

CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller
Superintendent of Schools



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School Business Administrator

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

Interim Superintendent's Report School Committee Meeting of Thursday, January 7, 2021

**Derek F. Folan, M.Ed
Interim Superintendent of Schools**

Superintendent Highlights

CPS Visual Arts: The work included here shows the variety of work being produced both in school and remotely. The images below are representative of all of our schools. My compliments to these talented students and teachers on their fantastic work.



Sarai Faulk - Gr. 1



Ben Harding - Gr. 4



Natalie Nguyen - Gr. 12



Alexander Darr - Gr. 2



Benjamin Burke - Gr. 7



Antonio Kaplanes- Gr. 5



Kiarra Cerruti - Gr. 11



Mike Gunning - Gr.12



Skyler - Gr. 12



Isabella Siu - Gr. 8

Administrative Assistants: A big thank you to the administrative assistants and office staff who often are on the frontlines of communication with our families and staff. Their dedication, warmth and professionalism set a welcoming culture and environment for our schools. We are eternally grateful for their ability to address questions that require nuanced and adaptive answers. Their calming presence on the phone is often so reassuring to families.



Updates

Presented by RLP Administrator Kelly Cavanaugh

Remote Learning Pathway (RLP) Update: It goes without saying that teaching elementary students remotely is quite a journey, and the CPS K-5 remote learning community has embraced this journey with compassion and innovative teaching and learning. There are currently about 270 students in the RLP. The K-5 RLP has 2 classes in each grade level for a total of 12 classrooms. Each grade level has an EA shared between the two classrooms, and one Special Educator serves as the liaison for the program. Art, Music and Wellness are also taught by remote teachers along with two ELL educators. Kelly Cavanaugh serves as the Administrator of the program and Courtney Song serves as the Communications Liaison.

The RLP is focused on supporting students in their academic and social development. We have regular materials distribution to ensure that students have the hands-on learning experiences appropriate to their grade level. We hold virtual assemblies and monthly spirit weeks to continue to support a sense of community. The RLP is collaborating with Mass Audubon and other community resources to plan virtual field trips. A weekly [Smore](#) updates families on events and activities in the K-5 RLP.

We continue to work through the challenges of navigating the appropriate amount of screen time for students and finding ways to help them feel connected socially. Recent parent survey data

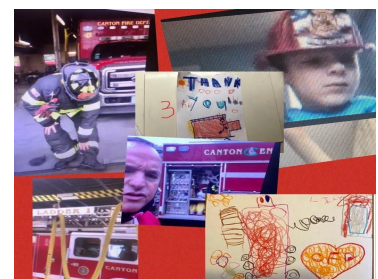
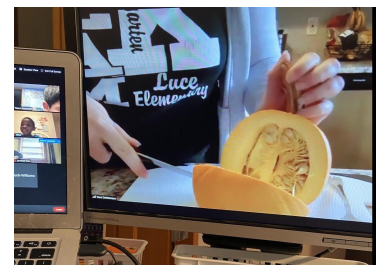
revealed that at the forefront of concerns is the social emotional growth of children, the amount of screen time, and class sizes. It also revealed that the majority of families agree that the teaching and learning and technology in the RLP are a success and many parents stressed that they are having an outstanding experience and are very impressed by the teacher's planning and communication.

Quotes from Parent/Guardian Survey:

- “The remote learning path has been fantastic, structured well and delivered great”
- “We are so impressed with our daughter’s teacher! She is doing a wonderful job! Our daughter is learning, very engaged, enjoys class, and really likes the breakout sessions to be with her classmates.”
- “Our teacher has done a TREMENDOUS job responding to comments around workload and timing and adapting to the needs of the class. I have been consistently impressed by how she's been reaching out to us about volume and difficulty of work, which activities worked and which didn't, and modifying classes appropriately. Top marks.”
- “With all the screen time and little movement, my child is struggling to stay focused at the end of the day”
- “I am concerned about the amount of screen time but I don't think there is a great alternative and the amount of live instruction helps a lot because it feels less like screen time.”
- “At the beginning of the year, I might have put "disagree" for some of these, but as in a regular classroom he's gotten a lot more comfortable with his classmates, and seems to be connecting well with them at this point. I'm not sure what happened, whether it was just time, but I feel like there was a significant change on this front over November.”
- “It's a somewhat unavoidable issue, but my student isn't really making friends, because the social times allowed involved the entire class talking over each other and they don't really have the opportunity to form individual relationships.”

Here are some photos of our teaching and learning experiences:

Monday January 4th		
8:40	zoom Morning Meeting	20 minutes
9:00	zoom Math Instruction	20 minutes
9:20	Seesaw Math Centers	20 minutes
9:40	Seesaw BRAIN BREAK / SNACK	20 minutes
10:00	zoom ELA/Writing Instruction ABC	25 minutes
10:25	zoom Music with Miss Jonas	45 minutes
11:15	LUNCH / RECESS	40 minutes
12:15	Independent Reading	15 minutes
12:30	zoom Science/SS	30 minutes
1:00	zoom Handwriting	30 minutes
1:30	Seesaw Independent Learning	30 minutes
2:00	zoom Cooperative Play	35 minutes
2:35	zoom Closing Circle & Dismissal	15 minutes



Presented by GMS Principal Sarah Shannon

At the Galvin, our RLP is doing well. Since we are teamed at GMS and each team has a name, our remote team underwent a naming process at the start of the school year. Students were able to submit ideas for a name and in the end, it was decided that the Galvin remote students would be the Remote Ravens!

In addition, we created a role for a team leader for the Remote Ravens team and are grateful for the great work that Ms. Carolyn Owens has been doing in this role.

For us, it's a priority for the students' experience on the Ravens team to be aligned to that of our students on the hybrid continuum. To facilitate this, teachers on the RLP attend grade-level PLC meetings with their content area colleagues. They coordinate curriculum and plans so that at the conclusion of the school year all students have had a similar experience no matter what team or pathway they were on. This also allows for seamless transitions between pathways if that has to happen.

Some of the strengths of the remote pathway experience are:

- A consistent experience with that of students on the learning continuum
- A consistent daily experience overall
- Strong classroom community
- Similar opportunities: Bake for Good, Spirit Week/Days, GMS Clubs, GMS PAWS Awards
- [Team website](#)

Areas of Growth:

- Communication with families needs to be more consistent and to limit issues of miscommunication
- Continue to find new ways to engage and connect with students virtually
- Find ways we can help students on the Remote Ravens team connect with one another as well as students in school.

As we continue to provide opportunities for all students, we are keeping our Remote Ravens in mind and finding creative ways to keep them connected and involved.

Student Services Update:

Presented by Director of Student Services Dianna Mullen

Since entering the position of Director of Students Services for the Canton Public Schools, it has been a great experience getting to know all of the educators and the student support we provide. While there is still more to learn, I am able to provide this brief overview as it relates to how we have adapted to the Hybrid and Remote Learning Pathway instructional models.

What I know is that our educators, our families and our students are most resilient. Our educators and specialists have been providing rigorous instruction and supports for all students. Everyone has adjusted to the virtual learning platforms such as Google, Zoom and Seesaw. Whether virtual or in-person, our students with 504 or IEP plans have been receiving their services outlined in their plans. DESE, Department of Elementary and Secondary Education, provided us with avenues to implement services differently in this COVID-19 time. These have all been documented in Individualized Learning Plans.

Communication with families or between students and educators is facilitated through virtual means, in-person and email. Parents and educators have been able to express themselves by responding to our district surveys.

As I reflect on what I have learned so far, it is my opinion that we are moving in a strong direction each day to provide a free and appropriate public education for all students here in Canton.

Structured Learning Time Update: On December 31, 2020, DESE published the Structured Learning Time for each district, based on a data survey conducted by the department. Based on recently approved requirements, schools in the Hybrid model need to have at least 35 hours of live synchronous instruction over the course of two weeks. Canton Public Schools exceeded the requirement with 47 hours of live synchronous over two weeks.

MCAS Update: We received notification this week that DESE has postponed the MCAS make-up testing window for current seniors who were scheduled to take the exam between January 14 - February 5. The postponement was made public, but still required the Board of Education's approval. Current seniors will have a modified Competency Determination process that includes passing an approved course and demonstrating competency in that subject area in lieu of a qualifying MCAS score for ELA and/or Math. Seniors would still have the option of taking the traditional MCAS exam in the spring.

DESE is also adjusting the testing requirements for students in grades 3-8. The Department will significantly reduce testing time for students in grades 3-8 through a "session sampling" approach, in which each student will take only a portion of each MCAS assessment in each subject. The timeframe and additional specifics are still to be determined.

CHS Athletics Update: The CHS Winter Season is off and running with interscholastic contests this week in Gymnastics, Swimming, Ice Hockey and Basketball. Thanks to the fine work of Ed McDonough, Jim Duncan, Canton Community Cable and many others, we are able to livestream most home contests. All protocols around Covid-19 are working well.

Upcoming Flu Clinics: The state announced an extension to the deadline to receive the flu vaccine, establishing the new date as February 28, 2021. The Canton Public Schools Nursing Team will be working with CVS over the next month to schedule additional flu clinics at the Rodman Building. More information will be forthcoming.

Indicators of Excellence

CHS Honor Society Inductions: CHS recently held several virtual Honor Society inductions. The National Honor Society Induction was held on December 7, the World Language Honor Society was held on December 10 and the National English Honor Society will be held in the upcoming weeks. Thank you to Ms. Kristian Merenda for representing the School Committee at the National Honor Society Induction this year. CHS inducted 53 well deserving students into the Robert W. Tighe Chapter of the National Honor Society this year. Additionally, there were 12 French Honor Society inductees, 18 Spanish Honor Society inductees, 2 German Honor Society inductees, and 3 American Sign Language inductees. Lastly, 48 students will be inducted into the Green Light Chapter National English Honor Society. Congratulations to all of these students for the hard work they put in to earn these distinguished awards.

Important Dates and Events

Jan. 18	No School, Martin Luther King Jr. Day
Jan. 21	School Committee Meeting, Virtual, 7:00 pm
Jan. 22	CHS Virtual Talent Show, 6:30 pm
Jan. 29	End of Term 2 - CHS and GMS
Feb. 4	School Committee Meeting, Virtual, 7:00 pm

In non-COVID times, IEP/504 meetings would typically be face-to-face. How is the district handling virtual meetings with parents/guardians?

We are only providing meetings on the virtual platforms. We use Google primarily, but will also use Zoom.

What supports do teachers require to provide services/accommodations covered by IEP/504 plans?

The support for students with 504 or IEP Plans remain the same. We have our special educators and related service providers implementing services and supports both in-person and virtually. As a district we also determined the need for providing EA support for this school year to assist educators with the implementation of curriculum as well as supporting accommodations from a 504 Plan or to provide support of IEP goals both in class and virtually.

What support do specialists require to provide services covered by IEPs?

See the answer above.

What challenges do teachers/specialists face in providing services / accommodations in the hybrid/remote setting?

As with all teachers, the challenges vary. We have worked to resolve the challenges we can as a district. For example we have hired EAs to assist classroom teachers, both in the Remote Pathway and in school to support our students with and without disabilities. The teachers have been very creative in implementing the support to assure students who are accessing remotely are able to get the support needed. We have provided safety measures to assist educators being able to go into multiple classrooms, be within close proximity and support students who struggle with adaptive living skills. The smaller cohort sizes have helped to reduce behavior challenges and increase social skill development. Remote instruction skills of our educators have been presented as an opportunity to be creative and generalize skills to the home setting.

How should students and parents/guardians communicate any questions they have around services or accommodations?

Students and parents are always encouraged to communicate any questions they have around services or accommodations with their classroom teachers, special educators, Team Chairs or 504 Coordinators.

How is the district tracking how things are going, with the goal of ongoing improvement? For example, a survey similar to the "conditions of learning" conducted earlier this fall?

We have not conducted a separate survey for Student Services as the questions in our district surveys address this area. I also meet on a regular basis with all student services providers where we are able to problem solve and celebrate successes.

What are some of the "lessons learned" from spring remote learning?

From my perspective, the district provided services to the best of our ability in the new learning conditions that were thrust upon us. There were many different guidance that were presented from DESE, the Commissioner, union discussions and licensing bodies that had to all be taken

into consideration. Specifically, the related services group had to complete 10 hours of training before being permitted to provide services virtually. They were able to consult with teachers about what students needed and help with implementation.

Between March and now, guidance has adapted as has our circumstances. All of our providers have completed the hours required and services are being implemented both virtually and in-person. We are in a much better position of providing services for all students now than we were in March/spring.

Hansen:

- 1 Nurse
- 1 School Psychologist
- .5 Home School Interventionist

JFK:

- 1 Nurse
- 1 School Psychologist
- .5 Home School Interventionist

Luce:

- 1 Nurse
- 1 School Psychologist
- .5 Home School Interventionist

GMS:

- 2 School Adjustment Counselors
- 3 Guidance Counselors
- .5 Home School Interventionist
- 1 School Psychologist
- 2 Nurses

CHS:

- 2 School Adjustment Counselors
- 4 Guidance Counselors
- 1 Career Counselor
- 1 Counseling Director
- 1 Home School Interventionist
- 1 Psychologist
- 2 Nurses

SCHOOL COMMITTEE UPDATE FROM STUDENT SERVICES 1/7/21

Preschool:

- 1 Nurse
- 1 School Psychologist
- Share the elementary Home School Interventionist

District:

- 1 Nurse Leader
- 1 Nurse Case Manager/Home School Interventionist
- 1 School Psychologist (Assessments Only)

Job Descriptions: (To include, but not exclusive of)

School Nurse Leader:

- District Needs Assessments
- Directs and implements immunization regulations
- Collaboration and consultation with appropriate departments, agencies and other resources both in and out of CPS
- Serves on various comprehensive committees
- Provides professional development for all CPS nursing staff
- Evaluations of all district nurses
- Collaboration with town agencies (CBOH)
- Review and creation of policies if needed related to health issues
- Family outreach
- Guidance on state and federal regulations

School Nurse Case Manager:

- Collaborates with principal, school counselor, school nurse, and others to identify students for initial referrals and ongoing
- Coordination of student services
- Conducts comprehensive assessment of students' needs in health (physical and mental), attendance, and academic performance
- Collaborates with student/family in developing care plan and comprehensive strategies for addressing identified student needs
- Minimum one home visit per student
- Refers student and/or families to primary care providers and other community providers/agencies, as needed
- Documents assessments and interventions in electronic medical record
- Communicate with team members weekly and as needed on student/family status
- Member of School Wellness Advisory Committee

School Nurse

- Conducts comprehensive assessment of students' needs in health (physical and mental), attendance, and academic performance

SCHOOL COMMITTEE UPDATE FROM STUDENT SERVICES 1/7/21

- Collaborates with student/family in developing care plan and comprehensive strategies for addressing identified student needs
- Documents assessments and interventions in electronic medical record
- Daily oversight of any health and wellness needs of students and staff

School Psychologist: (Mostly IEP students, both in and out of district, but also general education students)

- Assessments of students for special education
- Run support groups for students
- Support families and provide access to other agencies as needed
- Collaboration with teachers on strategies and supports for classrooms
- Individual or small group IEP counseling

School Adjustment Counselor: (All district students)

- Run support groups for students
- GMS and CHS coverage of the Home Base room
- Family outreach and supports and connect to other agencies as needed
- Attendance and truancy concerns

Counseling Director: (All district students)

- Evaluations of counseling staff (GMS/CHS)
- Counseling curriculum development
- School, college and career readiness preparations
- Student scheduling of course work
- Program of studies development and oversight
- MCAS, AP, and other assessment oversight

Guidance Counselor: (GMS/CHS students)

- School, college and career readiness preparation
- Implement the counseling curriculum at the GMS/CHS
- Run support groups for students
- Student scheduling of course work
- College recommendation letters
- Coordination with community agencies
- Meet with grade level teams weekly
- Implement RtI (academic and social/emotional interventions)

Career Counselor: (CHS students)

- Oversight and implementation of
 - Juniors Career Planning syllabus
 - Senior externships
 - Community service hours
 - Resume and interview preparation
 - Job shadow and paid employment opportunities

Home School Interventionist: (All district students)

- Home visits
- Attendance issues
- Hospitalizations
- Court attendance
- 51-a filing
- Collaboration with DCF
- FEMA assistance for families
- Mental health and social emotional learning concerns
- Transitioning students in and out of the district
- Family crisis support
- Group and individual counseling/short-term therapeutic supports for students and families
- In-class support
- Connect families to outside resources



**CANTON PUBLIC SCHOOLS
CANTON, MASSACHUSETTS**

FY22

OPERATING BUDGET

FY22 Budget Requests

Allocated by Strategic Objective Canton Public Schools

1 Achieving Educational Excellence & Ensuring Equity		2 Cultivating School Climate & Culture		3 Transforming Teaching & Learning		4 Achieving District Excellence			
GMS Special Education Teacher (1.0 FTE)	\$75,032	GMS Health Teacher (1.0 FTE)	\$75,032	GMS Lunch Aides (2.0 FTE)	\$39,796	Contractual Obligations	\$1,530,104		
District Data Specialist (1.0 FTE)	\$85,000	Elementary School Adjustment Counselor (1.0 FTE)	\$75,032	Adobe Creative Arts Visual Suite Annual Subscription	\$2,500	Bus Contractual Increase	\$50,000		
PK-5 Humanities Coordinator (1.0 FTE)	\$102,000			CHS and GMS Visual Art Supplies	\$1,600	Advanced Security Software	\$25,000		
GMS 7th and 8th Grade Novels	\$5,475					Securly License	\$12,741		
GMS Adjustment Counselor (1.0 FTE)	\$75,032			Renaissance STAR Benchmark Assessment	\$34,000	Network Monitoring	\$40,000		
						STEAM Curriculum Materials	\$20,000	Annual Licensing for Fiber Internet	\$31,000
Subtotal	\$342,539	Subtotal	\$150,064	Subtotal	\$102,096	Subtotal	\$1,688,845		
Grand Total						\$2,283,544			

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The following recommendations outline the Superintendent's Budget Message for Fiscal Year 2022 (FY22). Annually, the School Committee charges the Superintendent to create the recommended financial plan for the upcoming school year. This year's Budget Message is being presented on December 17, 2020. I am pleased to present a well thought out plan that is the result of coordination and collaboration across the schools and throughout the district.

