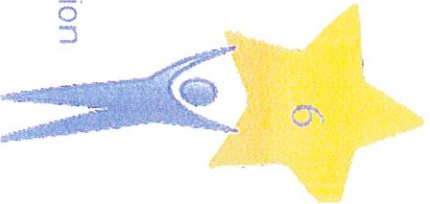
Amendment to MA accountability regulations

- ★ Approved by the Board on April 18, 2017
- ★ Allows ESE to refrain from placing certain schools into Levels 1-3 at the beginning of the 2017-18 school year
 - ★ Applies to one year only
 - ★ Impacts schools serving grades 3-8 that administer Next-Generation MCAS tests in spring 2017
- ★ Does not impact high schools serving grades 9-12 that do not administer Next-Generation MCAS



Rationale

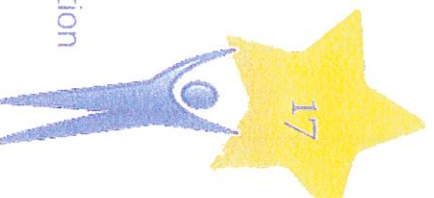
- ★ Transition to new statewide assessment (Next-Generation MCAS)
- ★ Opportunity to set a common assessment baseline for new accountability system
- ★ Transition to a revised system of district & school accountability under the Every Student Succeeds Act (ESSA)



What will be reported for Next-Generation MCAS schools in 2017?

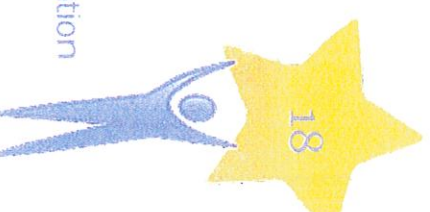
For schools in the elementary, elementary/middle, middle, & middle/high/K-12 school type categories:

- ★ Next-Generation MCAS achievement results reported with relative indicator (on assessment reports)
- ★ Transitional student growth percentiles (tSGPs)
- ★ Accountability & assistance levels (No level, Levels 4-5)
- ★ Schools identified for very low assessment participation (Level 3)
 - ★ Minimum group size for reporting = 20 students
- ★ Schools identified for persistently low graduation rates (Level 3)



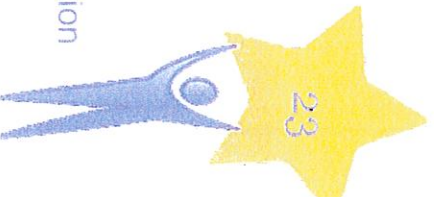
Details

- ★ Schools administering Next-Generation MCAS in grades 3-8 that have participation rates below 90% will be placed into Level 3
 - ★ Applies to any subgroup, & in any subject
- ★ Schools serving a combination of grades 3-8 & 9-12 that have persistently low graduation rates for any group will be placed into Level 3
 - ★ Persistently low: 2016 4-year rate less than 67% & 2015, 2014, & 2013 5-year rates less than 70%

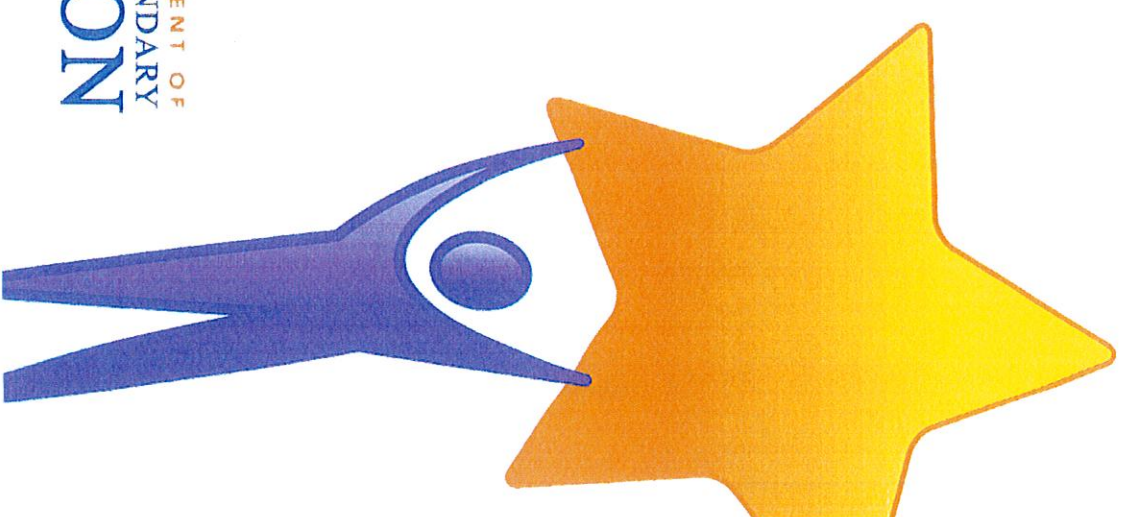


2017 district accountability

- ★ Districts that administered Next-Generation MCAS in grades 3-8 will not be assigned an accountability level in 2017, unless:
 - ★ The district has very low (less than 90%) assessment participation
 - ★ The district was previously designated Level 4 or Level 5 as a result of a district review or Board action
- ★ 2017 annual & cumulative PPI data for districts will not be reported
- ★ Special education determinations from 2016 will be held constant in 2017



Accountability reports



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Next-Generation MCAS school report

Accountability Information		About the Data
Accountability and Assistance Level		
No level Students in this school participated in 2017 Next Generation MCAS tests		
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation				About the Data									
Student Group	English Language Arts				Mathematics				Science				
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	
All Students	746	705	95	Yes	746	711	95	Yes	367	362	99	Yes	
High needs	254	244	96	Yes	254	245	96	Yes	120	118	98	Yes	
Econ. Disadvantaged	182	174	96	Yes	182	175	96	Yes	87	86	99	Yes	
ELL and Former ELL	11	-	-	-	11	-	-	-	5	-	-	-	
Students w/disabilities	112	109	97	Yes	112	109	97	Yes	52	51	98	Yes	
Amer. Ind. or Alaska Nat.	3	-	-	-	3	-	-	-	-	-	-	-	
Asian	24	23	96	Yes	24	23	96	Yes	11	-	-	-	
Afr. Amer./Black	11	-	-	-	11	-	-	-	4	-	-	-	
Hispanic/Latino	14	-	-	-	14	-	-	-	6	-	-	-	
Multi-race, Non-Hisp./Lat.	28	26	93	No	28	26	93	No	15	-	-	-	
Nat. Haw. or Pacif. Isl.	1	-	-	-	1	-	-	-	1	-	-	-	
White	665	628	94	No	665	634	95	Yes	329	325	99	Yes	

The school's accountability level, the reason for the level designation, & detailed assessment participation rate data for each subject & subgroup are displayed



High school report – layer 3

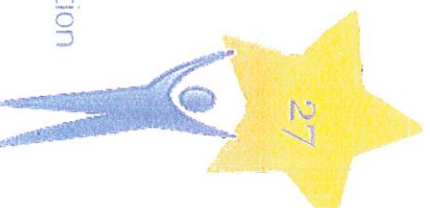
Summary > 2017

2017 English Language Arts Proficiency Gap Narrowing										About the Data		
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2016 CPI	2017 CPI	CPI Change	2017 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating	
All students	<div><div></div></div>	89.3	93.6	94.9	1.3	94.7	94.7	47	456	75	On Target	
High needs	<div><div></div></div>	87.1	90.1	93.5	3.4	93.6	93.6	32	349	75	On Target	
Econ. Disadvantaged	<div><div></div></div>	95.5	93.6	93.9	0.3	96.3	97.8	31	331	50	Improved Below Target	
ELL and Former ELL	<div><div></div></div>	70.2	78.2	75.0	-3.2	85.1	85.1	27	59	0	Declined	
Students w/ disabilities	<div><div></div></div>	75.0	85.5	80.5	-5.0	87.5	87.5	14	41	0	Declined	
Amer. Ind. or Alaska Nat.	<div><div></div></div>											
Asian	<div><div></div></div>	96.6	94.6	97.7	3.1	98.3	98.3	39	22	100	Above Target	
Afr. Amer./Black	<div><div></div></div>	89.9	94.6	94.0	-0.6	95.0	95.0	52	96	75	On Target	
Hispanic/Latino	<div><div></div></div>	84.7	91.2	91.1	-0.1	92.4	92.4	41	132	25	No Change	
Multi-race, Non-Hisp./Lat.	<div><div></div></div>	-	-	-	-	-	-	-	4	-	-	
Nat. Haw. or Pacif. Isl.	<div><div></div></div>	-	-	-	-	-	-	-	-	-	-	
White	<div><div></div></div>	90.9	95.4	97.4	2.0	95.5	95.5	20	202	100	Above Target	

