School Wellness

Advisory Committee Report
April 7, 2016

Agenda

- Survey Results (key findings)
  - Drugs
    - Alcohol
    - Prescription drugs
    - Marijuana
  - Sexual Behavior
    - Best Practice
  - Mental Health
    - Protective Factors
    - Suicide
    - Depression
    - Anxiety
    - School Avoidance
Alcohol and Other Drug Use

- Notice spike in behavior change: 8th and 10th grade.
- Misuse of drugs.

Substance Use
Changes in Behavior
7th - 8th grade

Alcohol, lifetime use:
- Grade 7 12.3%
- Grade 8 20.1%  ➔
- GMS 16%
- MA 18%
  - GMS females 7.2%
  - GMS males 9.9%

Marijuana, lifetime use:
- Grade 7 4.4%
- Grade 8 11.2%  ➔
- GMS 8%
- MA 8%
### Substance Use
#### Changes in Behavior
##### Grades 9-12

<table>
<thead>
<tr>
<th>High risk alcohol use:</th>
<th>Used marijuana in the past 30 days:</th>
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<tbody>
<tr>
<td>• grade 9  11%</td>
<td>• grade 9  15.3%</td>
</tr>
<tr>
<td>• grade 10  17.7%</td>
<td>• grade 10  20%</td>
</tr>
<tr>
<td>• grade 11  26.8%</td>
<td>• grade 11  21.5%</td>
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<tr>
<td>• grade 12  37.3%</td>
<td>• grade 12  45%</td>
</tr>
<tr>
<td>• CHS      21%</td>
<td>• CHS      23%</td>
</tr>
<tr>
<td>• MA average 19%</td>
<td>• MA       25%</td>
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### Substance Use
#### Changes in Behavior
##### Grades 9-12

**Used a prescription drug with or without a doctor’s prescription:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>MA Average</th>
<th>US Average</th>
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<tr>
<td>grade 9</td>
<td>7.7%</td>
<td>13%</td>
<td>18%</td>
</tr>
<tr>
<td>grade 10</td>
<td>13.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grade 11</td>
<td>15.2%</td>
<td></td>
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</tr>
<tr>
<td>grade 12</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHS</td>
<td>14%</td>
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</table>
Sexual Behavior

• 64% of CHS students who were sexually active in past 30 days used a condom. 58% MA

• Social Trends

• Parents

• Education

Mental Health

1. Social Emotional Learning
2. Suicide
3. Stress
4. Anxiety
### Protective Factors

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<tr>
<th>Topic</th>
<th>GMS</th>
<th>CMS</th>
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<tr>
<td>There is at least one teacher or other adult in the school that they can talk to if they have a problem</td>
<td>75%</td>
<td>74%</td>
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<tr>
<td>They can talk with at least one of their parents or other adult family member about things that are important to them</td>
<td>87%</td>
<td>85%</td>
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<tr>
<td>Family has clear rules about alcohol and drug use</td>
<td>85%</td>
<td>84%</td>
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<tr>
<td>Their parent/guardian talks to them about the dangers of alcohol and drugs</td>
<td>77.5%</td>
<td>79%</td>
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### Suicide Behaviors and Stress

#### Galvin Middle School

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<th>Canton</th>
<th>MA</th>
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<tr>
<td>Seriously thought about killing yourself</td>
<td>15%</td>
<td>8%</td>
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<tr>
<td>Made a plan about how you would kill yourself</td>
<td>9.5%</td>
<td>NA</td>
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<tr>
<td>Actually tried to kill yourself</td>
<td>7%</td>
<td>4%</td>
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</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
<tr>
<td>Have you ever seriously thought about killing yourself?</td>
<td>12.8%</td>
<td>18.1%</td>
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<tr>
<td>Have you ever made a plan about how you would kill yourself?</td>
<td>5.3%</td>
<td>14.1%</td>
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<tr>
<td>Have you ever tried to kill yourself?</td>
<td>3.5%</td>
<td>10.2%</td>
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</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>Boys</th>
<th>Girls</th>
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<tr>
<td>Have you ever seriously thought about killing yourself?</td>
<td>12.6%</td>
<td>17.8%</td>
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<td>Have you ever made a plan about how you would kill yourself?</td>
<td>6.3%</td>
<td>12.4%</td>
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<td>Have you ever tried to kill yourself?</td>
<td>3.4%</td>
<td>9.7%</td>
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</table>
Already in place:

- Collaborative Problem Solving (Staff only)
- Health Course Offerings, National Health Standards
  - Grades K-5 weekly
    - K-2: Skills and small substance, learning skills, healthy ways to express feelings, identifying trusted skills
    - 3-5: developing positive relationships, resolving conflicts, peer influences, decision making, refusal skills, health effects of AOD, grade 6 & 7
  - Half-day, K, no health
  - Grades 6-8 twice weekly for one semester
    - Interpersonal communication, conflict management and resolving violence, decision making, refusal skills, stress management, developing positive relationships, advancing healthy behaviors and STDs/STIs, improvement of mental, emotional, physical health, developing sound character, healthy living relationships, developing a network of support, social, emotional changes related to the teen years, resources for help
  - Grade 9 one semester course
    - Whole person wellness, decision making, refusal skills, advancing healthy choices among peers, interpersonal communication, health effects of AOD, self-image, stress management, suicide, depression, and suicide prevention, reducing the risk for unwanted pregnancies and STDs/STIs, resources for help

- Grade 10/11/12 health classes
  - Grades 11 & 12, may have health topics, depending on selected Wellness classes
  - Family and Child Studies: developing healthy relationships and families, family planning, resources for families in crisis, health effects of AOD and other drugs
  - Safety and Self Defense: decision making, promoting healthy choices and STDs

- Unforeseen brand curriculum
  - K-4 Grade level: Common Core Step
    - Grade 5-8: Days to Respect, part of Health curriculum, level above, Wellness staff currently working towards building common assessments, collection of data
  - Social Thinking Curriculum (Pre-K)
  - Guidance Survey 9-12
  - Guidance Curriculum, grade 6-12, vertically aligned, following ACA standards
  - Elementary recess, 2 sessions, daily, after lunch
  - School Presentations: IDEAL, Healthy Living, Yellow Dress, Guest Authors, Guest Speakers on substance abuse, National Advocates for Youth, Roches Challenge
  - Staff training on Opiate Addiction through the Norfolk County PA's office: health curriculum and SBIRT (Screening, Brief Intervention and Referral to Treatment) scheduled for May 2016

Recommendations

Where we are headed in the year to come and three years out:

- Create a Committee Pre-K-12 to collect and analyze data regarding social emotional learning needs district-wide such as:
  - No homework over Winter vacation 2014-16: need to collect data from students, parents, teachers
  - Expand to all school vacation weeks
  - Effectiveness of programs already in place (e.g. Second Step, Steps to Respect, etc.)
  - Needs assessment for additional programming
  - Recommendations for future directions based on data
  - Recommendations for professional development (e.g. Training for Pre-K-12 Staff on social/emotional learning and best teaching practices using research-based strategies)
  - Presentations continue, but understand the temporary impact (e.g. Yellow Dress)
  - If supported by data, include SEL curriculum for all grade levels
  - Develop a plan so that every PreK-12 student identifies one staff member they could go to with problems/concerns
  - Additional health skills curriculum for half-day Kindergarten, GMS, 10-12 CHS: decision making, advocacy, interpersonal communication, health-enhancing behaviors, analyzing influences
  - Through Wellness and Guidance programming
  - Additional Pre-K-12 Counseling staff (e.g. growing referrals for services)
  - Expand Tech/Interventionist Pre-K-12 (e.g. growing caseloads)
  - Increase recess or daily opportunities for beneficial physical movement PreK-8
  - Screenings for anxiety/depression/risk of suicide
  - Learn from SBIRT training and follow law for future survey implementation
Future:

June 13, 2016
Suicide Prevention and Depression Awareness for seventh graders (in planning)