In accordance with the School Committee's budget guidelines, the Superintendent's Budget Message is based on the Canton Public Schools Strategic Framework. The Strategic Framework is a document that outlines our aspirations and ambitions for Canton's students and staff of the public schools. It is an expression of our collective areas of focus that define the student experience we believe is both essential for and the right of every child to prepare them for future success in our ever-changing world.

The Strategic Plan's four Long-term Strategic Objectives:

1. Achieving Educational Excellence & Ensuring Equity;
2. Cultivating School Climate & Culture;
3. Transforming Teaching & Learning; and,
4. Achieving District Excellence.

Each of the four sections provides a description of the FY22 needs related to the Strategic Framework's Long-Term Objectives.

1. ACHIEVING EDUCATIONAL EXCELLENCE & ENSURING EQUITY

\$342,539

To attain educational excellence across all schools, in every classroom, every day, in support of consistently high growth and outcomes for every student

GMS Special Education Teacher (1.0 FTE)

\$75,032

GMS therapeutic program: Special Education teacher and School Adjustment Counselor (GMS): Dedicated to supporting the implementation of a therapeutic program. Program staffing is one special educator and one school adjustment counselor. The students require support in the area of social and emotional skill development. Students will work on individual academic and social and emotional IEP goals. Academics will be based on the middle school curriculum. The use of the natural setting in the middle school and activities to reinforce social and emotional skills of the students is implemented primarily in the general education setting. The program will be for students in grades 6-8 who receive special education services related to an emotional disability (group and individual counseling IEP goals). This program will allow us to return students from Out of District Placements. Based on current tuition and transportation costs, the savings would be a total of \$236,000.

GMS Adjustment Counselor (1.0 FTE)

\$75,032

By supporting a therapeutic program at GMS, we are providing a continuum of services from general education to special education. Currently, we offer Home Base that supports all students experiencing social/emotional stressors and transitions back to school after extended periods of absence. This proposed GMS therapeutic

program would focus on students with IEPs whose primary eligibility is an emotional impairment. Within our Strategic Framework, the focus area would be within Achieving Educational Excellence and Ensuring Equity. Our students deserve to be educated within their home schools with their peers and have full access to high-quality teaching and strong systems of support.

District Data Specialist (1.0 FTE)

\$85,000

We again are requesting the hiring of a full-time District Data Specialist. In order to support our continuous improvement as a District, operationally and academically, data is a critical component to serve all stakeholders in making decisions. During the school year 2020-2021, we have a stipended position that has produced some critically important data that has supported the decision-making during this difficult year. We believe that the enhancement to a full-time position will foster a significant positive change and support in how we collect, analyze and present the information most critical to our District.

PK-5 Humanities Coordinator (1.0 FTE)

\$102,000

In order to support PreK-5 educators with Transforming Teaching and Learning, we would like to provide them with a similar level of support that our GMS and CHS educators have through their Department Chairs. The PreK-5 Humanities Coordinator would oversee professional development, curriculum and instruction, and assessment in literacy and social studies. The PreK-5 Humanities Coordinator would work with educators to ensure that our units of study and instruction are aligned with the standards, monitor student progress on district assessments, and ensure that professional development for PreK-5 educators supports their needs.

GMS 7th and 8th Grade Novels

\$5,475

The goal of the GMS ELA Department for the last year and a half has been to adjust the curriculum to address bias and increase diversity in authors, characters, and points of view. Last year, we were able to add some titles to meet this goal but we need to do more. This budget item will allow us to introduce a new novel to both our 7th and 8th grade students, bringing us closer to meeting our goal. In addition, in bringing new novels to the curriculum, we continue to design learning experiences that are innovative and offer opportunities for students to have a voice and ownership of their own learning.

2. CULTIVATING SCHOOL CULTURE & CLIMATE

\$150,064

To create and sustain a school climate and culture that support a rich educational environment for all students and staff

GMS Health Teacher (1.0 FTE)

\$75,032

The importance of Wellness Education has been prioritized in our society, but isn't necessarily reflected in our programming. At GMS, Health classes meet 2 days out of a 6 day cycle for one semester only. All other specials meet 2 days per cycle for an entire school year which is significantly less class time than core academic subjects. This lack of time and attention prevents students from receiving a full comprehensive deep dive into health-related topics. The 2019 YRBS data strongly supports the decision to move forward with expanded Health class programming. The mental health section specifically around suicidal thoughts, planned suicide, and attempted suicide are concerning. If we were granted this position, we would redesign our entire 6th grade health curriculum around Positive Psychology and Bullying Prevention, which would help the overall school climate and culture amongst students. Our 7th grade curriculum would be focused on violence prevention and stress management. Our 8th grade curriculum would highlight the decision-making process. All of these topics will be a deep dive into the SHAPE America National Standards for Health education. Physical and mental health curriculum will be incorporated into each grade.

We would need this 1.0 FTE position to successfully implement this full-year Health programming.

Elementary School Adjustment Counselor (1.0 FTE)

\$75,032

At the elementary level, there is a clear need for counseling and support so students can best access their education. In this proposal, the School Adjustment Counselor at the elementary level would travel between the three elementary schools and meet with students to build social/emotional support for the students. The counseling curriculum and future SEL curriculum would be best supported by this role.

3. TRANSFORMING TEACHING & LEARNING

\$102,096

To create rigorous, relevant, and contemporary learning experiences so that the PreK-12 journey supports student development and prepares students for their futures

GMS Lunch Aides (2.0 FTE)

\$39,796

Crucial to building an adult professional learning community is providing time for teachers to meet in teams, in departments, and in work-related groups. We were able to increase adult collaboration time at GMS this year; however, specialists were not able to be scheduled for the same amount of professional learning as other teachers because of a need to assign them to lunch duty. Hiring lunch aides will allow all teachers access to quality professional learning and collaboration time. This will allow specialists to engage in conversations to create interdisciplinary units and talk about best practices in teaching and learning, both of which will lead to high quality instruction for students across the board.

Adobe Creative Arts Visual Suite Annual Subscription

\$2,500

Continuing to provide student access to post-secondary/university and industry standard digital media tools for art-making is essential for relevant student learning in the CHS Visual Arts. Access to the *Adobe Creative Suite* will allow us to continue (and expand) opportunities for students to creatively use technology in engaging and authentic ways as they learn how artists, designers, and industry professionals engage in creative tasks. Funding this subscription-based software package will continue to support our capacity to engage students' digital literacy skills and prepare them for post-secondary learning connected to the visual arts, digital media arts, and related STEAM fields.

This operating request is needed to update the CHS Visual Art computer labs. The purchase of the *Adobe Creative Suite* will allow teachers continued access to the Adobe programs that we currently have as well as expand their access to additional programs that are part of the *Adobe Creative Suite*. This purchase will support their ability to keep their curriculum current with industry standards and support student preparation for post-secondary/university programs. This software package will be used by staff in the Visual Art department, and additionally could be used for interdisciplinary purposes such as STEAM curriculum connected to the innovation lab.

GMS & CHS Visual Art Supplies

\$1,600

Without any regular increases in our materials/supply budget, it is becoming increasingly difficult to provide the quantity and quality of materials needed to support high-level student learning and growth in our studio art classes. Our 3D studio art materials are especially costly and are difficult to substitute. It is necessary for us to provide students with appropriate materials and tools in order to support student learning and achievement in our studio areas.

Teachers' abilities to provide the materials needed for high-level learning in the Visual Arts are constrained by our current budget. Out of necessity, teachers have become increasingly dependent on using free/recycled/donated materials to drive the content of their curriculum instead of planning for materials based on their curriculum needs. A \$1,000 increase at CHS and a \$600 increase at GMS will allow teachers to better prioritize the purchase of materials based on their curriculum needs.

Renaissance STAR Benchmark Assessment

\$34,000

Assessment is a critical component of our practice as we work to transform teaching and learning. In order for teachers to design instruction that meets student needs, they need data on student performance. This year, after a summer working group process, we identified the STAR assessment as the desired assessment platform at the elementary level. This platform allows us to assess students online with a high quality assessment tool in early literacy, reading and math. This request will allow us to continue using the assessment so that we can continually monitor student progress across grades as the students progress through elementary school.

GMS STEAM Curriculum Material**\$20,000**

As we move toward more project-based learning at the Galvin and incorporate a STEAM approach into our technology and engineering curriculum, we need to reimagine the curriculum. Given the hands-on nature of this course and the materials necessary to complete the real-world projects, we need to provide students with appropriate supplies. A budget of \$20,000 would allow us to buy the materials across three grade levels to support an innovative and rigorous STEAM curriculum.

Renaissance STAR Professional Development**\$4,200**

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4. ACHIEVING DISTRICT EXCELLENCE**\$1,688,845**

To develop state-of-the-art operational systems that assure access to high-quality resources, including facilities, aligned to our educational vision, equitably distributed, and utilized efficiently

Contractual Obligations**\$1,530,104**

Our FY22 fiscal plan includes necessary funding for staff contractual obligations. Within the Canton Public Schools, there are five unions, including Unit A (e.g., teachers) and Unit E (e.g., Education Assistants), and three AFSCME Unions - Food Service, Administrative Assistants and Custodians. All forms of financial compensation are negotiated with the School Committee and the Unions and outlined in each contract.

Bus Contractual Increase**\$50,000**

Additional funds are required to meet the contractual obligations of our student transportation agreement.

Advanced Security Software**\$25,000**

This additional request is helping to support the foundational work of our entire district. It will better support and protect the District's infrastructure. By supplementing additional security software, we are creating an environment that best supports the operations, protects the integrity of our systems and data and protects that necessary backbone to teaching and learning within our district.

Securly License**\$12,741**

We added Securly this year to provide an enhanced layer of web monitoring and filtering to best support the safety and security of our students. The monitoring software has been effective in both securing our devices and learning environment, but the alert systems in place have identified and supported students in need. The original invoice was to cover the GMS, the additional licenses will cover all devices that entered the district during 20/21 (Securly has covered all students for this year without the additional expense).

Network Monitoring**\$40,000**

This request allows Core Switch Patching/Monitoring, Virtual and Host Patching/Monitoring, Controller & Access Point Monitoring and Firewall (2) Patch/Monitoring. It also is instrumental in detecting abnormalities in latency/packet loss and abnormalities in network traffic, down connections, and allows for 24x7 reconnaissance to resolve identified problematic issues.

Annual Licensing for Fiber Internet**\$31,000**

This request is to upgrade the fiber optic internet connection from 2 GB to 10 GB. This will allow a more secure and reliable network.

SUMMARY OF LONG-TERM STRATEGIC OBJECTIVES

1. ACHIEVING EDUCATIONAL EXCELLENCE & ENSURING EQUITY	\$342,539
2. CULTIVATING SCHOOL CULTURE & CLIMATE	\$150,064
3. TRANSFORMING TEACHING & LEARNING	\$102,096
4. ACHIEVING DISTRICT EXCELLENCE	\$1,688,845

CONCLUSION

Members of the Canton community continue to be proud of their public schools and understand the relationship between a great town and great schools -- especially through the COVID 19 pandemic. The recommendations outlined in the FY22 Superintendent's Budget Message are aligned to the aforementioned Long-Term Strategic Objectives of the Strategic Framework.

We are experiencing dramatic changes in our world that are driving the needs of our public schools as articulated within the Strategic Framework. We focus on the appropriate demand for excellence for every child in our diverse society. We understand the power of culture and climate in our schools to enhance every child's authentic sense of belonging and their needs for safety and security. We are changing the historical nature of public school teaching and learning in order to prepare students for their unpredictable futures. And finally, we are striving to maintain and enhance our mission-driven school district that is committed to creating the conditions to achieve the previously stated outcomes. It is with the continued commitment and leadership of the School Committee and support of the Town that the Canton Public Schools will continue its success and be worthy of such pride.

Canton Public Schools FY22 Superintendent's Budget Request Document Organization

Section I - Prior Year's Budget

Section II - Contract Obligations

Section III - Staff Reductions

Section IV - FTE'S

- FTE's - Requests - Required/Contractual
- FTE's - Requests - Maintenance of Quality
- FTE's - Requests - Quality Enhancements

Section V - Supplies & Services

- Supplies & Services - Requests - Required/Contractual
- Supplies & Services - Requests - Maintenance of Quality
- Supplies & Services - Requests - Quality Enhancements

	A	B	I	J	K	L	M	N
1	Canton Public Schools							
2	FY22 Budget Request - Summary							
3	(Grouped by FTE's and Supplies & Services)		FY22			FY22		
4			Superintendent's Request (All Requests)			Superintendent's Request		
5	Section I - Prior Year's Budget - Sub-Total		\$46,186,351			\$46,186,351		
6								
7	Section II Contract Obligations - Sub-Total		\$1,530,104	3.31%		\$1,530,104	3.31%	
8								
9	Section III Staff Reduction - Sub-Total		\$0	0.00%	0.00	\$0	0.00%	0.00
10								
11	Section IV - FTE's - Sub Total		\$1,086,910	2.35%	16.80	\$526,924	1.14%	8.00
12								
13	Section V - Supplies & Services - Sub-Total		\$319,826	0.69%	0.00	\$226,516	0.49%	0.00
14								
15	Sub-Total - All Requests (Section IV + V)		\$1,406,736	3.05%	16.80	\$753,440	1.63%	8.00
16								
17	Total Budget Requests (Section II + III + IV + V)		\$2,936,840	6.36%	16.80	\$2,283,544	4.94%	8.00
18								
19	FY22 Budget Request (Section I + II + III + IV + V)		\$49,123,191			\$48,469,895		
20								
21	FY22 Target Budget Increase		\$2,309,318	5.00%		\$2,309,318	5.00%	
22								
23	Over/Under Target		(\$627,522)			\$25,774		
24								
25								
26								
27								
28								
29								
30								
31	Canton Public Schools							
32	FY22 Budget Request - Summary							
33	(Grouped by Required/Contractual, Maintenance of Quality & Quality Enhancements))		FY22			FY22		
34			Superintendent's Request (All Requests)			Superintendent's Request		
35	Section I - Prior Year's Budget - Sub-Total		\$46,186,351			\$46,186,351		
36								
37	Section II Contract Obligations - Sub-Total		\$1,530,104	3.31%		\$1,530,104	3.31%	
38								
39	Section III Staff Reduction - Sub-Total		\$0	0.00%	0.00	\$0	0.00%	0.00
40								
41	Section IV & V (FTE's & Supplies & Services)							
42	Requests Required/Contractual - Sub-Total		\$50,000	0.11%	0.00	\$50,000	0.11%	0.00
43								
44	Requests - Maintenance of Quality - Sub-Total		\$1,084,320	2.94%	16.80	\$531,024	1.15%	8.00
45								
46	Requests - Quality Enhancements - Sub-Total		\$272,416	0.59%	0.20	\$172,416	0.37%	0.00
47								
48	Sub-Total - All Requests (Section IV + V)		\$1,406,736	3.19%	7.20	\$753,440	1.63%	8.00
49								
50	Total Budget Requests (Section II + III + IV + V)		\$2,936,840	6.66%	7.20	\$2,283,544	4.94%	8.00
51								
52	FY22 Budget Request (Section I + II + III + IV + V)		\$49,123,191			\$48,469,895		
53								
54	FY22 Target Budget Increase		\$2,309,318	5.00%		\$2,309,318	5.00%	
55								
56	Over/Under Target		(\$627,522)			\$25,774		