Summary > 2017

2017 Mathematics Proficiency Gap Narrowing										About the Data		
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2016 CPI	2017 CPI	CPI Change	2017 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating	
All students		78.9	77.3	80.8	3.5	89.5	89.5	13	456	50	Improved Below Target	
High needs		76.0	69.1	77.6	8.5	88.0	88.0	24	350	50	Improved Below Target	
Econ. Disadvantaged		85.0	75.9	78.7	2.8	87.5	92.5	24	331	50	Improved Below Target	
ELL and Former ELL		62.9	48.6	49.6	1.0	81.5	81.5	12	61	50	Improved Below Target	
Students w/disabilities		55.0	58.2	42.5	-15.7	77.5	77.5	3	40	0	Declined	
Amer. Ind. or Alaska Nat.		99.5	92.4	96.6	4.2	97.8	97.8	39	22	75	On Target	
Asian		74.9	75.8	73.0	-2.8	86.0	86.0	32	98	0	Declined	
Afr. Amer./Black		73.6	69.7	75.2	5.5	86.8	86.8	43	132	50	Improved Below Target	
Hispanic/Latino		89.5	84.3	86.5	2.2	91.8	91.8	8	200	50	Improved Below Target	
Multi-race, Non-Hisp./Lat.		89.5	84.3	86.5	2.2	91.8	91.8	8	200	50	Improved Below Target	
Nat. Haw. or Pacif. Isl.		89.5	84.3	86.5	2.2	91.8	91.8	8	200	50	Improved Below Target	
White		89.5	84.3	86.5	2.2	91.8	91.8	8	200	50	Improved Below Target	

Detailed data for each PPI indicator are displayed



District report

Accountability Information			About the Data
Accountability and Assistance Level			
No level Students in grades 3-8 participated in 2017 Next Generation MCAS tests			
This district's determination of need for special education technical assistance or intervention			
Meets Requirements (MR)			

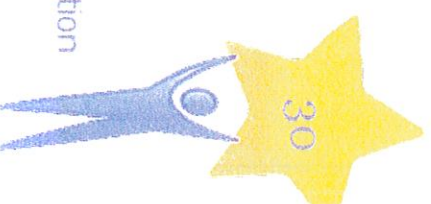
2017 Assessment Participation												About the Data			
Student Group	English Language Arts				Mathematics				Science						
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target			
All Students	2,400	2,379	99	Yes	2,400	2,377	99	Yes	1,012	1,005	99	Yes			
High needs	556	542	97	Yes	557	546	98	Yes	210	205	98	Yes			
Econ. Disadvantaged	222	218	98	Yes	222	219	99	Yes	86	85	99	Yes			
ELL and Former ELL	165	163	99	Yes	166	166	100	Yes	51	51	100	Yes			
Students w/disabilities	265	255	96	Yes	265	257	97	Yes	103	99	96	Yes			
Amer. Ind. or Alaska Nat.	2	-	-	-	2	-	-	-	-	-	-	-			
Asian	397	396	100	Yes	399	398	100	Yes	169	169	100	Yes			
Afr. Amer./Black	91	91	100	Yes	90	90	100	Yes	44	44	100	Yes			
Hispanic/Latino	105	104	99	Yes	105	103	98	Yes	35	34	97	Yes			
Multi-race, Non-Hisp./Lat.	141	140	99	Yes	141	140	99	Yes	52	52	100	Yes			
Nat. Haw. or Pacif. Isl.	2	-	-	-	2	-	-	-	1	-	-	-			
White	1,662	1,644	99	Yes	1,661	1,642	99	Yes	710	704	99	Yes			

School Accountability Information				About the Data
School	School Type	Title I Status	Accountability and Assistance Level	
	Elementary School	Non-Title I School (NT)	No level	
	Elementary School	Non-Title I School (NT)	No level	
	Elementary School	Title I School (TA)	No level	
	Elementary School	Title I School (TA)	No level	
	Middle School	Non-Title I School (NT)	No level	
	High School	Non-Title I School (NT)	Level 2	

The district's accountability level, the reason for the level designation, the special education determination, & detailed assessment participation rate data are displayed

Reminders

- ★ Preliminary accountability results are calculated using preliminary MCAS data. Both should be reviewed carefully
- ★ There is no separate discrepancy reporting process for accountability. Potential MCAS discrepancies should be reported using the online MCAS discrepancy reporting tool available on the MCAS Service Center website before 5:00pm on August 24th. *Do not report MCAS discrepancies to the accountability office*
- ★ Preliminary accountability results are confidential & subject to change. They should be used for internal review & planning purposes only
- ★ ESE intends to publish official accountability results in late-October



**Plainville Public Schools
Student Learning Goals
2017-18**

Reading

Kindergarten

- 90% of all students will improve their score by 3 or more levels on the Fountas & Pinnell Benchmark Assessment when comparing their beginning of year scores to end of year scores
- 90% of students with disabilities who score at levels A-K on the Fountas and Pinnell Beginning of Year Benchmark Assessment will improve their score by 2 or more levels by the end of the 2017-18 school year
- 85% of students with disabilities who score at levels L-Z on the Fountas & Pinnell Beginning of Year Benchmark Assessment will improve their score by 1 or more levels by the end of the 2017-18 school year

Grade 1

- 98% of all students will score on-level or higher on the Fountas & Pinnell Benchmark Assessment by the end of the 2017-18 school year
- 90% of students with disabilities who score at levels A-K on the Fountas and Pinnell Beginning of Year Benchmark Assessment will improve their score by 2 or more levels by the end of the 2017-18 school year
- 85% of students with disabilities who score at levels L-Z on the Fountas & Pinnell Beginning of Year Benchmark Assessment will improve their score by 1 or more levels by the end of the 2017-18 school year

Grade 2

- 98% of all students reading at levels A-K on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 3 or more levels by the end of the 2017-18 school year
- 90% of all students reading at levels L-Z on the beginning of year Fountas and Pinnell Benchmark Assessment will improve their score by 2 or more levels by the end of the 2017-18 school year

- 90% of students with disabilities reading at levels A-K on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 4 or more levels by the end of the 2017-18 school year
- 85% of all students with disabilities reading at levels L-Z on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 3 or more levels by the end of the 2017-18 school year

Grade 3

- 95% of all students reading at levels A-K on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 4 or more levels by the end of the 2017-18 school year
- 90% of all students reading at levels L-Z on the beginning of year Fountas and Pinnell Benchmark Assessment will improve their score by 3 or more levels by the end of the 2017-18 school year
- 95% of all students with disabilities reading at levels A-K on the beginning of year Fountas and Pinnell Benchmark Assessment will improve their score by 4 or more levels by the end of the 2017-18 school year
- 90% of all students with disabilities reading at levels L-Z on the beginning of year Fountas and Pinnell Benchmark Assessment will improve their scores by 3 or more levels by the end of the 2017-18 school year

Grades 4, 5, and 6

- 98% of all students who score at levels A-K on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 3 or more levels by the end of the 2017-18 school year
- 90% of all students who score at levels L-Z on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 2 or more levels by the end of the 2017-18 school year

Plainville Public Schools

Student Learning Goals

2017-18

Writing

Kindergarten

- 90% of all students will improve their writing performance by 2 or more levels by the end of the 2017-18 school year

Grade 1

- 65% of all students will demonstrate proficiency by the end of the 2017-18 school year
- 75% of students with disabilities will improve their writing score by 7 or more points on a 20-point rubric and in two or more areas identified by grade 1 teachers by the end of the 2017-18 school year

Grade 2

- 70% of all students will improve their writing score by 5 or more points on the 28-point rubric by the end of the 2017-18 school year and also improve in one focus area as identified by the grade 2 teachers in the fall of 2017
- 75% of students with disabilities will improve their writing score by 7 or more points on a 28-point rubric and in two or more areas identified by grade 2 teachers by the end of the 2017-18 school year

Grade 3

- 75% of all students will improve their writing score by 7 or more points on the 28-point rubric by the end of the 2017-18 school year and also improve in two or more focus areas as identified by the grade 3 teachers in the fall of 2017 (elaborate detail, main event, fluency/mechanics)

- 75% of students with disabilities will improve their writing score by 7 or more points on the 28-point rubric by the end of the 2017-18 school year and also improve in two or more focus areas as identified by the grade 3 teachers in the fall of 2017 (elaborate detail, main event, fluency/mechanics)

Grade 4

- 75% of all students will improve their writing score by 5 or more points on the 28-point rubric by the end of the 2017-18 school year.
- 75% of all students will also demonstrate improvement in the area of Main Event by the end of the 2017-18 school year.

Grade 5

- 75% of all students will improve their writing score by 5 or more points on the 28-point rubric by the end of the 2017-18 school year.
- 75% of all students will demonstrate improvement in one or more focus areas as identified by the grade 5 teachers in the fall of 2017

Grade 6

- 75% of all students will improve their writing score by 5 or more points on the 20-point rubric by the end of the 2017-18 school year.
- 75% of all students will improve their score in the area of organization by 1 or more points by the end of the 2017-18 school year.