May 4, 2016
Parent Coffee with Counselors (depression, anxiety, and stress reduction) CHS

October 19, 2016
Kelly Kitley presentation (alcoholism and mental health) for seniors
Break Free From Depression w/Children’s Hospital for freshmen

2016-2017 Academic Year
Completion and Implementation of 6-12 Guidance Curriculum
SOS for Eighth Graders

PD Counselors are Attending
SBIRT, Transgender Awareness, Mental Health and Nutrition and Meditation
Solutions, Suicide Prevention, Anxiety Trainings, Use of Data in Counseling
Trainings, Break Free from Depression, College Workshops
Canton Public Schools
April 7, 2016

FY17 Operating Budget
& Capital Budget Public Hearing

The Budget

Per SC Policy:

“The annual budget is the financial expression of the educational goals and programs of the school department.”
Superintendent’s Role

"Develop an ‘educationally sound budget’ for the Canton Public Schools. Our budget would be based on our perceived needs consistent with the District’s strategic objectives."

School Committee Fulfillment of Responsibilities

"As trustees of local, state, and federal funds allocated for use in public education, the Committee will fulfill its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated."

Vision/Core Values

**Vision:**
To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

**Core Values:**
- Academic Excellence and Rigor
- Inclusive and Engaged Community
- Respectful and Responsible Relationships
- Continuous Reflection and Improvement

Strategic Goals

1. By June 2016, all faculty will participate in professional learning communities which investigate the collection and use of multiple data sources so that every educator can cite examples of data analysis impact and subsequent modification of instruction/guidance on 100% of their students every quarter or trimester.

2. Throughout the 2015-16 school year ongoing feedback about performance will be provided to students and adults in order to support improvement and create accountability for results.
Strategic Goals – cont.

3. Throughout the 2015-16 school year, as the first of a multi-year initiative, professional development will occur to determine the cultural proficiency of all CPS employees as a foundation for creating a more inclusive culture for staff, students and families.

4. Throughout the 2015-16 school year, we will provide social and emotional supports to ensure all students can fully engage in their learning.

5. During the 2015-16 school year, the district will support the investigation and financial funding for moving to a free Full Day Kindergarten effective September 2016.

What does that mean for the budget?

Provide **social and emotional supports** to ensure all students can fully engage in their learning.

- Specific positions which we must add to the budget:
  - Counselor for GMS
  - Home School Interventionist for CHS
  - District Nurse
What does that mean for the budget?

Emphasis on:
- continued STEAM expertise particularly setting high expectations for math at the secondary level.
- instructional expertise through coaching data analysis and appropriate feedback.
- increasing twenty first century skills through the addition of technology teachers at the elementary level.

CPS FY17 School Committee Budget Request

- FY16 Budget $36,259,995
- Contract Obligations $ 1,146,794 (3.16%)
- Priority I Budget Requests $ 523,422 (1.44%)
- Priority II Budget Requests $ 147,500 (0.41%)
- Sub-Total – Budget Increase $ 1,817,716 (5.01%)
- FY17 Budget Request $38,077,710 (5.01%)
- FinCom Target – (Voted 03-23-2016) $38,077,710
CPS FY17 School Committee
Budget Request

$38,077,710
(5.01%)

- School Committee budget request has support of Finance Committee

Recent School Budgets

- FY17 $38,077,710 (+5.01%)
- FY16 $36,259,995 (+5.5%)
- FY15 $34,559,255 (+4.92%)*
- FY14 $33,610,649 (+2.82%)*
- FY13 $32,011,496 (+4.99%)*

*Actual Expenditures
Staff Enhancements Within FY17 Budget Request

- 1.8 FTE CHS Classroom Teachers
- 1.0 FTE CHS Home School Interventionist
- 0.6 FTE GMS Classroom Teachers
- 1.0 FTE GMS Guidance Counselor
- 1.4 FTE Elementary Technology Teachers
- 1.0 District-Wide Nurse
- 1.4 FTE Instructional Curriculum Coaches
- 1.0 FTE Elementary Educational Assistant
- 1.0 Rodman Building Administrative Assistant
- 0.5 CHS Athletic Trainer
- 10.7 FTE Total