	A	C	D	E	F	G	H
1	Canton Public Schools						
2	FY22 Budget Request	FY22		FY22			
3		(All Requests)		(Superintendent's Request)			
4							
6	Section I - Prior Years Budget						
7							
8	Prior Year Operating Budget	\$46,186,351			\$46,186,351		
9							
10							
11	Decrease in Salaries						
12	Decrease in Operating Budget	\$0			\$0		
13							
14	Section I - Prior Years Budget - Sub-Total	\$46,186,351	0.00%		\$46,186,351	0.00%	
15							
16	Section II - Contract Obligations						
17							
19	Contractual Obligations	\$1,530,104			\$1,530,104		
23							
24	Section II - Contract Obligations - Sub-Total	\$1,530,104	3.31%		\$1,530,104	3.31%	
25							
26	Sub-Total - Contractual Obligations & Prior Years Budget	\$47,716,455			\$47,716,455		
27							
28	Section III - Staff Reductions						
29							
30							
31		\$0		0.00	\$0		0.00
32							
33							
34							
35							
36							
37							
38							
39	Section III - Staff Reduction - Sub-Total	\$0	0.00%	0.00	\$0	0.00%	0.00
40							
42							
43	Section IV - FTE's						
44							
45	FTE Requests - Required/Contractual						FTE
46							
47							
48							
49							
50							
51	FTE Requests - Required/Contractual - Sub-Total	\$0	0.00%	0.00	\$0	0.00%	0.00
52							
53	Requests - Maintenance of Quality - FTE's			FTE			FTE
54							
55							0.00
56							
57	Requests - Maintenance of Quality FTE's - Sub-Total	\$0	0.00%	0.00	\$0	0.00%	0.00
58							
59	Requests - Quality Enhancements FTE's						
60							
61	0.2 FTE CHS Health Teacher	\$15,006		0.20			
62	1.0 FTE CHS Adjustment Counselor	\$75,032		1.00			
63	1.0 FTE CHS Special Education Teacher	\$75,032		1.00			
64	0.6 FTE Visual Arts Teacher	\$45,019		0.60			
65	1.0 FTE GMS Health Teacher	\$75,032		1.00	\$75,032		1.00
66	1.0 FTE GMS Special Education Teacher	\$75,032		1.00	\$75,032		1.00
67	1.0 FTE GMS Adjustment Counselor	\$75,032		1.00	\$75,032		1.00
68	2.0 FTE GMS Lunch Aides	\$39,796		2.00	\$39,796		2.00
69	3.0 FTE Elementary School Adjustment Counselors	\$225,096		3.00	\$75,032		1.00
70	1.0 FTE Luce Special Education Teacher	\$75,032		1.00			
71	2.0 FTE JFK ED. Assistants	\$49,768		2.00			
72	1.0 FTE DW Adapted PE Teacher and Pre-School Teacher	\$75,032		1.00			
73	1.0 FTE District Data Specialist	\$85,000		1.00	\$85,000		1.00
74	1.0 FTE Humanities Coordinator	\$102,000		1.00	\$102,000		1.00
75	Requests - Quality Enhancements FTE's - Sub-Total	\$1,086,910	2.35%	16.80	\$526,924	1.14%	8.00
76							
77	Section IV - FTE's - Sub Total	\$1,086,910	2.35%	16.80	\$526,924	1.14%	8.00
78							

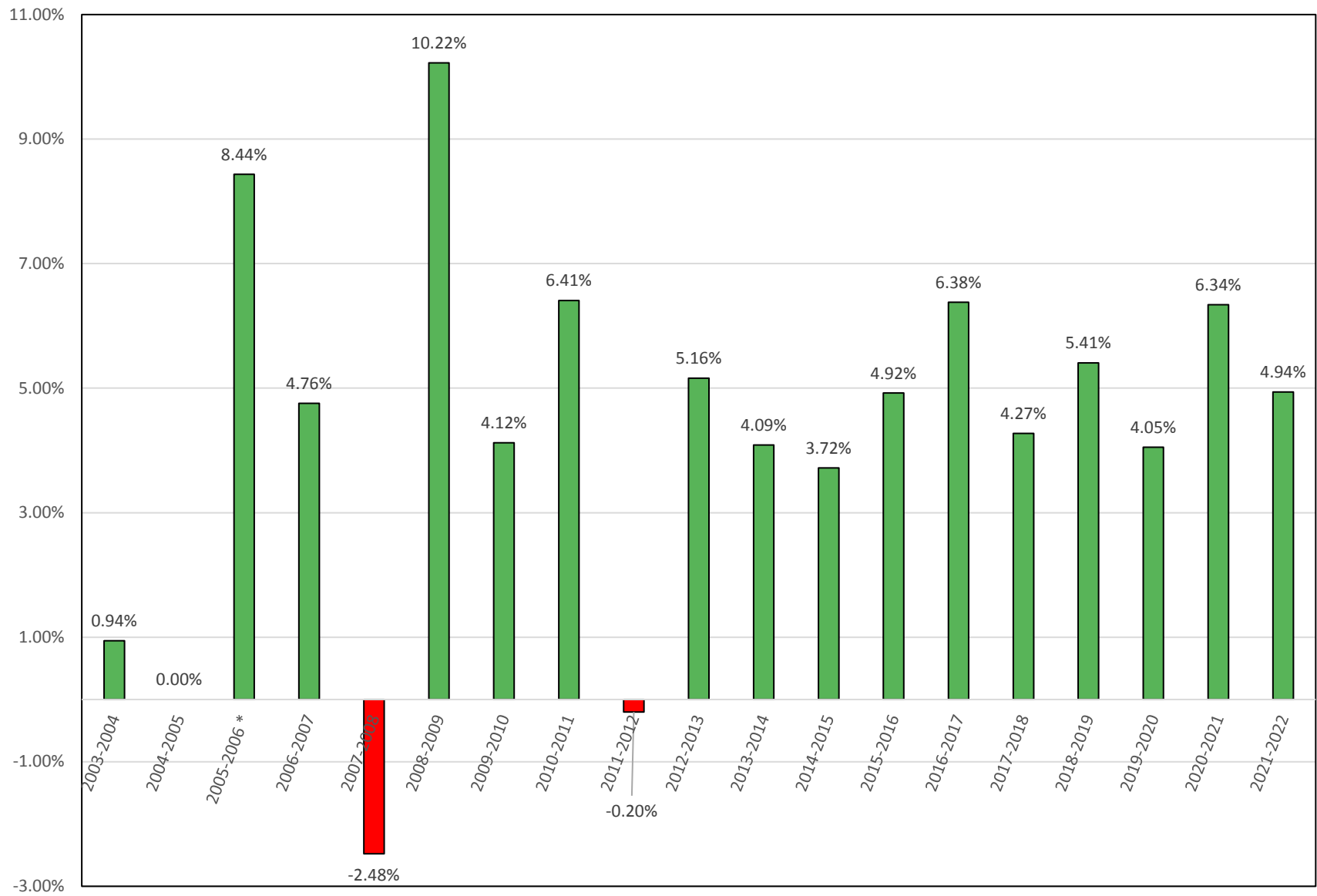
	A	C	D	E	F	G	H
1	Canton Public Schools						
2	FY22 Budget Request	FY22		FY22			
3		(All Requests)		(Superintendent's Request)			
4							
79	Section V - Supplies & Services						
80							
81	Supply & Services Requests - Required/Contractual						
82							
83	Bus Contractual Increase	\$50,000			\$50,000		
84							
88	Supply & Services Requests - Required/Contractual - Sub-Total	\$50,000	0.11%		\$50,000	0.11%	
89							
90	Requests - Maintenance of Quality - Supply & Services						
91							
92	Technology						
93							
94							
95							
96							
97							
99	Elementary						
100							
101	Eliminate Elementary School 504 Coordinators (\$2,230/each)	-\$6,690					
102							
103	World Language						
104							
105							
106							
107							
108	Visual Arts						
109							
110	Adobe Creative Suite Annual Subscription	\$2,500			\$2,500		
111	Supplies at CHS	\$1,000			\$1,000		
112	Supplies at GMS	\$600			\$600		
113							
114	Performing Arts						
115							
116							
117							
118	Requests - Maintenance of Quality - Supply & Services - Sub-Total	-\$2,590	-0.01%		\$4,100	0.01%	
119							
120	Requests - Quality Enhancements Supply & Services						
121							
122	Curriculum & Instruction						
123							
124	Responsive Classroom Curriculum (PK-8)	\$80,000					
125	Renaissance STAR Benchmark Assessment	\$34,000			\$34,000		
126							
127	Technology & Security						
128	Advanced Security Software	\$25,000			\$25,000		
129	Securly Licensed	\$12,741			\$12,741		
130	Network Monitoring	\$40,000			\$40,000		
131	Annual Licensing for 10Gb Fiber Internet w/ Fortinet 800D	\$31,000			\$31,000		
132							
133	CHS						
134							
135							

	A	C	D	E	F	G	H
1	Canton Public Schools						
2	FY22 Budget Request	FY22		FY22			
3		(All Requests)		(Superintendent's Request)			
5							
136							
137	GMS						
138	STEAM Curriculum Materials	\$20,000			\$20,000		
139	Novels - 7th Grade	\$2,475			\$2,475		
140	Novels - 8th Grade	\$3,000			\$3,000		
141							
142							
143							
144	Professional Development						
145							
146	Traning & Professional Development - Luce	\$15,000					
147	SEL Supports (Pear Institute) - CHS	\$5,000					
148	Renaissance STAR Professional Development	\$4,200			\$4,200		
149							
150	Requests - Quality Enhancements Supplies and Services - Sub-Total	\$272,416	0.59%		\$172,416	0.37%	
151							
152	Section V - Supplies & Services - Sub-Total	\$319,826	0.69%		\$226,516	0.49%	
153							
154	Sub-Total - All Requests (Section IV + V)	\$1,406,736	3.05%	16.80	\$753,440	1.63%	8.00
155							
156	Total Budget Requests (Section II + III + IV + V)	\$2,936,840	6.36%	16.80	\$2,283,544	4.94%	8.00
157							
158	FY22 Budget Request (Section I + II + III + IV + V)	\$49,123,191			\$48,469,895		
159							
160	FY22 Target Budget Increase	\$2,309,318	5.00%		\$2,309,318	5.00%	
161							
162	Over/Under Target	(\$627,522)			\$25,774		
163							
164	Section Key						
165	Section I - Prior Year's Budget						
166	Section II Contract Obligations						
167	Section III Staff Reductions						
168	Section IV - FTE's						
169	Section V - Supplies & Services						

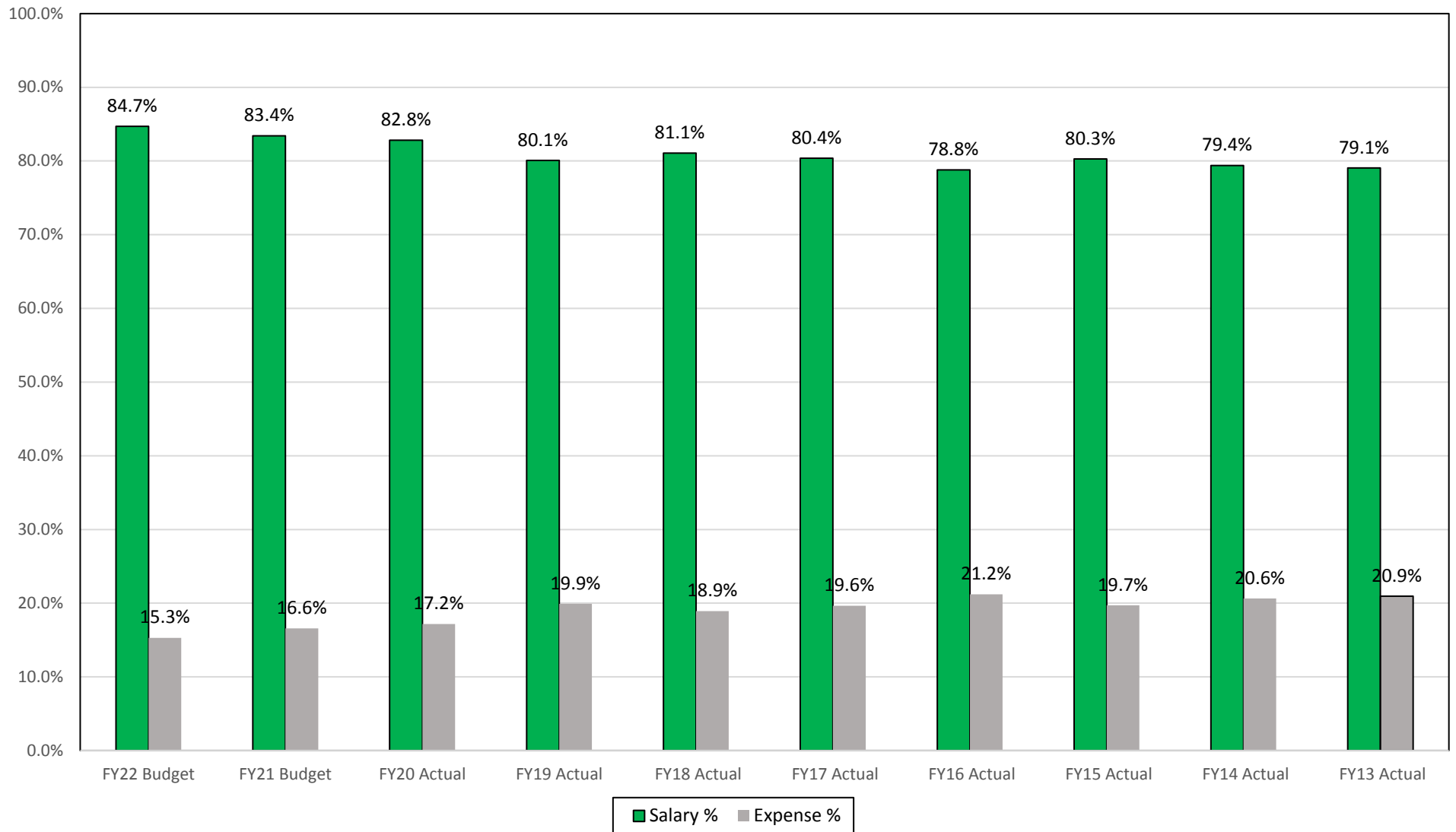
FY22 OPERATING BUDGET
Contractual Salary Increases