**Plainville Public Schools
Student Learning Goals
2017-18**

Mathematics

Grade K

- 80% of grade K students will improve their math writing performance by one or more levels on the 4 point problem solving rubric by the end of the year
- Students rates as “progressing” with a score of 2 at the beginning of the year will gain at least 1 level by the end of the year
- Students rated as “not meeting standard” with a score of 1 at the beginning of the year will grow at least 2 levels by the end of the year

Grades 1-5

- 75% of grade 1-5 students will score 3 or higher in the area of JUSTIFICATION on the 16-point Problem Solving and Perseverance Math Rubric by the end of the school year

Grade 6

- 75% of grade 6 students will score 3 or higher in the area of EXPLANATION or JUSTIFICATION or ARGUMENT in the 16-point Problem Solving and Perseverance Math Rubric by the end of the school year

PLAINVILLE PUBLIC SCHOOLS

Enrollment Projection 2017-2018

Grade	Projected	Actual
K	93	91
1	92	90
2	87	82
3	83	81
4	104	101
5	98	94
6	109	107
K-6	666	646

Grade	Projected	Actual
K-3	355	344
4-6	311	302

PLAINVILLE PUBLIC SCHOOLS
STUDENT ATTENDANCE RATES
2016/2017

School	Grade	Trimester 1	Trimester 2	Trimester 3	Full Year
JACKSON	PK	96.0	95.1	94.6	95.2
	K	96.7	95.4	95.0	95.7
	1	97.1	94.9	96.0	96.0
	2	96.4	94.5	96.2	95.7
	3	96.0	95.2	96.0	95.7
Jackson Total	PreK-3	96.4	95.0	95.6	95.7
WOOD	4	97.5	96.4	96.7	96.9
	5	97.1	95.5	96.5	96.3
	6	97.5	95.1	96.8	96.5
Wood Total	4-6	97.3	95.7	96.6	96.6
District Total	PreK-6	96.8	95.3	96.1	96.1

STUDENT ATTENDANCE RATES

2010-2011	96.3
2011-2012	96.4
2013-2014	96.3
2013-2014	96.6
2014-2015	96.1
2015-2016	96.2
2016-2017	96.1

PERCENT OF STUDENT ABSENTEEISM

No. of Days	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
0 – 4.5	47%	45%	48%	46%	46%	42%
5 – 9.5	32%	34%	34%	34%	33%	33%
10 14.5	14%	13%	11%	11%	12%	15%
15.0+	6%	8%	7%	8%	9%	10%

PERCENT OF STUDENT TARDINESS

No. of Days	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
0 - 4	84%	82%	83%	78%	79%	78%
5 - 9	12%	10%	12%	11%	11%	11%
10 - 14	3%	4%	2%	5%	5%	5%
15.0+	2%	3%	3%	6%	4%	6%

STUDENT ENROLLMENTS/EXITS

Enrollments

Time Period	2014-15	2015-16	2016-17	Time Period	2014-15	2015-16	2016-17
Sept 1 – Oct 1	1	1	1	Sept 1 – Oct 1	2	6	5
Oct 2 – Mar 1	25	17	12	Oct 2 – Mar 1	17	23	12
Mar 2 – EOY	12	11	5	Mar 2 – EOY	11	8	7
TOTAL	38	29	18	TOTAL	30	37	24

Exits

PLAINVILLE PUBLIC SCHOOLS

Opening Day Agenda – All Staff Monday, August 28, 2017

Morning Schedule

7:45 – 8:30 AM Breakfast at the Jackson Elementary School

8:30 – 8:45 AM Welcome

- ❖ Amy Abrams, Chair, Plainville School Committee
- ❖ Laura Schoonmaker, President, Plainville Education Association
- ❖ David Raiche, Superintendent of Schools

Introduction of New Staff

Musical Interlude

8:45 – 10:00 AM Presentations

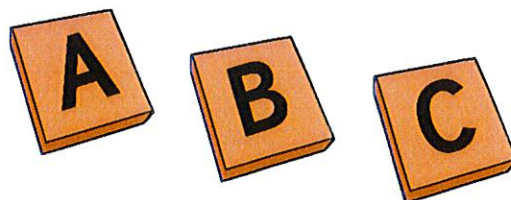
10:00 – 10:30 AM Staff and Student Safety

10:45 – 11:45 AM Faculty Meetings in Respective Schools

11:45 – 12:15 PM LUNCH (on your own)

Afternoon Schedule

12:15 – 3:00 PM Room Preparation



AGENDA FOR INSERVICE DAY

August 29, 2017

8:15– 9:00

Coffee, Juice & Baked Goods
Wood School Cafeteria

9:00-12:00

All Staff (Wood School Cafeteria)
-SEL Training (Michael Lamb, Turnaround for Children)

12:00-12:45

Lunch (Wood School Cafeteria)

12:45-1:00

All Professional Staff (Wood School Cafeteria)
-Review of SEL Universal Screener data (K. Skeffington)

1:00-1:15

PK-6 Teachers (Wood School Cafeteria)
-Overview/Refresher of OneDrive and SharePoint (S. Whittaker)

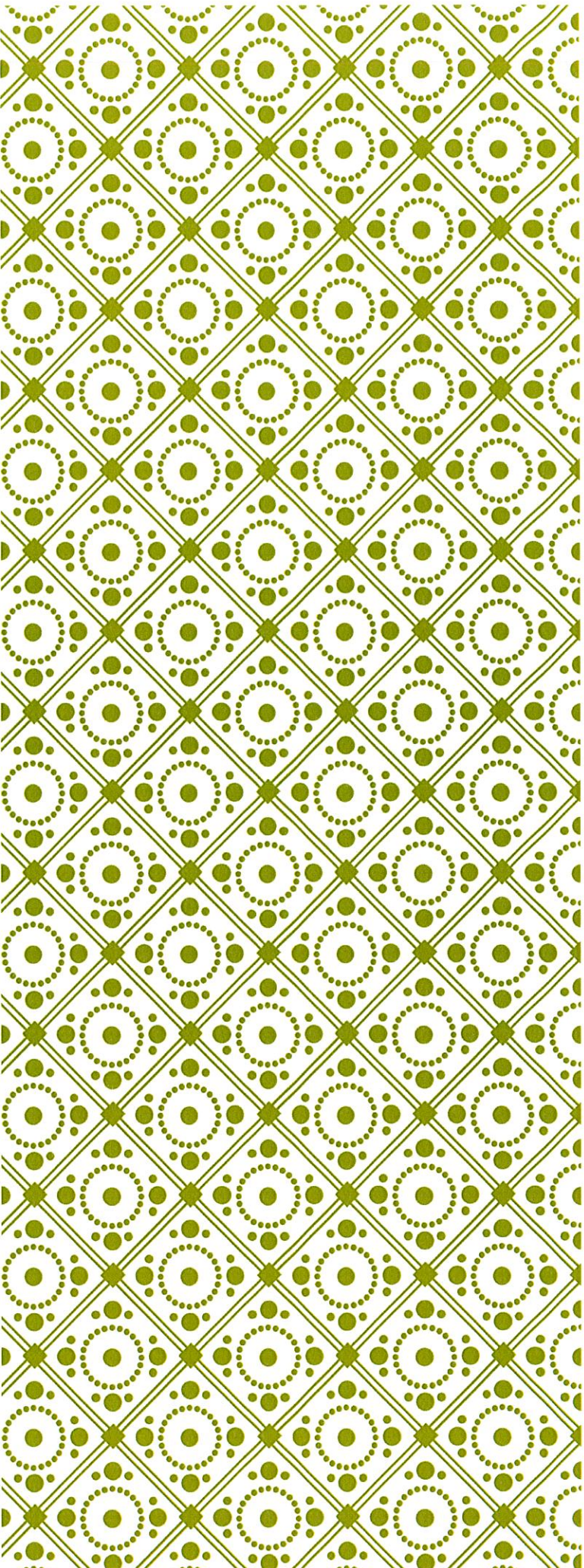
1:00-3:00

ESPs (Wood PD Room)
-Overview of the Teachpoint Evaluation System and Goals (E. Clarke/S. Whittaker)

SEL Leadership Team (Wood Learning Commons)
-Collaborative Planning session

1:15-3:00

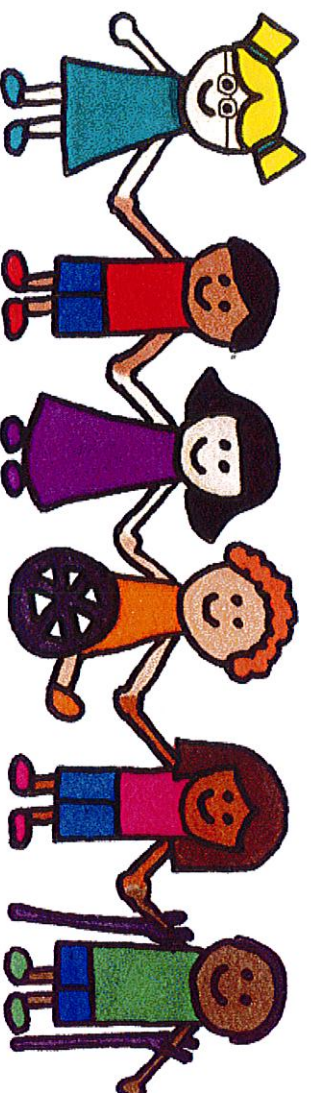
PK-6 Teachers (Individual Areas)
Curriculum Maps and SMART Goal updates