FY17 Budget Request Areas Addressed

- Expansion of CHS courses STEAM and World Language
- Addressing class size issues at CHS and providing program alternatives to "studies" at GMS
- Addressing support for social and emotional learning needs
- Curriculum and instructional coaches
- Addressing materials, equipment and professional development needs
- Adding administrative support for the state mandated legal and human resource requirements
FY17 Free Full Day Kindergarten Funds

- School Committee requested $495,000 to convert kindergarten to tuition free full day program
- FinCom supported request with a vote on Monday, March 21, 2016
- Final vote will be made during town meeting in May 2016
- If town meeting supports request, kindergarten will be free for Canton families beginning in September 2016

Comprehensive Facilities Assessment and Master Plan

- School Committee requested $250,000 for a Comprehensive Facilities Assessment and Master Plan.
- The plan will have a professional firm:
  - Review all past studies and undertakings;
  - Evaluate the condition of current buildings;
  - Come up with multiple options for moving district forward in near and long term.
- The request was presented to FinCom twice and the amount approved was $155,000.
- Final vote will be made during town meeting in May 2016. If town meeting supports request, bid process will begin in summer 2016.
FY17 Capital Budget Requests

- School Committee requests capital from town meeting for larger purchases and building projects

- Two types of capital:
  - Cash Capital
  - Long Term Debt Capital ("LTD")

FY17 Cash Capital Request Highlights

- Building Repairs & Improvement- $220,511
- Technology- $131,209
- Program Improvement- $116,867
- Furniture & Fixtures- $71,693
- Vehicle Replacement- $69,770
- Extraordinary Maintenance- $19,950

Total Cash Capital Request - $600,000

- Cash Capital requests have been reviewed and supported by the Capital Planning Committee and the Finance Committee.
FY17 Long Term Debt Capital Request Highlights

- Memorial Field Turf and Track Replacement - $610,000
- District-Wide Telephone and Voicemail System Upgrade/Replacement - $258,000

Total Long Term Debt Capital Request - $868,000

- LTD Capital requests have been reviewed and supported by the Capital Planning Committee and the Finance Committee.

Next Step

- Annual Town Meeting - Monday, May 9th
## DR. ARTHUR TRACEY CABOT TRUST FUND

<table>
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<tr>
<th>Program / Organization</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
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**TOTALS**  $7,400  $9,000  $10,150  $12,370  $10,750  $9,535  $13,545  $15,045  $14,149  $11,040  $11,158  $11,158

*will be a reimbursement grant based on confirmed enrollment

**FY 2016 TOTAL AVAILABLE: $11,158.00**

according to YTD Budget report generated 2/28/16

3/29/2016
February 11, 2016

To Whom It May Concern:

Enclosed you will find a copy of an excerpt from the will of Dr. Arthur Tracy Cabot and an application form with a deadline of March 14, 2016 for your organization to apply for the Cabot Fund.

Please complete and return the form to my office on or before the deadline. Unfortunately, we cannot accept late applications.

The School Committee will vote on the Cabot Fund awards at their meeting of April 7, 2016.

Sincerely,

Barry S. Nectow
Business Administrator
EXcerpts from the will of

Dr. Arthur Tracy Cabot

Pertinent parts of which read as follows:

"After the death of my wife, I direct my trustees to distribute the principal of said trust as follows:

Paragraph 25 to pay to the Old Colony Trust Company of Boston the sum of Thirty Thousand ($30,000) dollars to be held by said Trust Company in the following trust, namely, to pay the income thereof annually to the Treasurer of the Town of Canton, in the County of Norfolk and Commonwealth of Massachusetts, to be expended by said Treasurer under the direction of the School Committee of said Town of Canton to promote healthy out-of-door life among the children of said Town."

The widow of Dr. Arthur Tracy Cabot died 06 November 1944.