	A	B	C	D	E	F	G	H	I	J
1	FY22 Contractual Salary Obligations									
2										
3						FY22			FY22	
4		FY21		FY21		ESTIMATED			ESTIMATED	%
5		BASE		FTE's		INCREASE			TOTAL	INCREASE
6	<u>PERSONAL SERVICE CONTRACT</u>									
7	(1200) SUPERINTENDENT/ASST. SUPT. SALARIES	\$472,998		3.50		\$9,460			\$482,458	2.00%
8	(1400) BUSINESS OFFICE SALARIES	\$391,592		4.50		\$47,832			\$439,424	12.21%
9	(2100) SUPERVISORY SALARIES	\$740,330		6.50		\$14,807			\$755,137	2.00%
10	(2200) PRINCIPALS, ASST. PRINC. DEPT. CHAIRS	\$1,448,901		14.00		\$28,978			\$1,477,879	2.00%
11	(2250)/(4400) SCHOOL TECHNOLOGY	\$302,413		3.00		\$28,967			\$331,380	9.58%
12	(2320) SPEC ED. BCBA	\$259,073		3.00		\$5,181			\$264,254	2.00%
13	(2700) GMS DEAN OF STUDENTS	\$89,301		1.00		\$1,786			\$91,087	2.00%
14	(2700) DIR. GUIDANCE	\$107,017		1.00		\$2,140			\$109,157	0.00%
15	(2800) TEAM CHAIRS/HOME SCH. INV/OOD COOD	\$518,819		6.50		\$10,376			\$529,195	2.00%
16	(3200) NURSE LEADER/SNA	\$96,754		2.00		\$1,935			\$98,689	2.00%
18	(3510) ATHLETIC DIRECTOR	\$115,558		1.00		\$2,311			\$117,869	2.00%
19	(4000) FAC.DIR. MAINT/CUSTODIANS	\$116,000		1.00		\$2,320			\$118,320	2.00%
20	SUB TOTAL	\$4,658,756		47.00		\$156,094			\$4,814,849	3.35%
21	<u>COLLECTIVE BARGAINING UNITS</u>									
22	ADMINISTRATIVE ASSISTANTS UNIT	\$920,806		17.64		\$32,351			\$953,157	3.51%
23	TEACHING BASE (2300, 2340, 2500, 2700, 2800)	\$25,210,682		315.60		\$923,541			\$26,134,223	3.66%
24	LANE CHANGE REQUESTS-TEACHERS								\$225,000	
25	TEACHING LONGEVITY (2300, 2500, 2700, 2800)	\$315,040				\$9,460			\$324,500	3.00%
26	TEACHING STIPENDS (2300, 2500, 2700, 2800)	\$619,039				\$179,381			\$798,420	28.98%
27	ABA TUTORS (2320)	\$658,960		23.00		\$13,179			\$672,139	2.00%
28	ED. ASSTS./SCHOOL AIDES (2330)	\$1,817,857		61.42		\$96,853			\$1,914,709	5.33%
29	NURSES (3200)	\$706,653		9.00		\$30,635			\$737,288	4.34%
31	ATH STIPENDS- COACHES (3510)	\$378,397				\$7,568			\$385,965	2.00%
33	STIPENDS- EXTRACURR. ACTIVITIES (3520)	\$367,376				\$7,348			\$374,724	2.00%
34	CUSTODIANS/MAINTENANCE (4000)	\$1,375,282		24.00		\$58,707			\$1,433,989	4.27%
36	NON TEACHING LONGEVITY	\$80,013				\$14,987			\$95,000	18.73%
37										
38	SUB TOTAL	\$32,450,104		450.66		\$1,374,011			\$34,049,114	4.23%
39										
40	TOTAL CONTRACT OBLIGATIONS (OPERT. BUDGET*)	\$37,108,859		497.66		\$1,530,104			\$38,863,964	3.31%
41						(% Increase in Salaries as a % of FY21 Budget)				
47	SUMMARY:									
48	Teachers Collective Bargaining Unit Increase	\$26,851,413				\$1,143,017			\$28,219,431	4.26%
49	All Other Collective Bargaining Unit Increase	\$5,598,690				\$230,993			\$5,829,683	4.13%
50	Personal Service Contracts	\$4,658,756				\$156,094			\$4,814,849	3.35%
51		\$37,108,859				\$1,530,104			\$38,863,964	4.12%
64						(% Increase in Salaries as a % of FY21 Salaries)				
65	FY22 Contractual Salary Obligations (Grants and Revolving Funds)									
66										
67	ADMIN	\$211,287		3.00		\$4,226			\$215,513	2.00%
68	TEACHERS/NURSES	\$195,814		2.00		\$3,917			\$199,731	2.00%
69	ADMINISTRATIVE ASSISTANTS UNIT	\$42,527		1.00		\$3,436			\$45,963	8.08%
70	CUSTODIANS/MAINTENANCE (4000)	\$0		0.00		\$0			\$0	0.00%
71	ABA TUTORS/ED. ASSTS./SCHOOL AIDES	\$51,071		2.00		\$2,059			\$53,130	4.03%
72	ATHLETIC COACHES	\$160,000		0.00		\$3,200			\$163,200	2.00%
73	FOOD SERVICE	\$323,499		22.00		\$10,090			\$333,590	3.12%
74		\$984,199		30.00		\$26,928			\$1,011,126	2.74%
75										
76	Total	\$38,093,058		527.66		\$1,557,032			\$39,875,090	4.09%
77						(% Increase in Salaries as a % of FY20 salaries)				

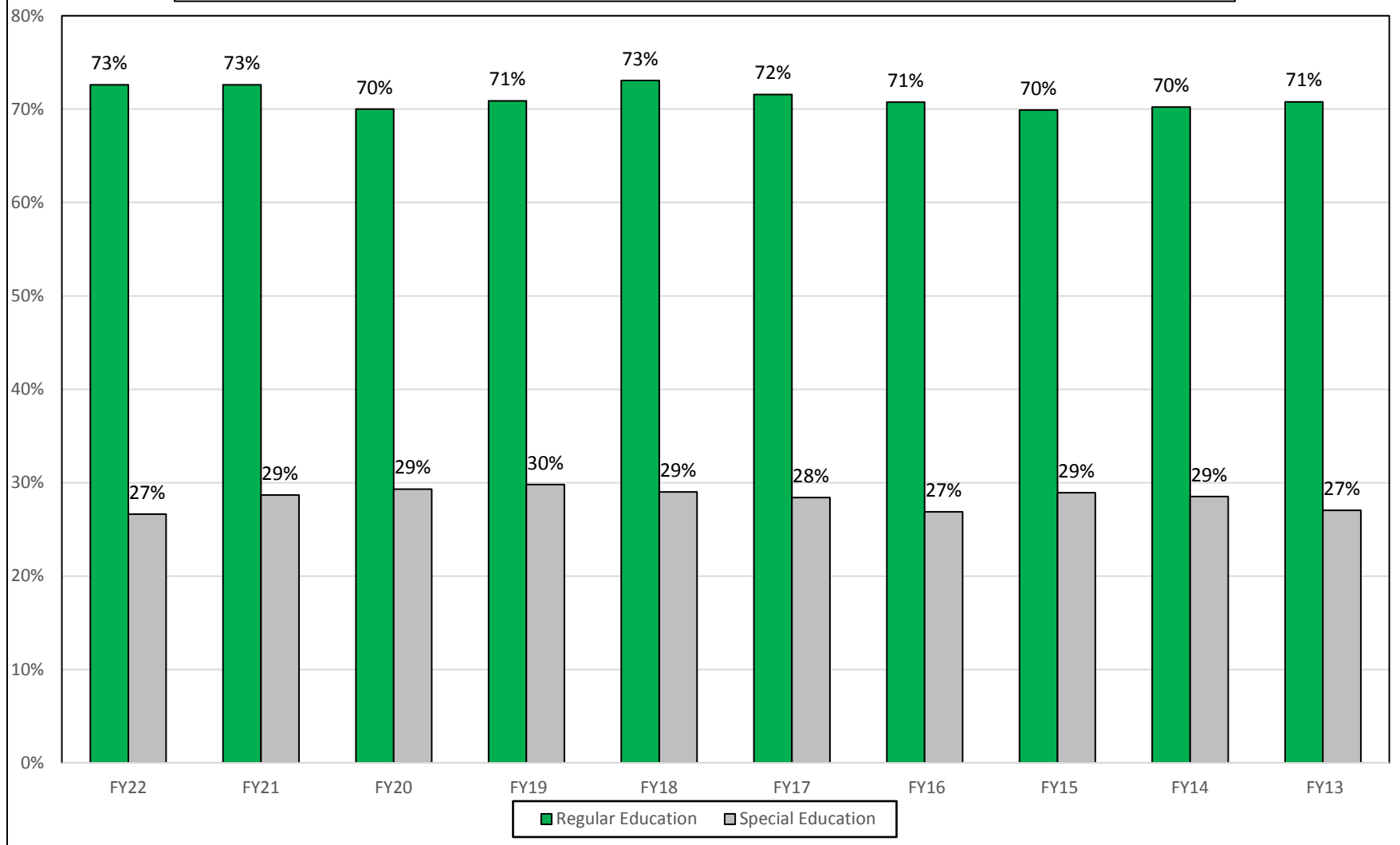
CPS % Budget Increase Year Over Year 2003/2004 - 2021/2022



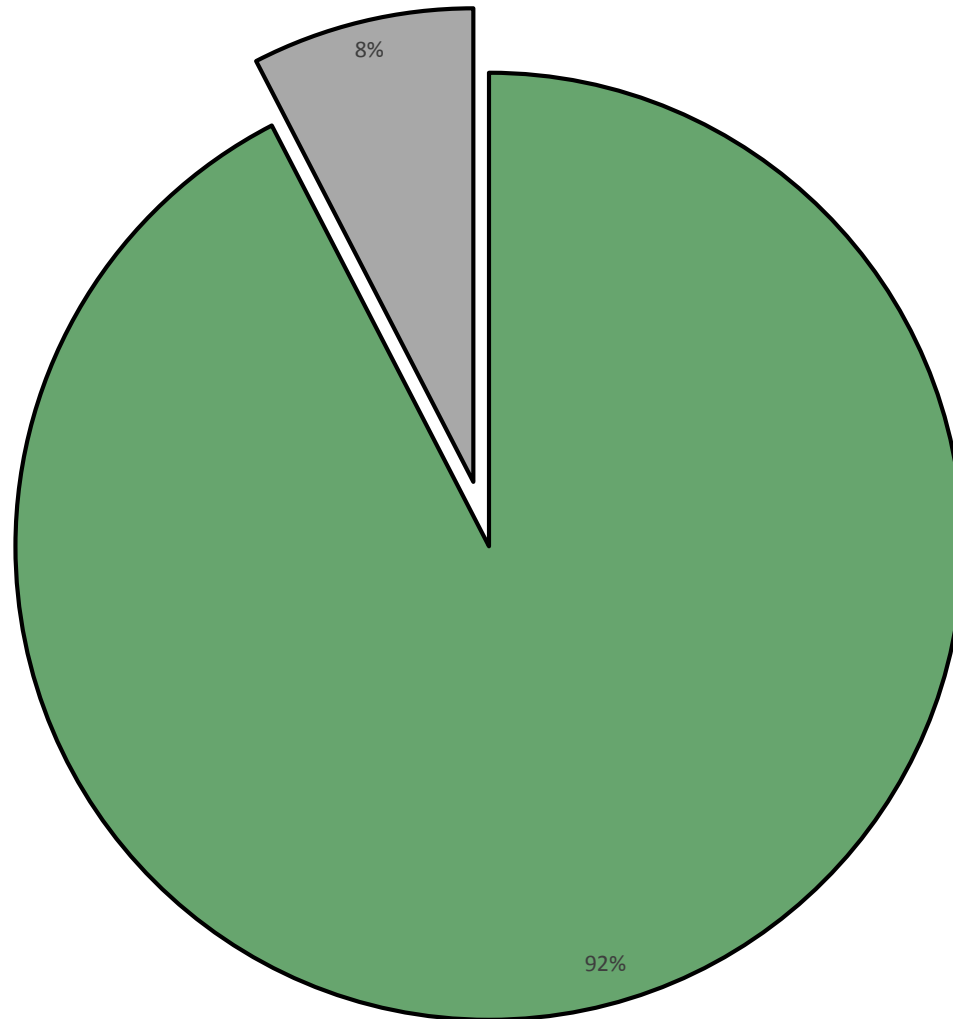
10 Year Salary and Expense as a % of Total Operating Budget



10-Year Regular and Special Education Expenditures as a % of Total Operating Expenses