PLAINVILLE PUBLIC SCHOOLS

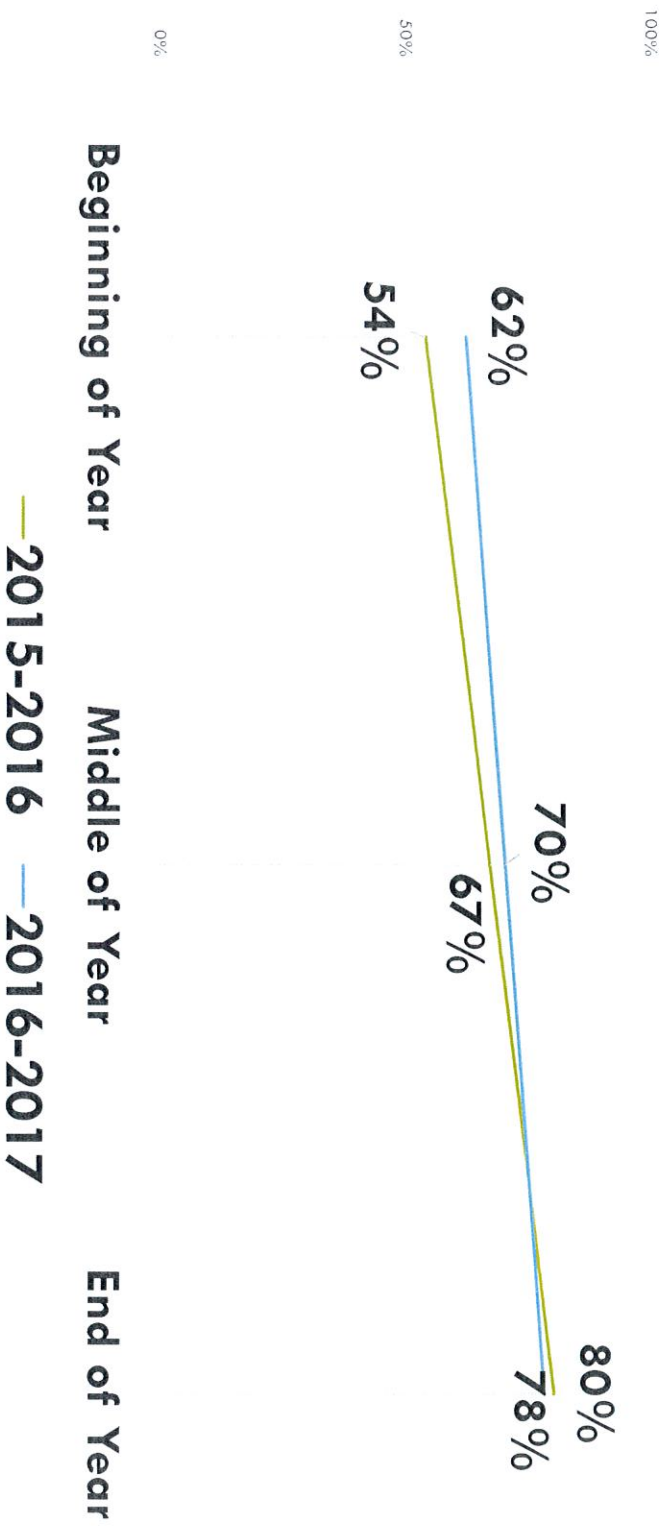
Opening Day Presentation by
Superintendent David P. Raiche
August 28, 2017