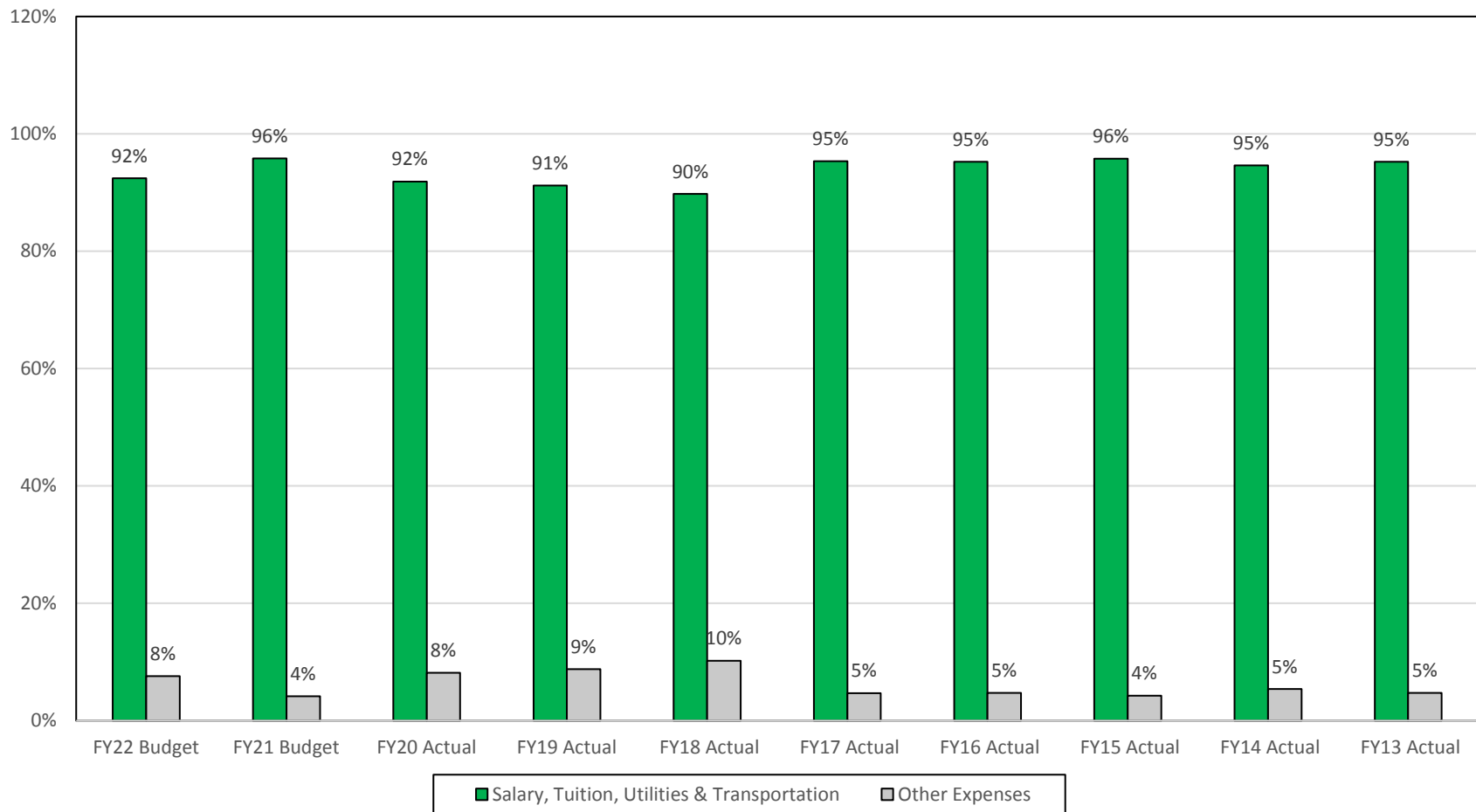


FY22 Salary, Transportation, Tuition & Utilities as % of Total Operating Budget

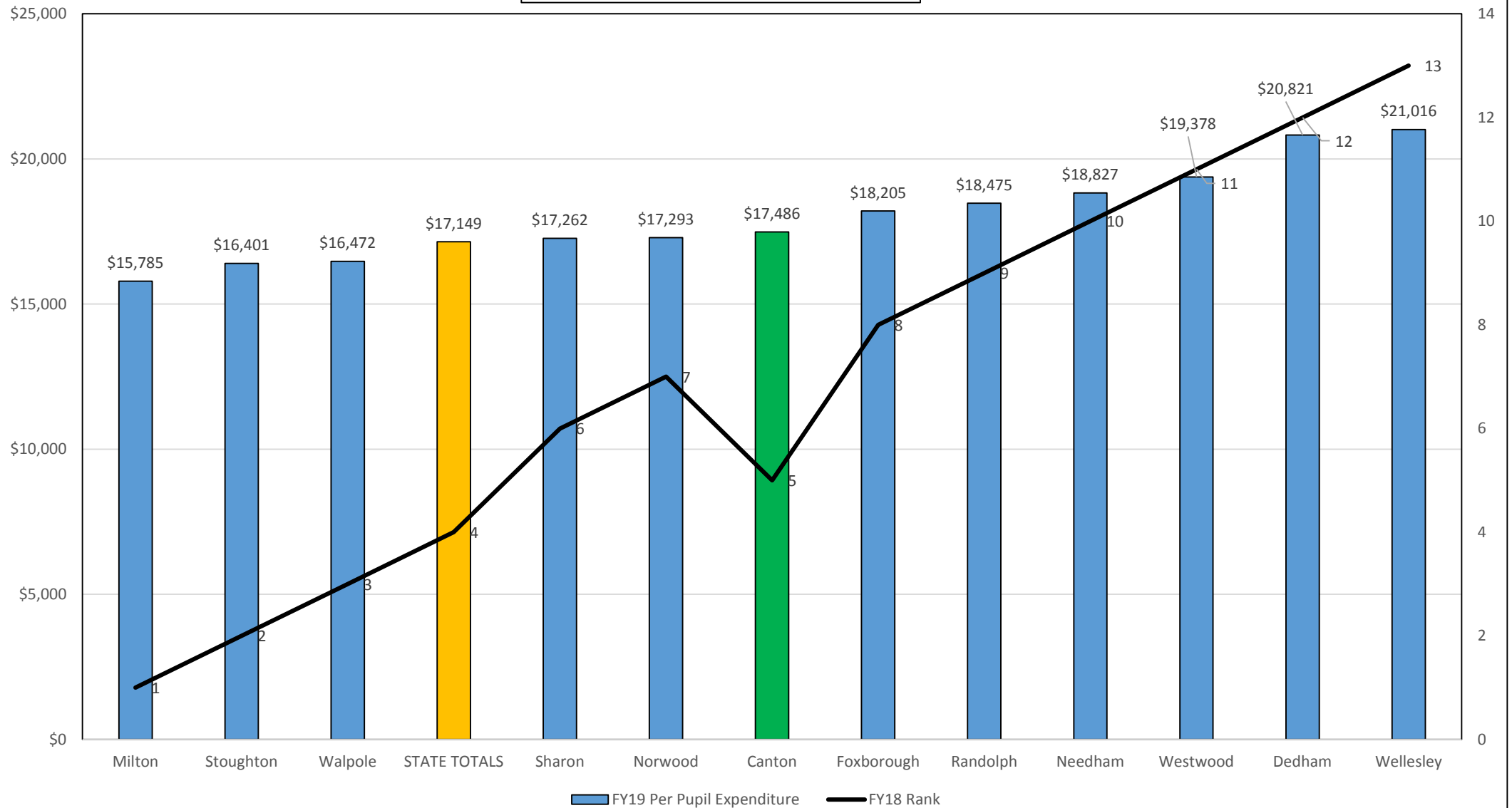


■ Salary, Tuition, Utilities & Transportation ■ Other Expenses

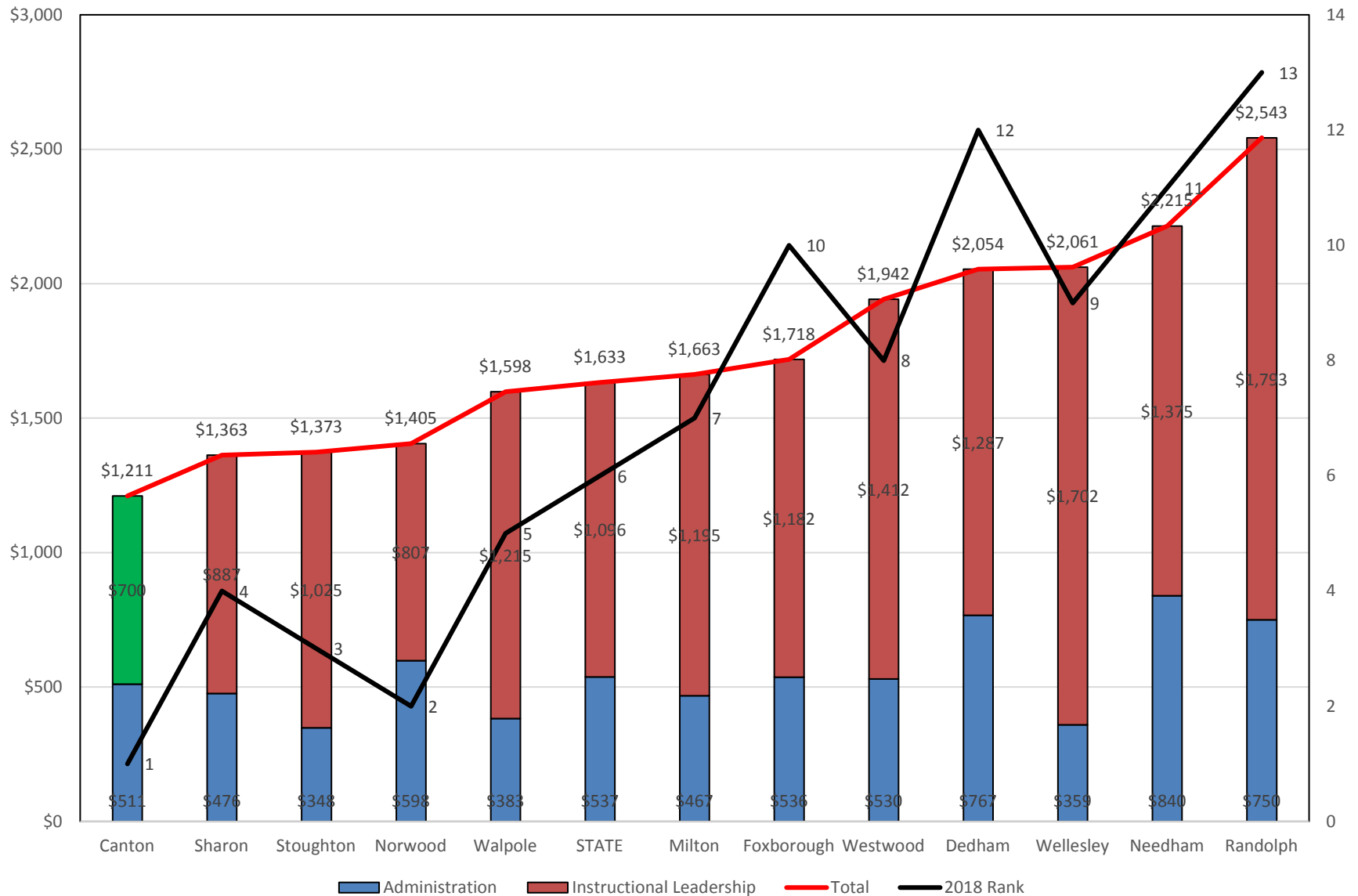
10 Year Salary, Tuition, Utilities and Transportation as a % of Total Operating Budget



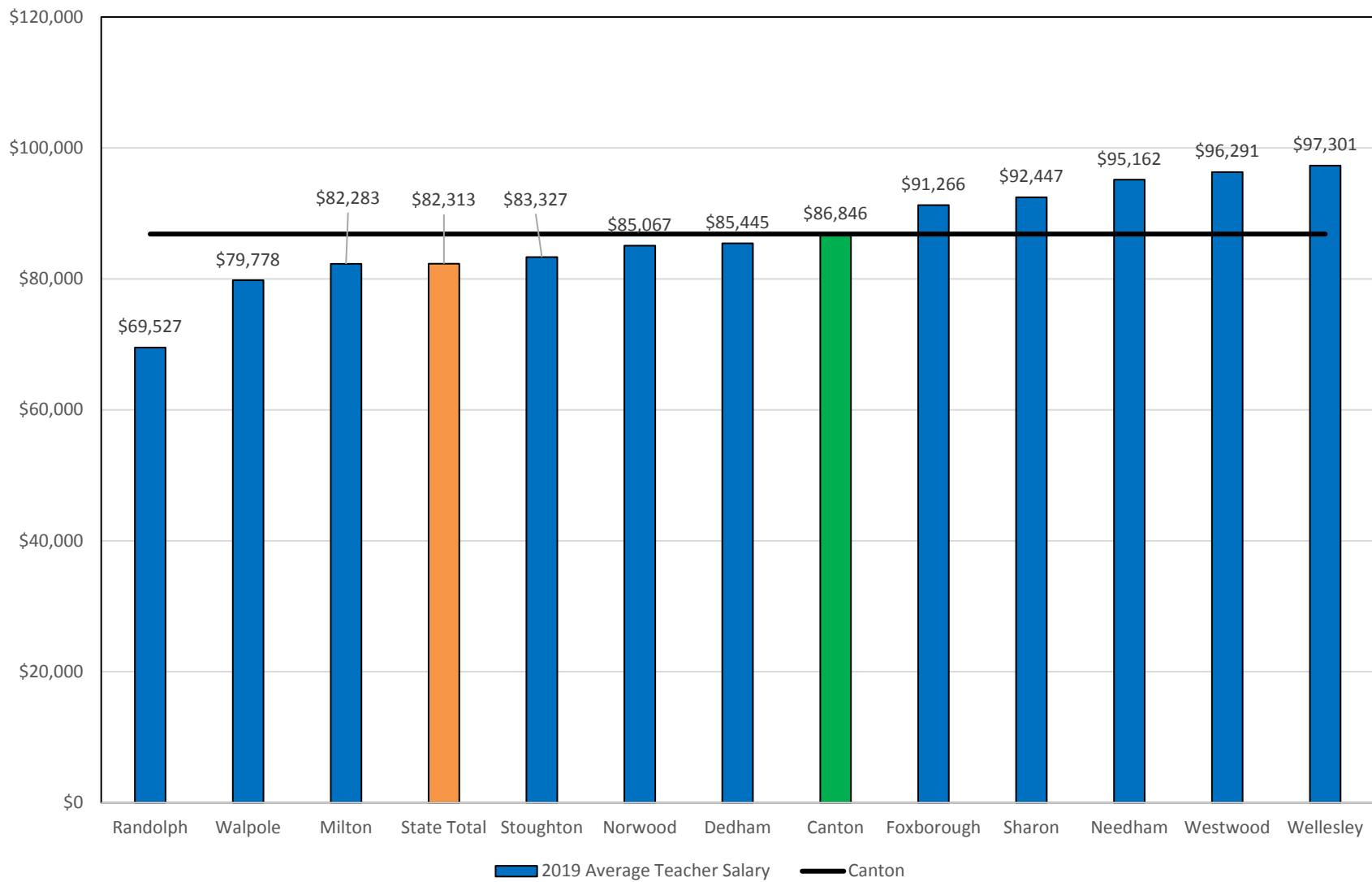
FY19 vs FY18 Per Pupil Expenditures



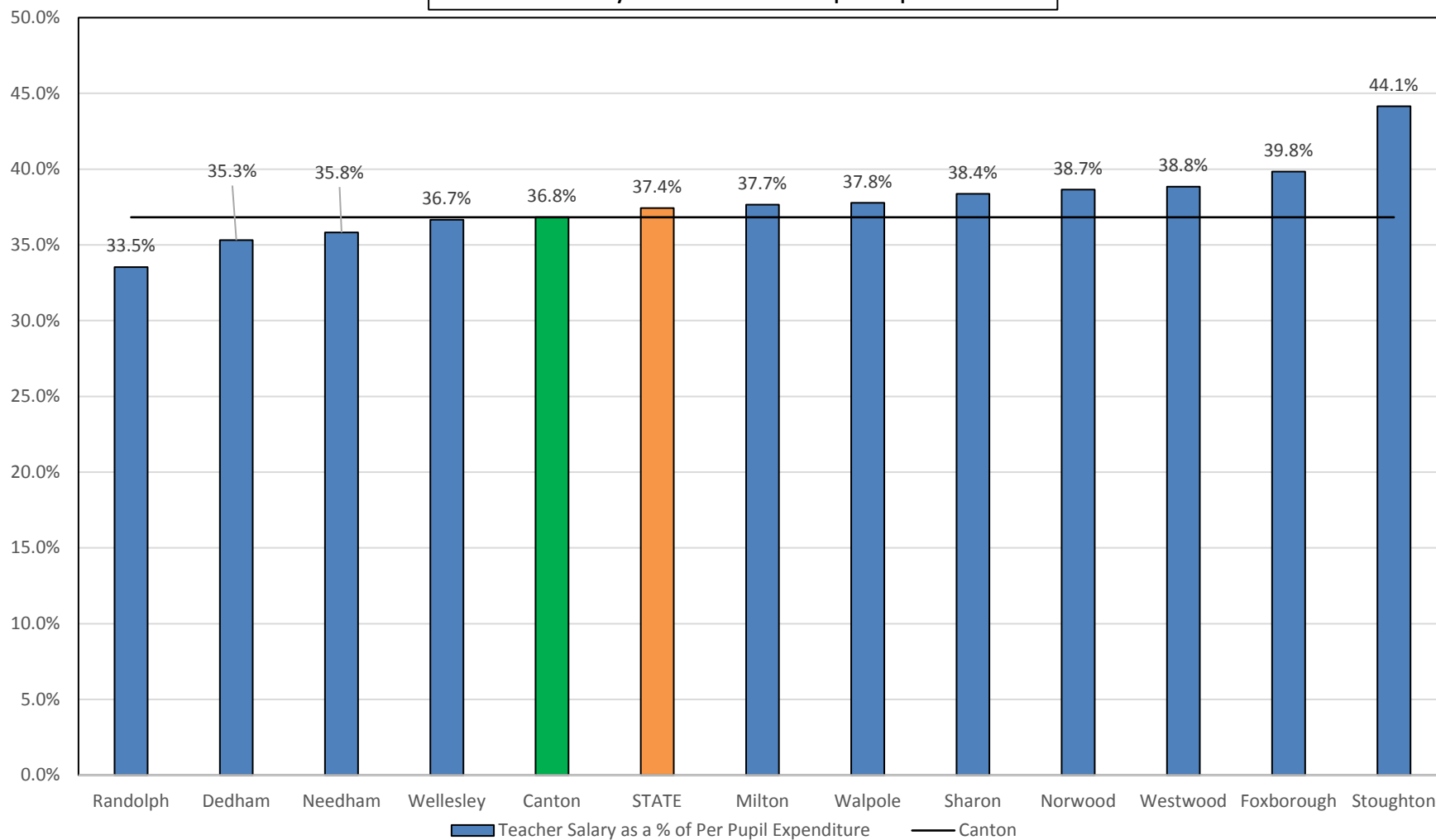
FY19 Administration and Instructional Leadership Per Pupil



Average Teacher Salary 2019



Teacher Salary as a % of Per Pupil Expenditure



(1) - Pipeline is registrations in process.				
(2) - Actual enrollment numbers in the 2020/2021 Rediker database.				
(3) - Actual 3/1/2020 enrollment				
(4) - Includes SP students				

[illegible]

Elementary Remote Pathway				
Grade	Remote Pathway Enrollment	Sections	Aver. Class Size	
K	38	2	19	
1	53	2	27	
2	51	2	26	
3	47	2	24	
4	39	2	20	
5	42	2	21	
	270	12	23	
Elementary School Enrollment				
	<u>Continuum</u>	<u>Sections</u>	<u>Average Class Size</u>	<u>SC Class Size Guidelines</u>
Hansen				
K	69	4	17	16-20
1	79	4	20	18-20
2	63	3	21	18-20
3	61	3	20	20-24
4	69	3	23	20-24
5	73	4	18	20-24
Total	414	21	20	
JFK				
K	51	4	13	16-20
1	59	4	15	18-20
2	62	4	16	18-20
3	67	4	17	20-24
4	67	4	17	20-24
5	69	4	17	20-24
Total	375	24	16	
Luce				
K	69	4	17	16-20
1	55	4	14	18-20
2	61	3	20	18-20
3	49	3	16	20-24
4	84	4	21	20-24
5	65	3	22	20-24
Total	383	21	18	
RLP				
K	38	2	19	16-20
1	53	2	27	18-20
2	51	2	26	18-20
3	47	2	24	20-24
4	39	2	20	20-24
5	42	2	21	20-24
	270	12	23	
	1442	78	19	

Student Withdrawal Analysis									
2019-2020 & 2020-2021									
2019-2020 K-12 Enrollment				3240					
2020-2021 K-12 Enrollment				3175					
				+/-	-65				
Withdrawal	2019-2020	2020-2021	+/-		School	2019-2020	2020-2021	+/-	
Blue Hills	21	17	-4		CHS	73	46	-27	
Misc	35	21	-14		GMS	7	45	38	
HomeSchool		16	16		Hansen	28	28	0	
Xaverian	3	6	3		JFK	10	25	15	
St. John		18	18		Luce	34	17	-17	
Roxbury Latin		4	4		Total	152	161	9	
St. Catherine's		8	8						
Norfolk Agg	2	2	0						
Ursuline	1	5	4						
Catholic Me	1	4	3						
Unknown	16	7	-9						
Moved	72	52	-20						
Charter	1	1	0						
	152	161	9						
					DESE Report				
Grade	2019-2020	2020-2021	+/-			Home Schooled	In State Private and Parochial Schools		
					2016-2017	0	411		
OK	7	4	-3		2017-2018	3	362		
01	12	19	7		2018-2019	3	336		
02	13	9	-4		2019-2020	8	218		
03	7	12	5						
04	19	13	-6						
05	13	13	0						
06	2	15	13						
07	4	19	15						
08	2	11	9						
09	49	32	-17						
10	11	7	-4						
11	10	2	-8						
12	3	5	2						
	152	161	9						

Class Size Guidelines

Elementary Schools

<u>Pre-K</u>	15*
<u>Kindergarten</u>	16-20
<u>Grades 1-2</u>	18-20
<u>Grades 3-5</u>	20-24

Secondary Schools

<u>English/LA, Science, Math, Social Studies</u>	22-24
<u>Modern Foreign Language</u>	18-20
<u>Academic Support/Level 3 Classes</u>	15
<u>Directed Studies</u>	22-24

Enrichment and Elective Classes

<u>Physical Education, Wellness/Health</u>	22-25
<u>Industrial Arts</u>	18-20
<u>Drama</u>	22-24
<u>General Music</u>	22-24
<u>Art</u>	22-24

Guidance Student Load	180-225
-----------------------	---------

** mandated by State Law*

The above guidelines should not be viewed as hard and fast rules (with the exception of Pre-K); there should be a reasonable amount of flexibility in determining the size of classes as principals must consider a wide range of factors.

The guidelines will not necessarily be met in each and every classroom but should be met on average across the district.

CANTON PUBLIC SCHOOLS



Dr. Jennifer Fischer-Mueller
Superintendent of Schools

Derek F. Folan, M.Ed.
Assistant Superintendent

Dianna Mullen, M.Ed.
Director of Student Services

960 Washington Street, Canton, MA 02021
Telephone: 781-821-5060
Fax: 781-575-6500
www.cantonma.org

Barry S. Nectow
School Business Administrator

TO: Derek Folan, Interim Superintendent of Schools
FROM: Barry S. Nectow, Business Administrator
SUBJECT: 2021 ATM Articles
DATE: January 5, 2021
CC: Canton School Committee

During the fall of 2020, the School Department worked with the Town to address a projected budget deficit resulting from expenses related to reopening school in September. The projected deficit was \$1,650,000, primarily driven by staffing costs for the Remote Pathway ("RLP").

The School Committee, Select Board and Finance Committee reviewed two options and all agreed the option 2 on the attached proposal was the most appropriate.

Option 2 required the School Department to fund a portion of the deficit from four School Department Accounts:

Special Education Reserve Account	\$550,000
Preschool Revolving Account	\$200,000
Athletic Revolving Account	\$150,000
Building Rental Revolving Account	\$150,000

Part of the agreement with the School Committee, Select Board and Finance Committee was for the School Committee to submit 2021 ATM articles to replenish the four accounts.

The attached documents are two 2021 ATM articles to replenish the funds, which require School Committee approval prior to submitting the articles to the Town for inclusion in the 2021 ATM warrant.

The recent enactment of Federal Legislation provides additional funding for COVID related educational expenses. The amount of funding is unknown at this time but is likely to reduce the need for a portion of this funding.

*The Canton Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability or homelessness.
Equal Opportunity Employer (EOE)*

The two articles can be adjusted or eliminated if the additional funding is sufficient to offset all or a large portion of the deficit.

INCREASE SPECIAL EDUCATION STABILIZATION FUND

To see what sums of money the Town will vote to raise and appropriate or transfer from any available funds or borrow pursuant to any applicable statute, in order to increase any Special Education Reserve Account or to take any other action related thereto.

INCREASE SCHOOL DEPARTMENT REVOLVING ACCOUNTS

To see what sums of money the Town will vote to raise and appropriate or transfer from any available funds or borrow pursuant to any applicable statute, in order to increase any School Department Revolving Accounts or to take any other action related thereto.

COVID-19 Expenses and Projection					
October 1, 2020					
Sources of Funds					
Cares Act - Municipal Funds for Schools				\$1,388,667	
Cares Act - School Funds from DESE				\$745,000	
ESSER Grant				\$105,000	
Remote Learning Technology Essentials				\$79,265	
Operating Budget - School				\$300,000	
Total Sources				\$2,617,932	[a]
Expenses					
Expenses Category	Object	Amount	Projection		
		Through 9/30/2020	Through 6/30/2021		
PURCHASE of SERVICE	52000	\$11,500			
BUILDING MAINT & SUPPLIES	52420	\$112,533	\$150,000		
SUPPLIES	54000	\$317,421			
SUPPLIES & MATERIALS	54001	\$215,434	\$250,000		
EQUIPMENT PURCHASE	58500	\$257,190	\$150,000		
TECHNOLOGY	58508	\$1,003,854	\$100,000		
Total		\$1,917,932	\$650,000	\$2,567,932	(b)
COVID Related Staffing Costs					
Staffing the Remote Learning Pathway					
Position	FTE	Cost/Position		Total Cost	
One Year Positions	20	\$50,000		\$1,000,000	
Ed. Assts.	3	\$25,000		\$75,000	
Total - Staffing the Remote Learning				\$1,075,000	
Additional Staffing - Covid Related					
One Year Custodians	4	\$50,000		\$200,000	
Ed. Assts.	17	\$25,000		\$425,000	
Total - Additional Staffing - Covid Related				\$625,000	
COVID Related Staffing Costs				\$1,700,000	[c]
Total Covid Related Costs				\$4,267,932	[d] [b +
Surplus/Shortfall				(\$1,650,000)	[a - d]
Expense Variables					
Utilities					
Transportation					
Tuition					

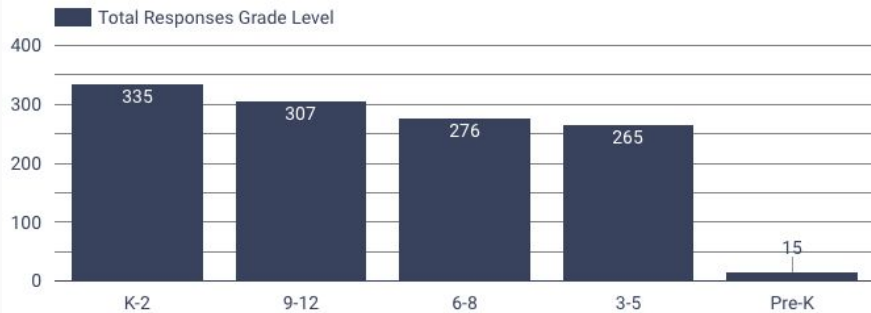
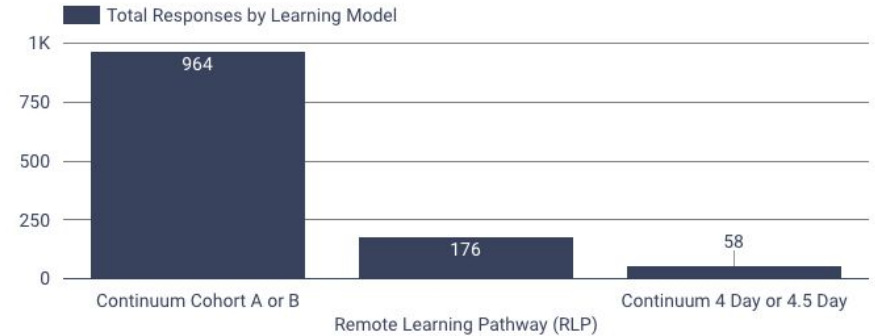
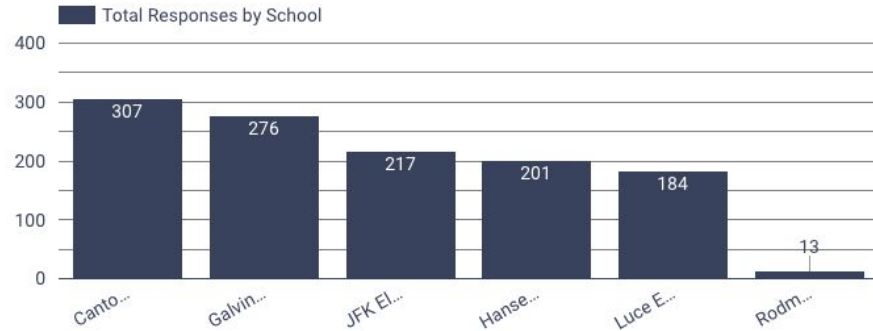
	A	B	C	D
1	Funding Options for School Committee Budget Deficit			
2	10/1/2020			
3				
4				
5	<u>Option 1</u>			
6				
7	Deficit Amount		(\$1,650,000)	
8				
9	Sources of Funds			
10				
11	Fincom Reserve Transfer		\$250,000	[1]
12	Spec. Education Reserve Transfer		\$250,000	[2]
13	State Aid*		\$582,636	[3]
14	Free Cash Transfer		\$567,364	[4]
15	Total Sources of Funds		\$1,650,000	
16				
17	Budget Deficit Amount		\$0	
18				
19	<u>Option 2</u>			
20				
21	Deficit Amount		(\$1,650,000)	
22				
23	Sources of Funds			
24				
25	Fincom Reserve Transfer		\$600,000	[1]
26	Spec. Education Reserve Transfer		\$550,000	[2] [5]
28	School Department Revolving Accounts		\$500,000	[5]
29	Preschool Revolving	\$200,000		
30	Athletics	\$150,000		
31	Building Rental	\$150,000		
32	Total Sources of Funds		\$1,650,000	
33				
34	Budget Deficit Amount		\$0	
35				
36	[1] Requires Fincom Approval			
37	[2] Requires SB and SC Approval			
38	[3] State Aid from incremental state aid voted by the legislature - \$800K+			
39	in total (Town Meeting Required)			
40	[4] Town Meeting Required and Free Cash has to be certified beforehand			
41	[5] Funds to be replenished through appropriation at May 2021 ATM			