STUDENT LEARNING

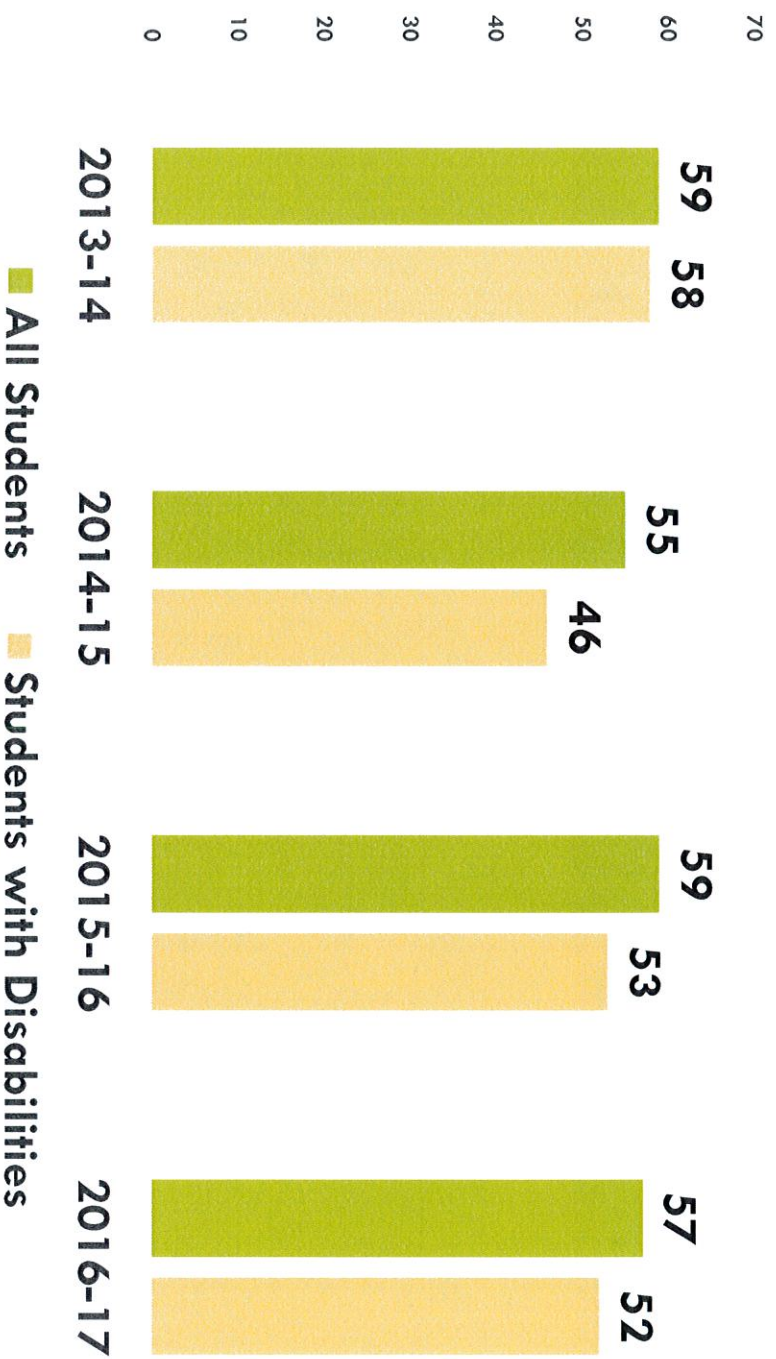


Learning Knows No Bounds

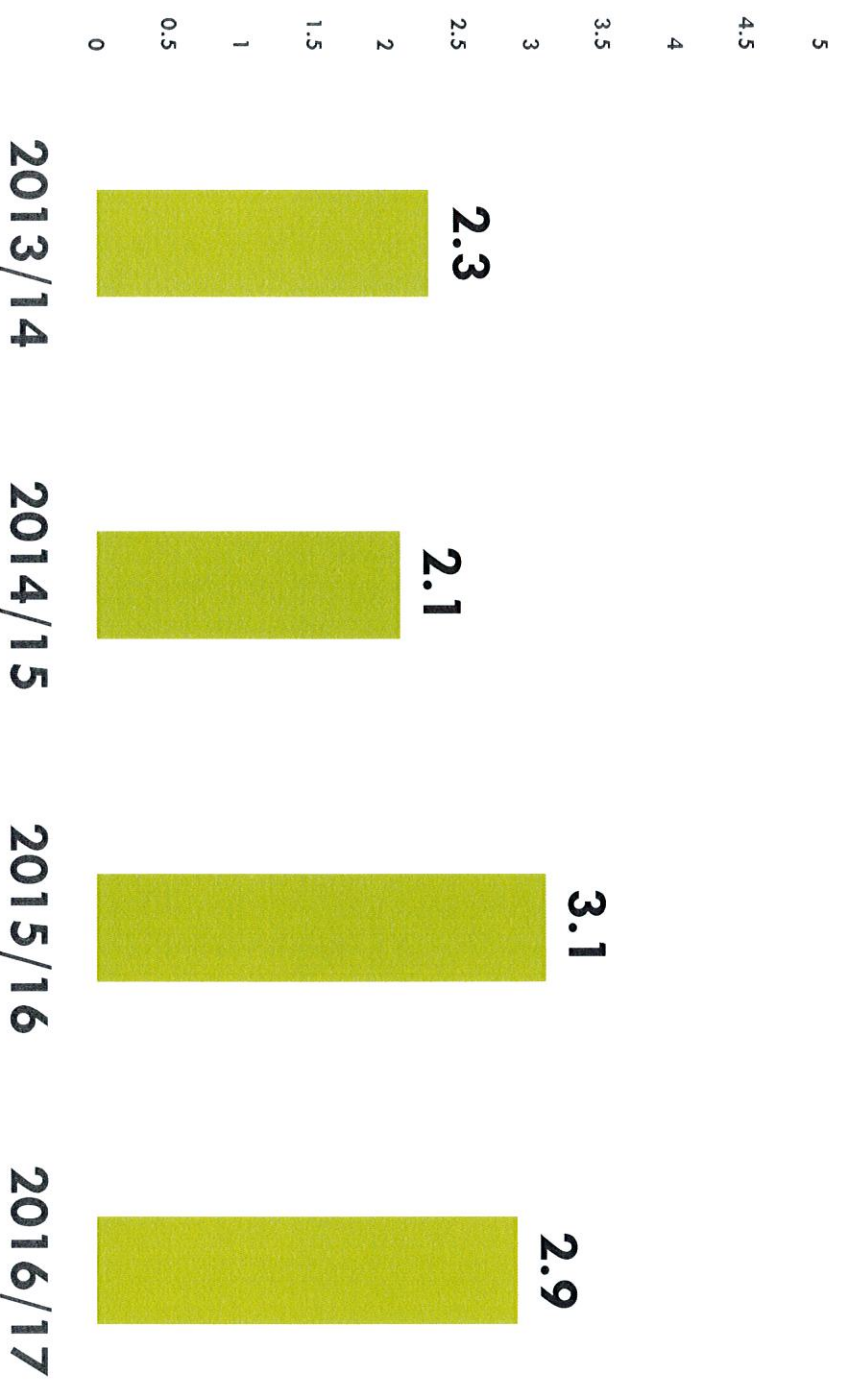
Fountas & Pinnell Grade Kindergarten - Three Results 2015-16 & 2016-17 Percent of Students On or Above Grade Level



STAR Reading **Median SGP All Students and Students with** **Disabilities** **Grades 3-6**



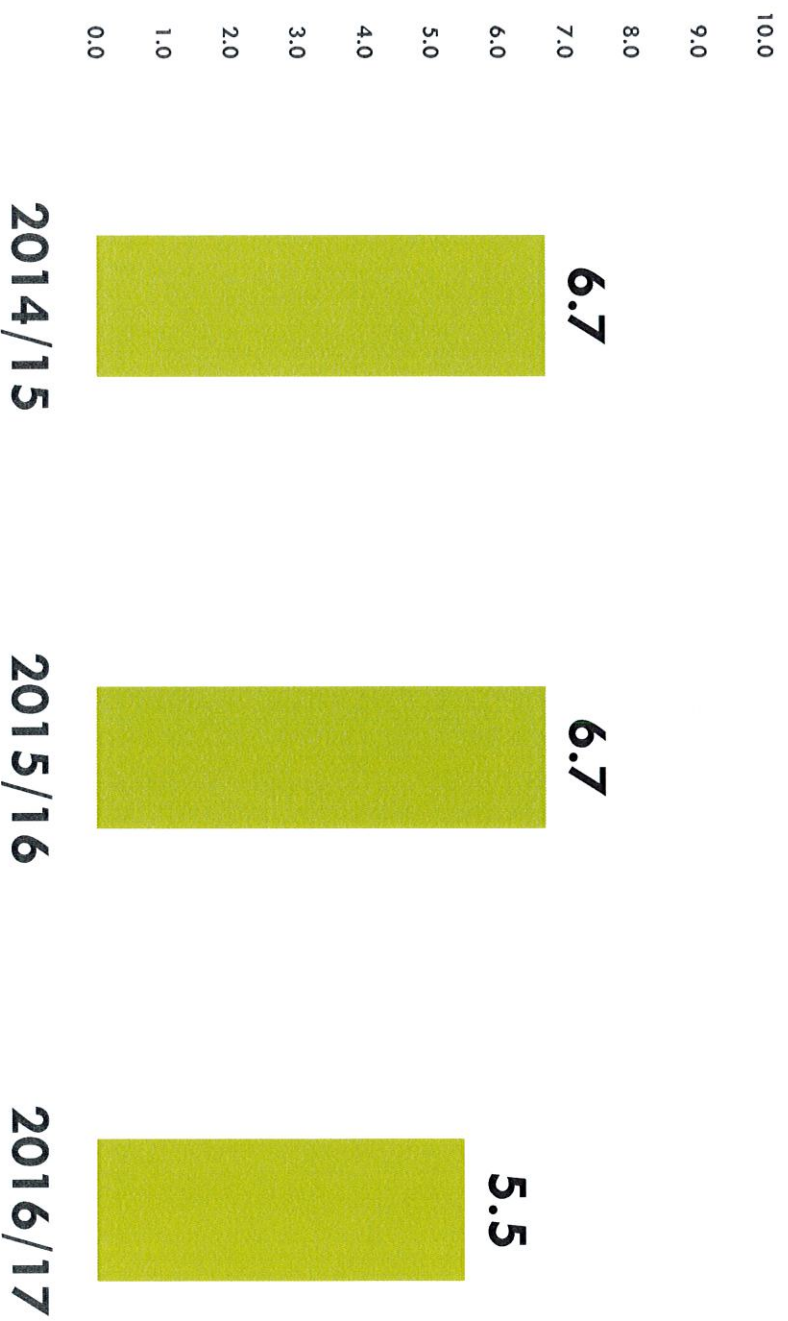
Writing Proficiency Score Gains (BOY - EOY Results)
Average Level Increase
Kindergarten



Writing Proficiency Score Gains (BOY - EOY Results)
Average Level Increase
Jackson School
Grades 1-3



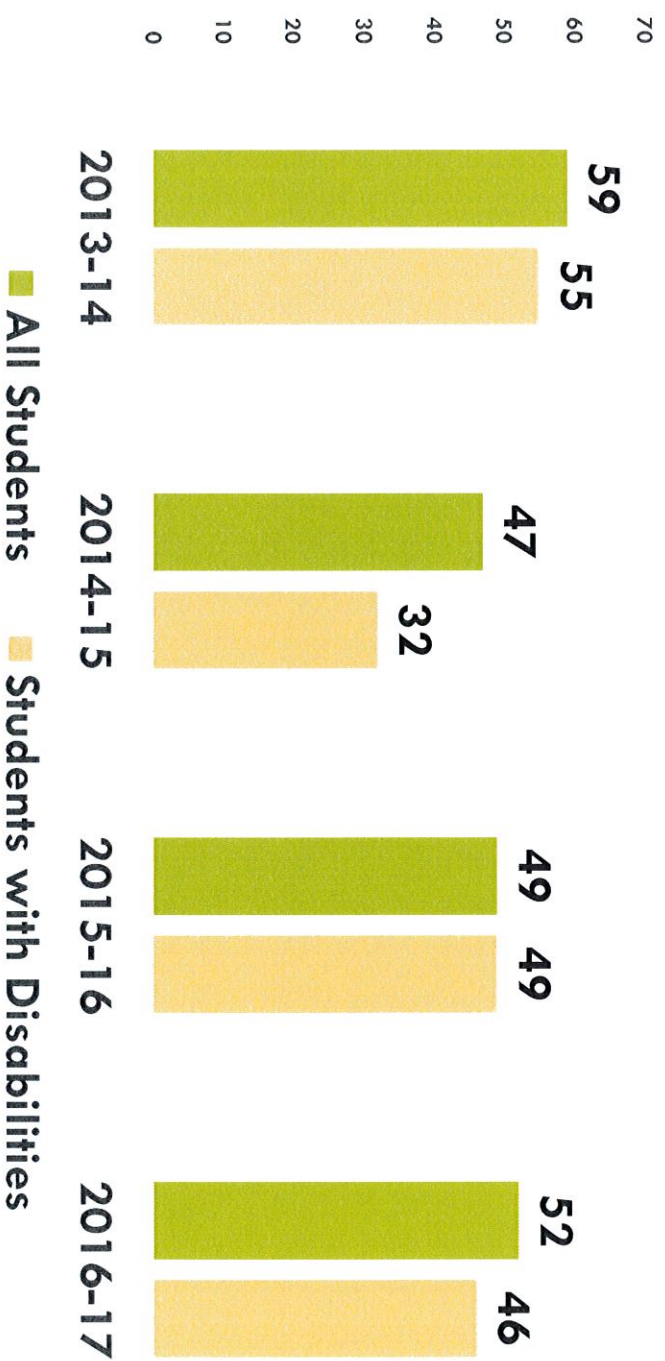
Writing Proficiency Score Gains (BOY - EOY Results)
Average Level Increase
Wood School
Grades 4-6