Conditions for Learning Parent/Guardian Survey #2

January 7, 2021

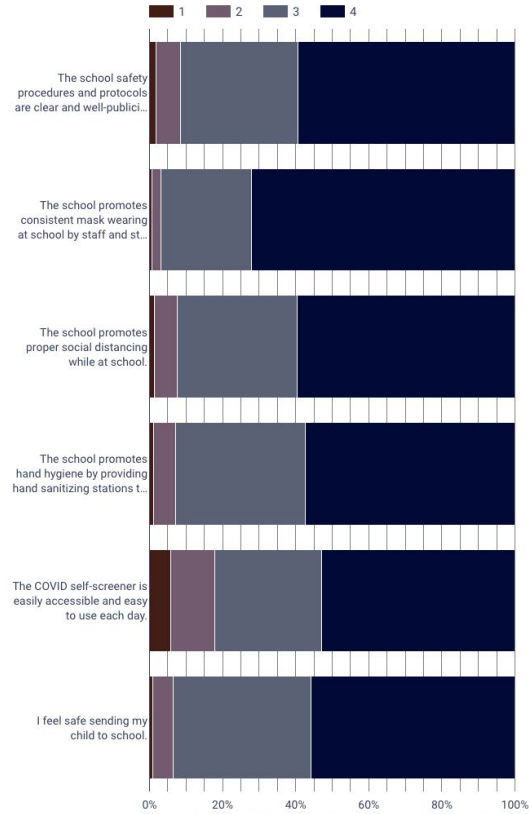


Survey responses: 1198 total responses

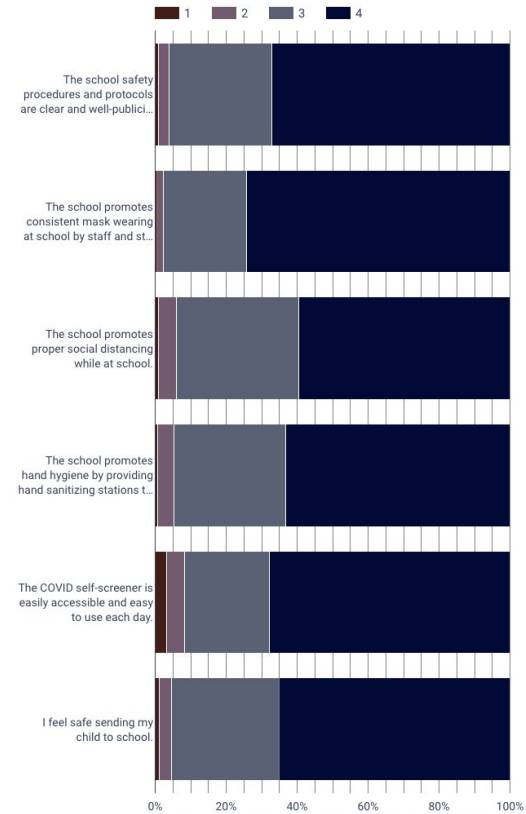


Safety

October, 2020 Survey Data

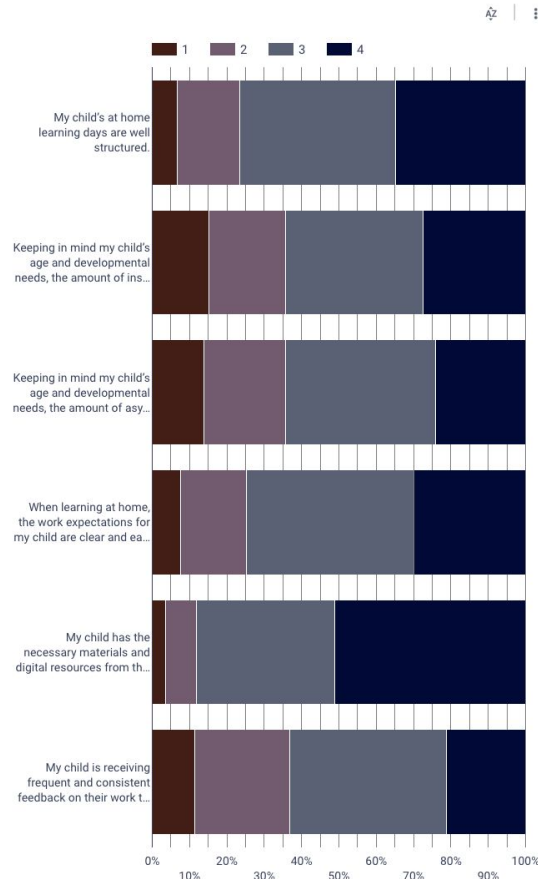


December, 2020 Survey Data

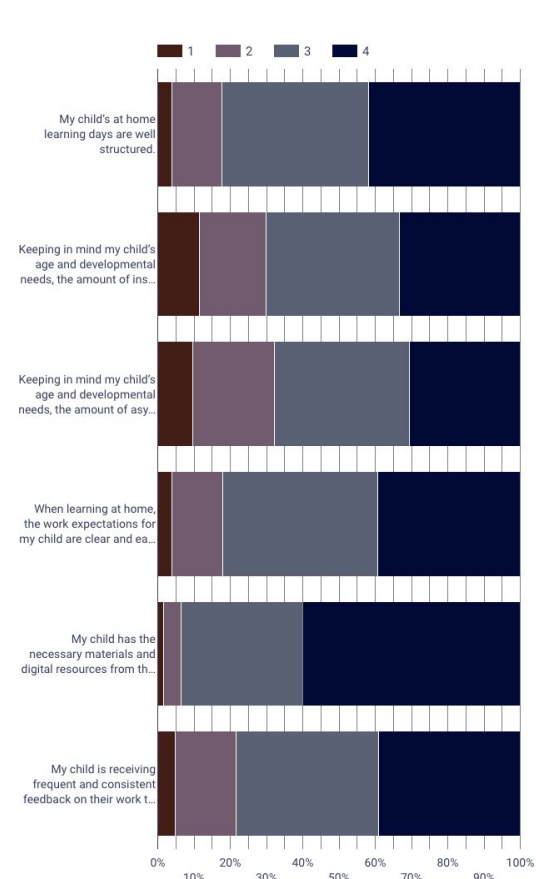


Teaching and Learning

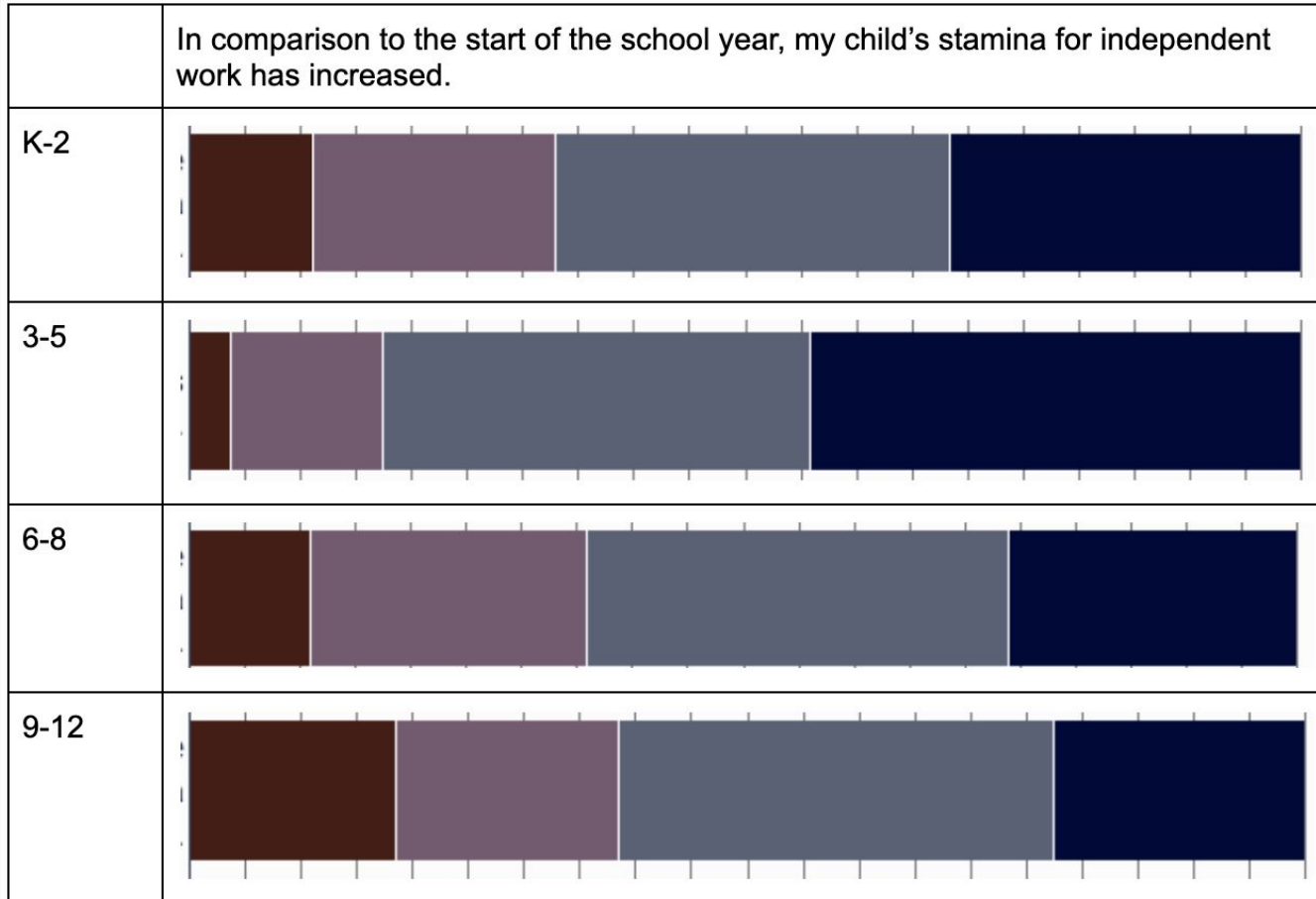
October, 2020 Survey Data



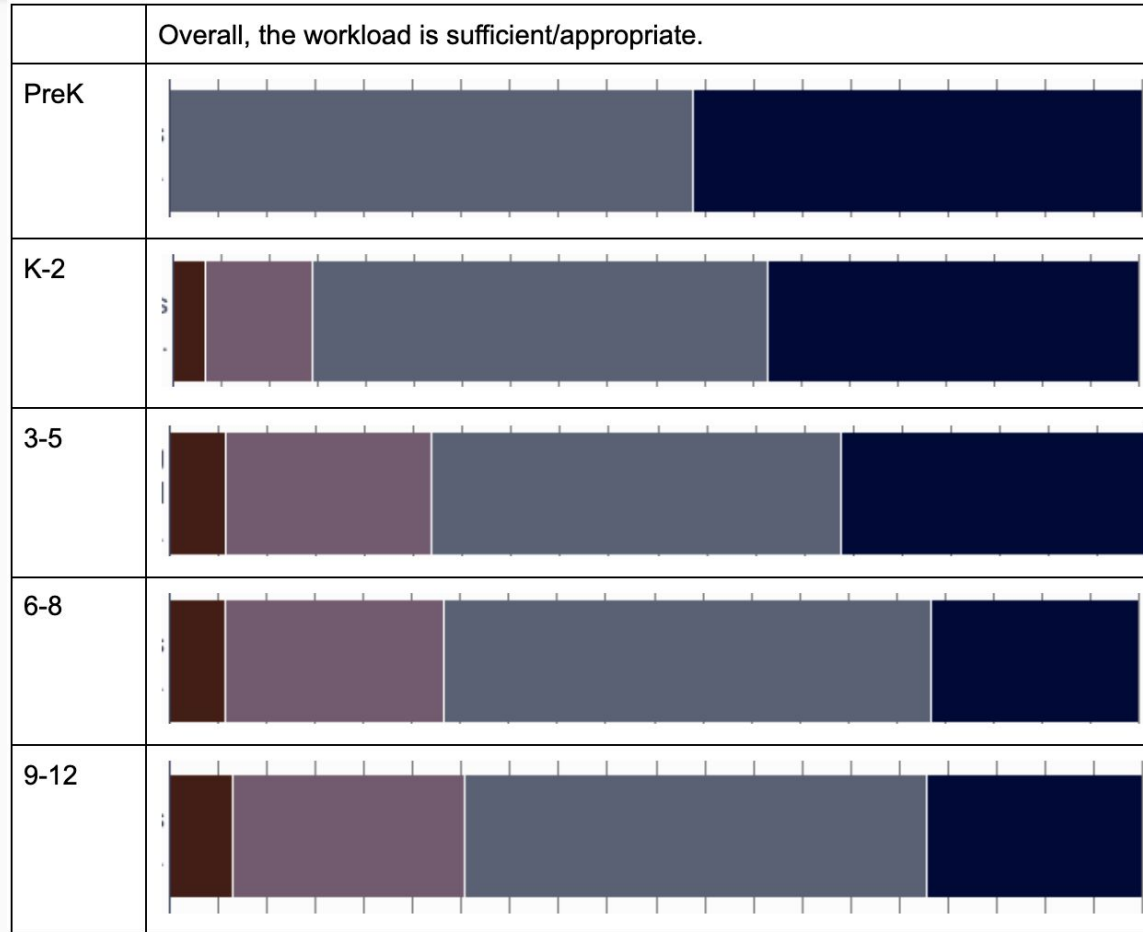
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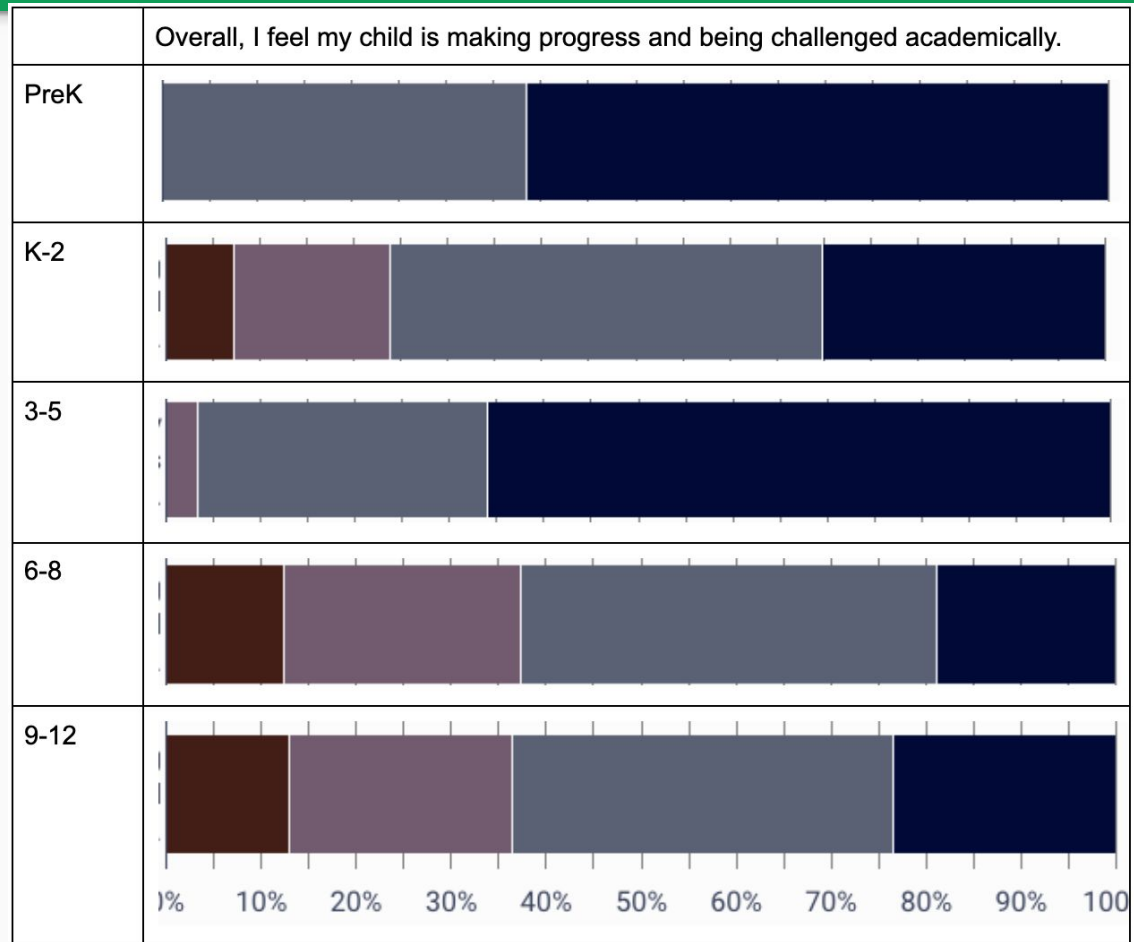
Teaching and Learning: New Question



Teaching and Learning: New Question

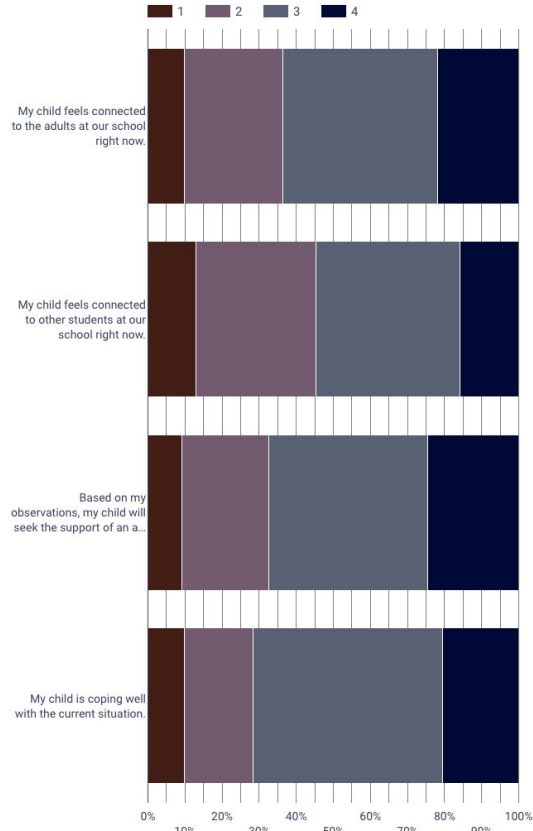


Teaching and Learning: New Question

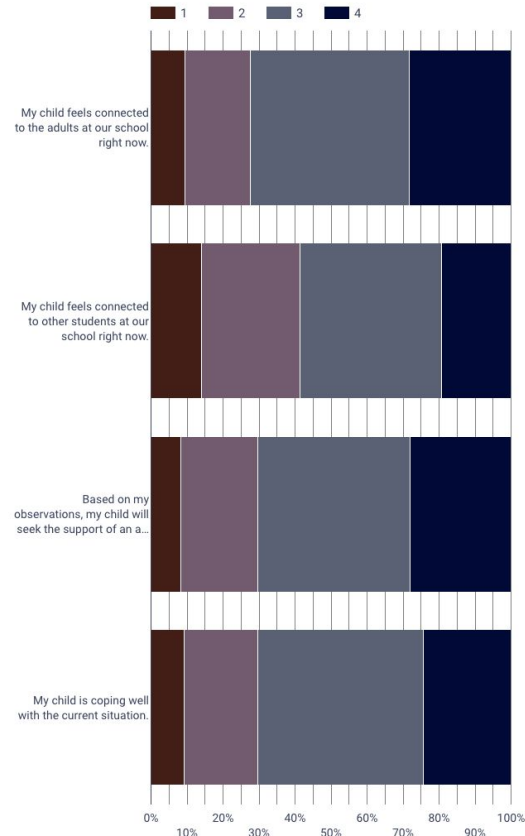


Social Emotional Learning and Wellness

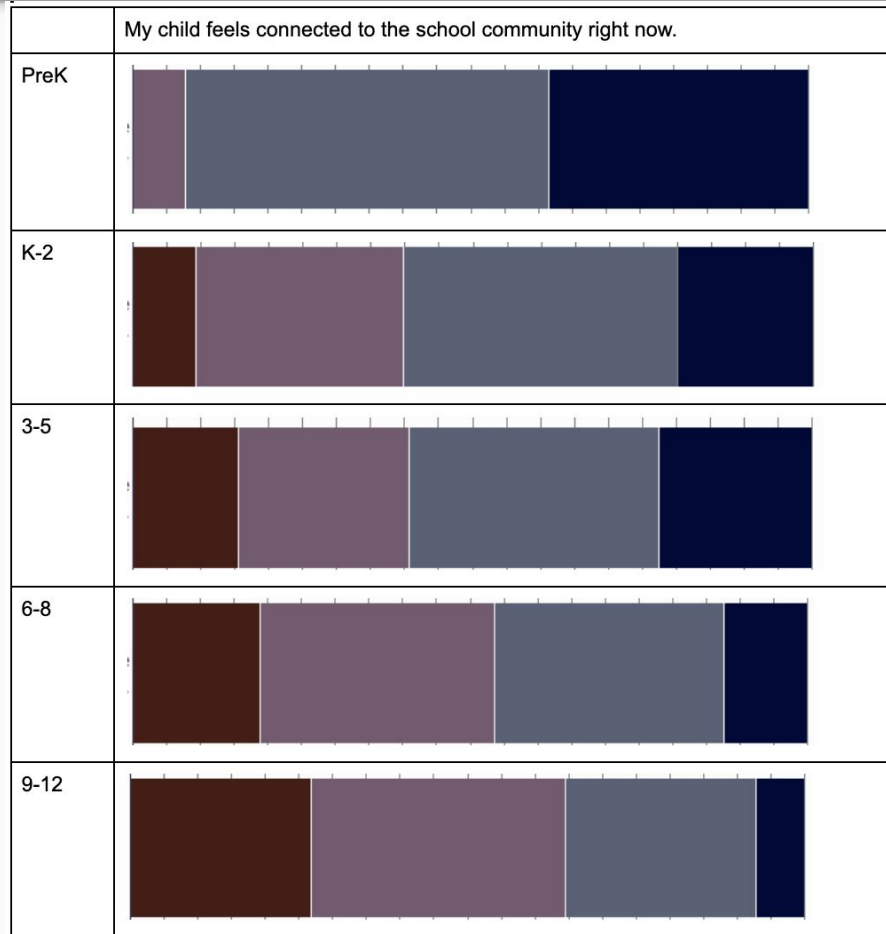
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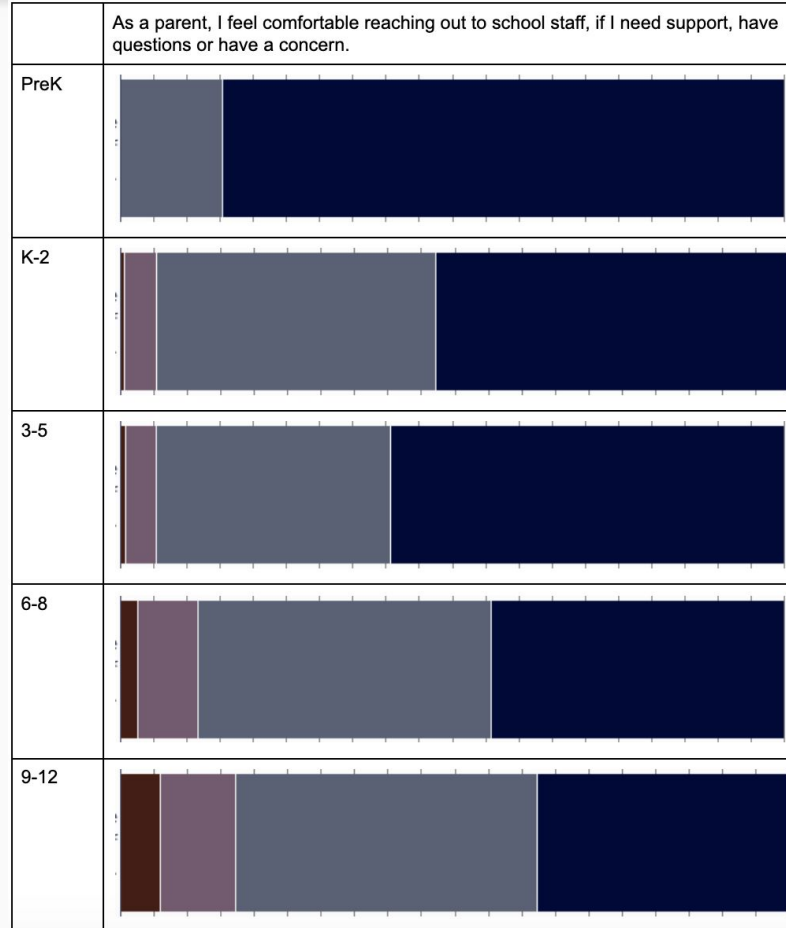
December, 2020 Survey Data