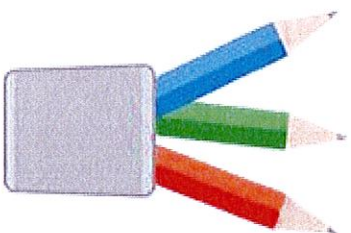
STAR Math Median SGP

All Students and Students with Disabilities
Grades 3-6 (2013-14, 2014-15 & 2015-16)

All Students and Students with Disabilities Grades 2-6
(2016-17)



STUDENT LEARNING GOALS



*helping
children
to succeed*

READING - KINDERGARTEN

- ❑ 90% of all students will improve their score by 3 or more levels on the Fountas & Pinnell Benchmark Assessment when comparing their beginning of year scores to end of year scores
- ❑ 90% of students with disabilities who score at levels A-K on the Fountas and Pinnell Beginning of Year Benchmark Assessment will improve their score by 2 or more levels by the end of the 2017-18 school year
- ❑ 85% of students with disabilities who score at levels L-Z on the Fountas & Pinnell Beginning of Year Benchmark Assessment will improve their score by 1 or more levels by the end of the 2017-18 school year

READING — GRADE 1

- ❑ 98% of all students will score on-level or higher on the Fountas & Pinnell Benchmark Assessment by the end of the 2017-18 school year
- ❑ 90% of students with disabilities who score at levels A-K on the Fountas and Pinnell Beginning of Year Benchmark Assessment will improve their score by 2 or more levels by the end of the 2017-18 school year
- ❑ 85% of students with disabilities who score at levels L-Z on the Fountas & Pinnell Beginning of Year Benchmark Assessment will improve their score by 1 or more levels by the end of the 2017-18 school year

READING — GRADE 2

- ❑ 98% of all students reading at levels A-K on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 3 or more levels by the end of the 2017-18 school year
- ❑ 90% of all students reading at levels L-Z on the beginning of year Fountas and Pinnell Benchmark Assessment will improve their score by 2 or more levels by the end of the 2017-18 school year
- ❑ 90% of students with disabilities reading at levels A-K on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 4 or more levels by the end of the 2017-18 school year
- ❑ 85% of all students with disabilities reading at levels L-Z on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 3 or more levels by the end of the 2017-18 school year

READING — GRADE 3

- ❑ 95% of all students and 90% of all student with disabilities reading at levels A-K on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 4 or more levels by the end of the 2017-18 school year
- ❑ 90% of all students and 85% of all students with disabilities reading at levels L-Z on the beginning of year Fountas and Pinnell Benchmark Assessment will improve their score by 3 or more levels by the end of the 2017-18 school year

READING — GRADE 4 AND 5

- ❑ 98% of all students who score at levels A-K on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 3 or more levels by the end of the 2017-18 school year
- ❑ 90% of all students who score at levels L-Z on the beginning of year Fountas & Pinnell Benchmark Assessment will improve their score by 2 or more levels by the end of the 2017-18 school year

WRITING – KINDERGARTEN

- ❑ 90% of all students will improve their writing performance by 2 or more levels by the end of the 2017-18 school year

WRITING — GRADE 1

- ❑ 65% of all students will demonstrate proficiency by the end of the 2017-18 school year
- ❑ 75% of students with disabilities will improve their writing score by 7 or more points on a 28-point rubric and in two or more areas identified by grade 1 teachers by the end of the 2017-18 school year

WRITING — GRADE 2

□ 70% of all students will improve their writing score by 5 or more points on the 28-point rubric by the end of the 2017-18 school year and also improve in one focus area as identified by the grade 2 teachers in the fall of 2017

□ 75% of students with disabilities will improve their writing score by 7 or more points on a 28-point rubric and in two or more areas identified by grade 2 teachers by the end of the 2017-18 school year

WRITING — GRADE 3

- 75% of all students and 75% of all students with disabilities will improve their writing score by 7 or more points on the 28-point rubric by the end of the 2017-18 school year and also improve in two or more focus areas as identified by the grade 3 teachers in the fall of 2017

WRITING — GRADE 4

- ☐ 75% of all students will improve their writing score by 5 or more points on the 28-point rubric by the end of the 2017-18 school
- ☐ 75% of all students will also demonstrate improvement in the area of Main Event by the end of the 2017-18 school year

WRITING — GRADE 5

- ❑ 75% of all students will improve their writing score by 5 or more points on the 28-point rubric by the end of the 2017-18 school
- ❑ 75% of all students will demonstrate improvement in one or more focus areas as identified by the grade 5 teachers in the fall of 2017

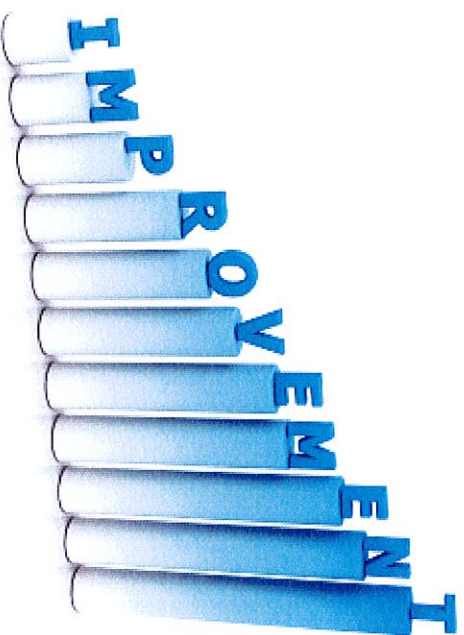
MATHEMATICS – GRADES 1 TO 5

- 75% of grade 1-5 students will score 3 or higher in the area of JUSTIFICATION on the 16-point Problem Solving and Perseverance Math Rubric by the end of the school year

MATHEMATICS — GRADE 6

- 75% of grade 6 students will score 3 or higher in the area of EXPLANATION or JUSTIFICATION or ARGUMENT in the 16-point Problem Solving and Perseverance Math Rubric by the end of the school year

DISTRICT IMPROVEMENT PLAN/GOALS



DISTRICT IMPROVEMENT GOALS IN 2017-2018

- ☐ Align the district's ELA, math and science curricula to the state curriculum frameworks
- ☐ Ensure the use of highly effective instructional and assessment practices
- ☐ Maintain high learning expectations for All students
- ☐ Effectively communicate the district's goals, objectives and progress to students, parents and the community
- ☐ Create and implement a plan which will establish and sustain community-wide support for the district's educational program
- ☐ Provide and maintain a safe, inviting and adaptable teaching and learning environment that supports the social/emotional well-being of students and staff

THEORY OF ACTION – PART I

If we align the district's ELA, math and science curricula to the state curricula frameworks AND if we insure the use of highly effective instructional and assessment practices, AND if we maintain high learning expectations for ALL students by:

- ❑ *Offering high-quality professional development opportunities*
- ❑ *Effectively utilizing small group instruction*
- ❑ *Providing opportunities for staff to share and learn best practices*
- ❑ *Effectively responding to the academic and social/emotional needs of ALL students using a comprehensive, coordinated, cohesive response to intervention (RTI) approach*

THEORY OF ACTION — PART I (CONTINUED)

- ❑ *Effectively utilizing formative and summative assessment data to identify areas of growth and need*
- ❑ *Seamlessly embedding technology which enhances teaching and learning*
- ❑ *Remaining committed to the tenets of a professional learning community*
- ❑ *Refining our data analysis and goal setting processes*

Then we will increase student performance and growth in reading/writing, math, science and digital literacy.

THEORY OF ACTION – PART II

If we effectively communicate the district's goals, objectives and progress to students, parents and the community AND if we create and implement a plan which establishes and sustains community-wide support for the district's educational program by:

- ☐ ***Continuing to maintain our existing partnerships***
- ☐ ***Creating new partnerships***
- ☐ ***Continuing to provide meaningful parent workshops***
- ☐ ***Continuing to build understanding of our standards-referenced student progress reporting system***

Then we will

THEORY OF ACTION — PART III

If we provide and maintain an inviting and adaptable teaching and learning environment that supports the social/emotional well-being of ALL students and staff by:

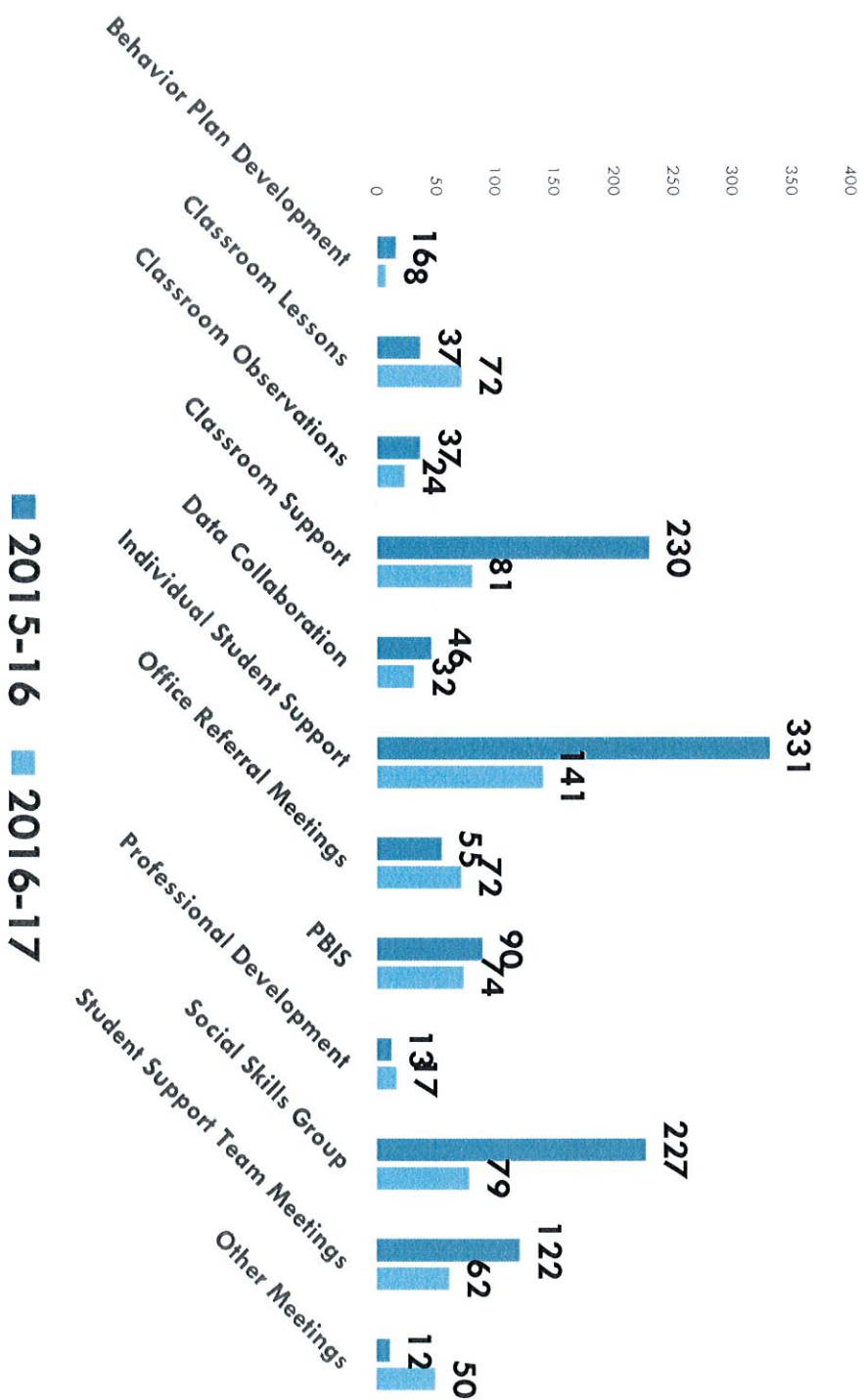
- ☐ ***Establishing a culture of clear, consistent expectations and consequences***
- ☐ ***Incorporating positive behavior and intervention support (PBIS) within classroom settings***
- ☐ ***Implementing the Mind-Up curriculum PK-6***
- ☐ ***Celebrating our efforts and growth***

Then we will

CREATION OF POSITIONS & UTILIZATION OF STAFF



Student Support Specialist Interactions with Students and/or Staff



NEW AND COMING ATTRACTIONS AKA “NEXT GROUP OF TASKS THAT NEED TO BE ADDRESSED”:



NEW

- ☐ **Teacher (PEA) Agreement**
- ☐ **Education Support Professionals Agreement**
- ☐ **Food Service Workers Agreement**

COMING ATTRACTIONS

❑ **Teacher Evaluation Committee**

- Final review and ratification of teacher rubrics
- Presentation of new teacher rubrics
- Process and timetable for reviewing ISP rubrics
- Determination of focus elements (all rubric sets)
- Student feedback – moving past the pilot stage
- Develop a shared understanding of recent changes made to the evaluation process by DESE (District Determined Measures, New STUDENT LEARNING INDICATOR: Expected impact & student learning gains)

COMING ATTRACTIONS (CONTINUED):

☐ **ESP Evaluation Committee**

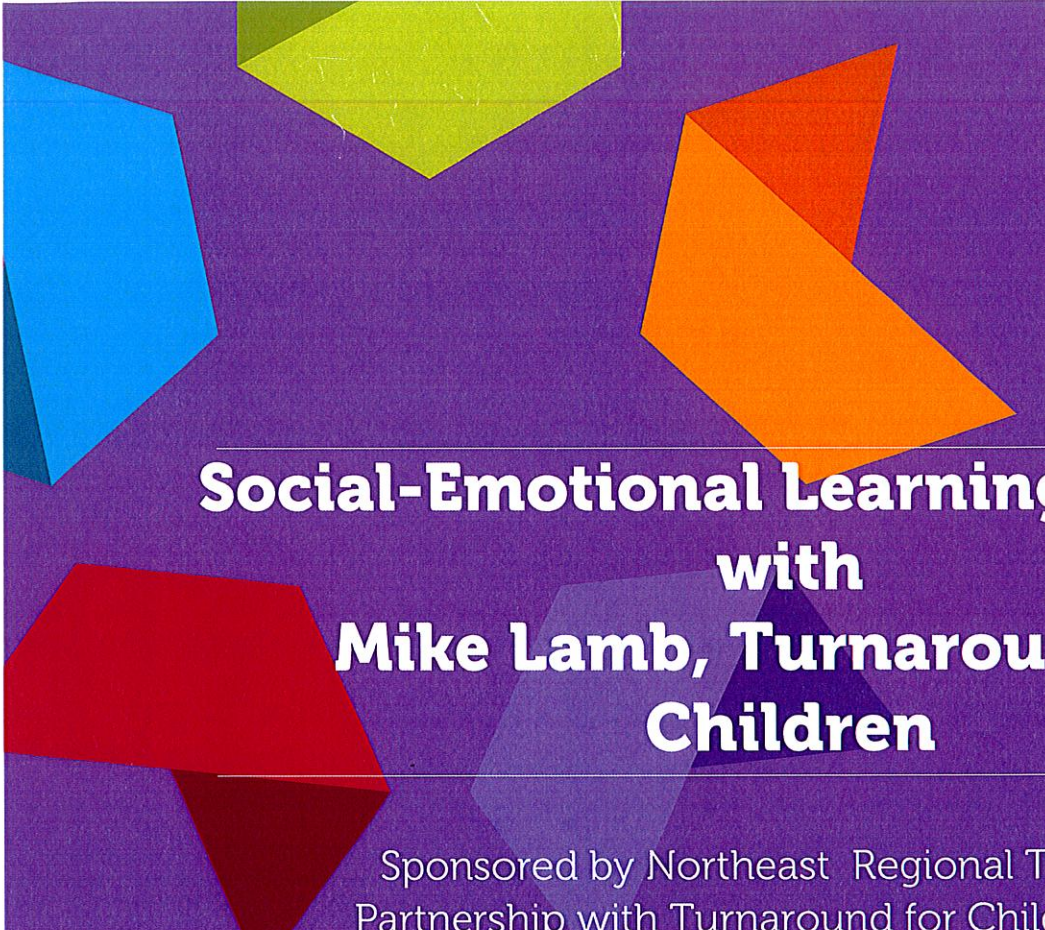
- Explanation of changes to the ESP evaluation process
- Introduction of a new system (new for ESPs – old for teachers) to collect and share performance information)

☐ **Review and, if necessary, revise job descriptions for:**

- Curriculum Committee Team Member
- Grade/Teacher Liaisons

☐ **Create Job Descriptions for:**

- Data Team Members



Social-Emotional Learning Training with Mike Lamb, Turnaround for Children

Sponsored by Northeast Regional TURN in
Partnership with Turnaround for Children and
Consortium for Educational Change

August 29, 2017

8:30-3:30

**Beatrice H Wood Elementary School
72 Messenger Street, Plainville, MA 02762**

Register online for the SEL Training by clicking on the link
below.

<https://goo.gl/forms/kKiXHR1UbJQf9ua33>

Deadline to register is August 18, 2017



turn

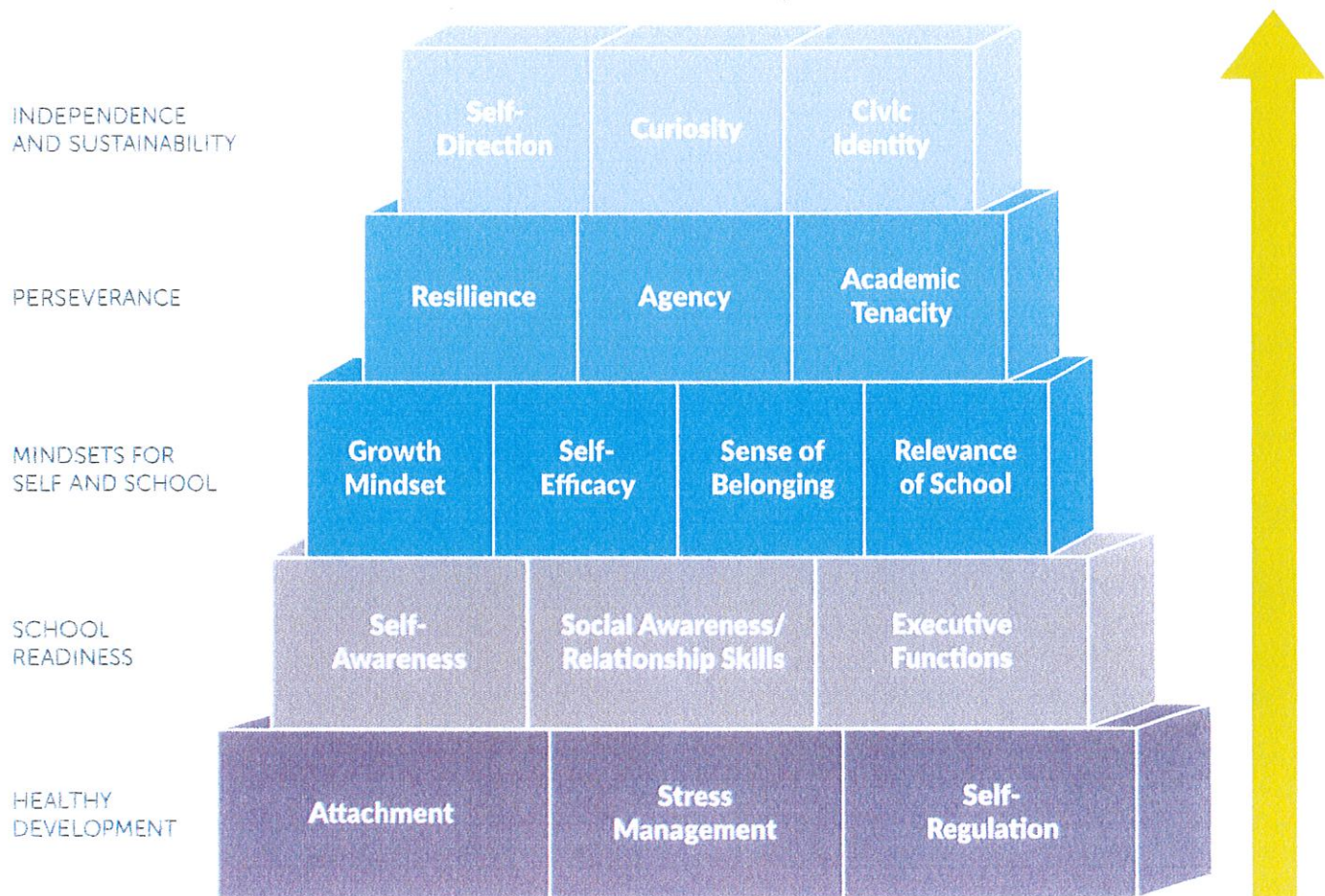
TEACHER UNION REFORM NETWORK
OF AFT & NEA LOCALS & PARTNERS

BUILDING BLOCKS FOR LEARNING

A Framework for Comprehensive Student Development



Turnaround for Children's **Building Blocks for Learning** is a framework for the development of skills children need for success in school and beyond. Each element represents a set of evidence-based skills and mindsets that have been proven by research to strongly correlate to, and even predict, academic achievement. The framework draws from research in multiple fields to suggest movement from lower-order to higher-order skills. Overall, it provides a rigorous perspective on what it means to intentionally teach the whole child – to develop the social, emotional, motivational and cognitive skills in every learner. Turnaround offers this framework as a contribution to a vital collaborative endeavor to deepen and transform K-12 education.



Guiding Principles for Selection of Building Blocks for Learning:

Alignment to the development of the **child as a "learner"** in an educational setting

A research base demonstrating impact of skill, behavior or mindset on **academic achievement**

A **measurable** and **malleable** skill, behavior or mindset – differentiating between personality/character traits and learner attributes

TAKE ACTION



DOWNLOAD THE WHITE PAPER
turnaroundusa.org/buildingblocks



WATCH THE VIDEO
turnaroundusa.org/bbflvideo



JOIN THE CONVERSATION
[#BuildingBlocks](https://twitter.com/BuildingBlocks)

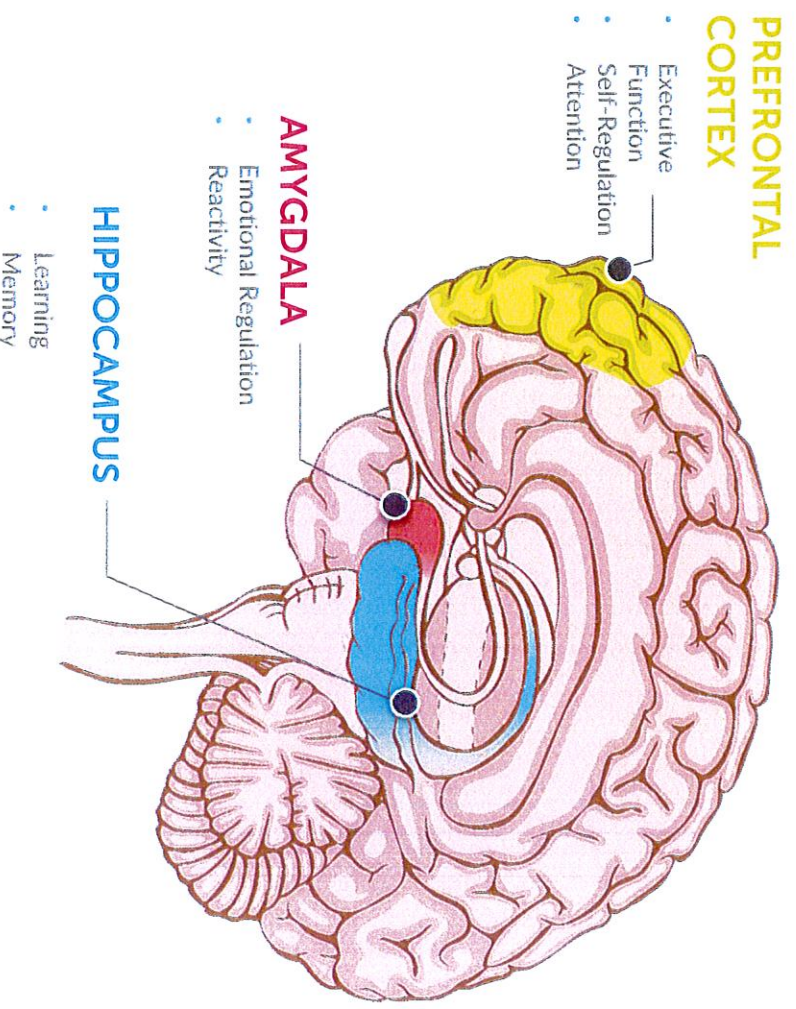
Science explains the impact of adversity on the developing brain.

Adversity doesn't just happen to children, it happens *inside them*.

-Pamela Cantor, M.D., President and CEO

- The primary brain structures for learning - the **prefrontal cortex, hippocampus** and **amygdala** - are highly sensitive to the chemical cortisol
- The experience of growing up in poverty can produce a stress response that releases two key biochemicals in the brain: cytokines and cortisol
- The effect of these biochemicals on the brain can make it difficult for a child to pay attention, remember details or organize thoughts
- Over time, the buildup of these biochemicals can affect the physical structure and function of brain centers that are important for performance in school

LEARNING CENTERS OF THE BRAIN



LEARN MORE

turnaroundusa.org/science

FY 17/18 Grant Comparison

Code	Grant Name	FY 17 amount	FY 18 amount	Difference
240	IDEA Entitlement	\$183,787	\$176,843.00	-\$6,944.00
262	Early Childhood	\$8,587	\$8,254.00	-\$333.00
701	Quality FDK			
298	Early Ch. Prog. Improvement	\$1,400		
305	Title 1	\$61,903	* \$53,693.00	-\$8,210.00
140	Title 2a: Teacher Quality	\$10,177	* \$13,530.00	\$3,353
274	Special Ed Prog. Improvement	\$5,779		
Total Funds		\$271,633.00		

298 Early Childhood Program Improvement

240 Para salaries

262 Para salaries

701 Para salaries

305 Tutor salaries *amended decrease of \$21 on 3/13/17

140 Mentor and coordinator stipends (mtrs) *amended increase of \$65 on 3/7/17

274 consult with ESPs on behavioral issues
& eligibility trainings



PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

David P. Raiche
Superintendent of Schools

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

Date: September 6, 2017

To: School Committee

From: David P. Raiche
Superintendent of Schools

Re: Summary of Staff Evaluation Program for the 2016/2017 school year

One hundred twenty-one (121) performance evaluations were completed during the 2016/2017 school year. The breakdown is as follows:

Administrators: 6

Administrative Support/Secretaries: 8

Teachers: 62

Education Support Professionals: 32

Custodial/Maintenance: 5

Food Service: 8

New tools for Custodians, the Data Specialist, the Computer Technician, and the Technology Administrator were introduced in 2016/2017.