SEL: New Question

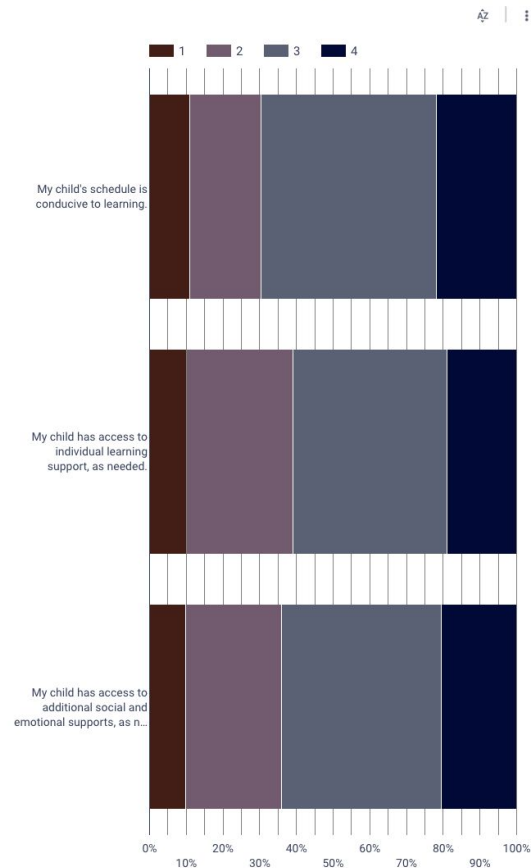


SEL: New Question

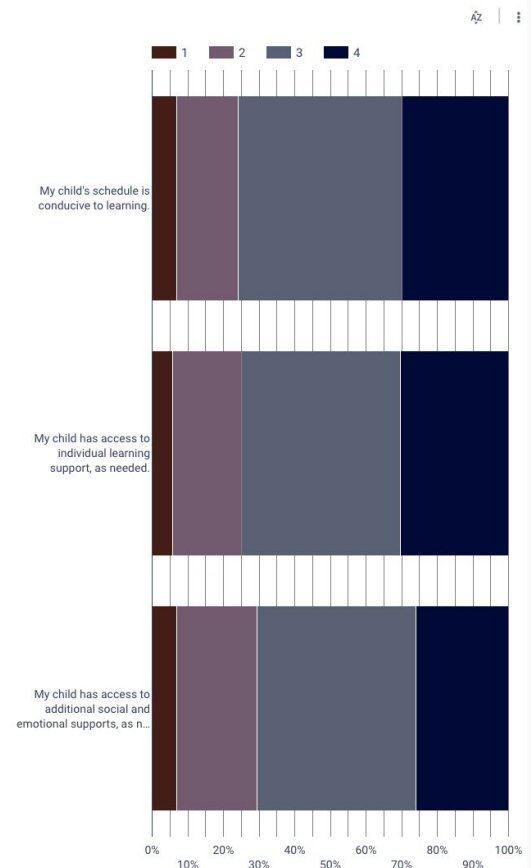


Structural Supports for Students

October, 2020 Survey Data

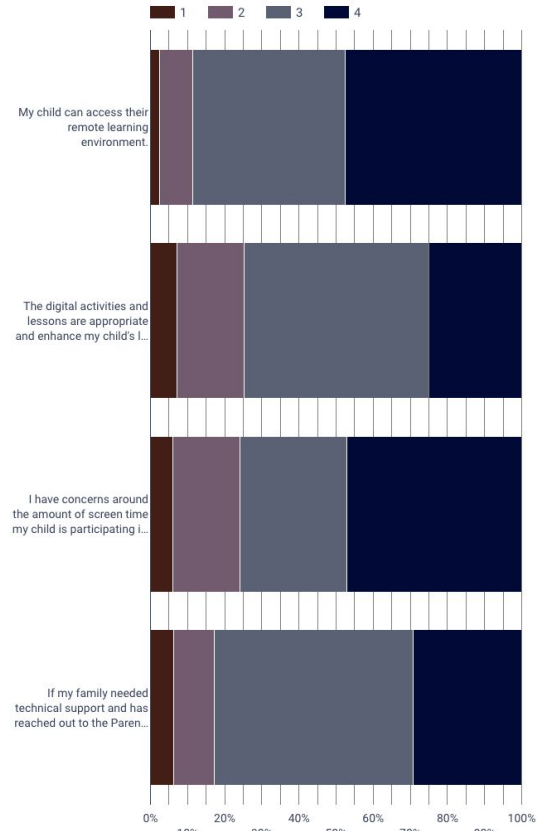


December, 2020 Survey Data

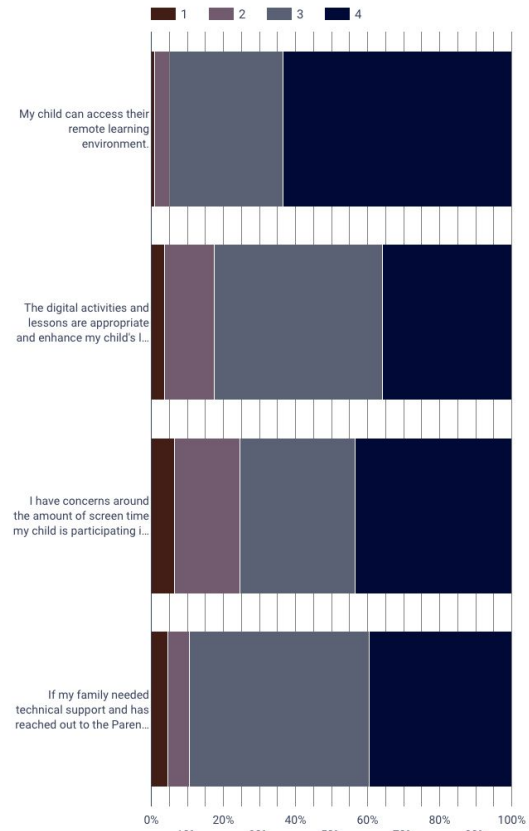


Technology and Digital Learning

October, 2020 Survey Data

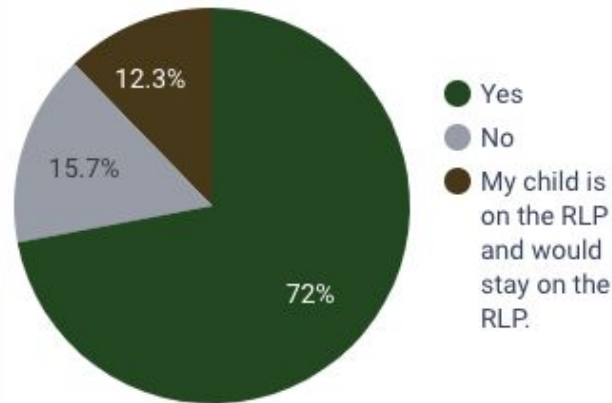


December, 2020 Survey Data

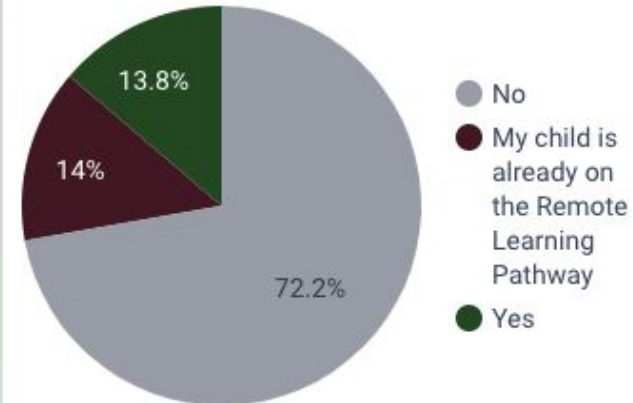


Learning Models: District

If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would send my child to school for in person instruction.



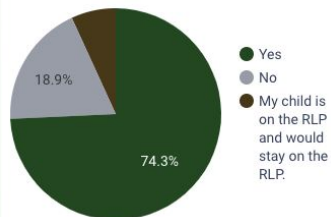
If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would request a change to the Remote Learning Pathway.



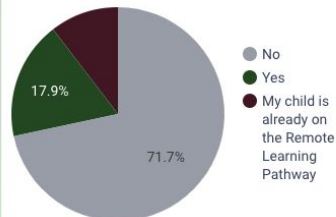
CHS and GMS

CHS

If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would send my child to school for in person instruction.

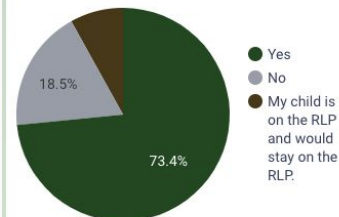


If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would request a change to the Remote Learning Pathway.

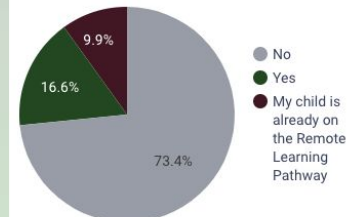


GMS

If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would send my child to school for in person instruction.



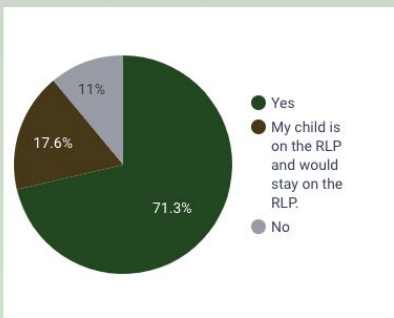
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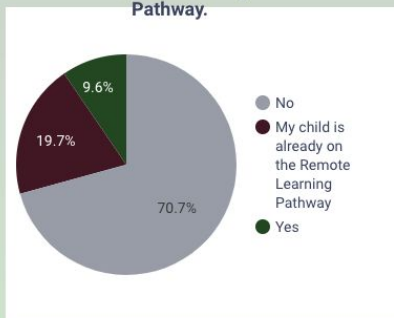
Elementary

K-2

If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would send my child to school for in person instruction.

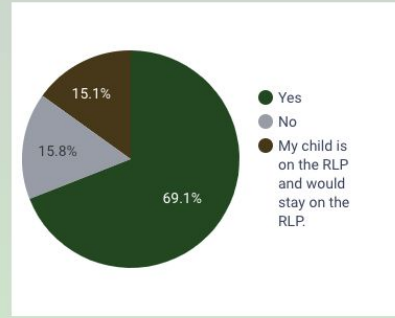


If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would request a change to the Remote Learning Pathway.

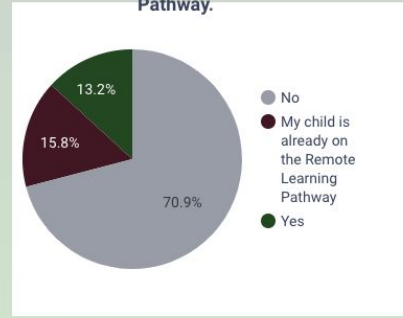


3-5

If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would send my child to school for in person instruction.

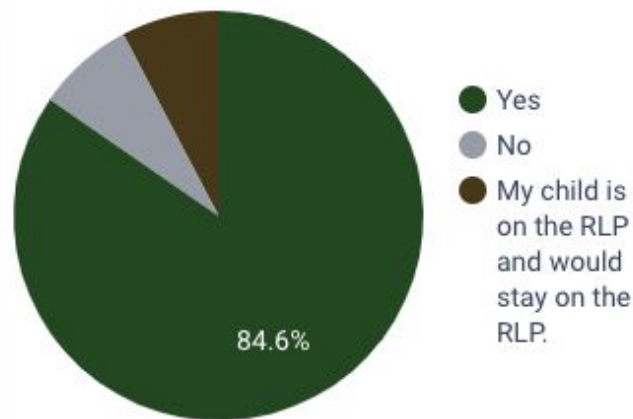


If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would request a change to the Remote Learning Pathway.

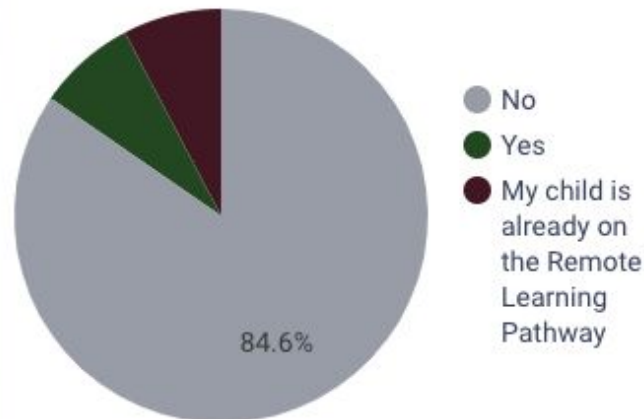


Preschool

If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would send my child to school for in person instruction.



If the district were to adjust to a 4.5 foot social distancing and four days per week model, I would request a change to the Remote Learning Pathway.



Trends and Patterns: Positive Takeaways

- Many commendations for the teachers for engaging students and being organized. Parents often commented with gratitude for the work that teachers are doing to make the best of this situation.
- RLP has exceeded expectations for many families
- Students have developed routines and feel more comfortable with their learning
- Some students have felt connected to their cohort, even if not full class
- Parents expressed an overall feeling of safety with the protocols in place, but there is a generalized sense that current numbers are raising concern.

Trends and Patterns: Other Themes

- Long remote days can be difficult for students
- Some requests for shorter remote days
- Comments varied about the amount of asynchronous work
- Some requests for more challenging work
- Screen time remains a concern
- Social connectedness remains a concern, connected to cohort but not to school community

Next Steps

- Building level analysis
- Site Council review
- Additional surveys in March
- Advisory Group
- Staff survey review on 1/21/21
- Student survey

File: BEDH

GUIDELINES FOR PUBLIC COMMENT

A School Committee meeting is a meeting of a government body at which members of the body deliberate over public business. We welcome the attendance of members of the Canton community to view the School Committee as we conduct our regular business meeting so that they may become better acquainted with the operations and the programs of our schools.

The Canton School Committee believes that the Canton School District community should have an opportunity to comment to the School Committee on issues that affect the District and are within the scope of the School Committee's responsibilities. We appreciate the opportunity to understand the wishes and ideas of the community during our meeting through presentation and public comment.

Any citizen who wishes to make a presentation to the School Committee on an item that is of interest to him/her and within the scope of the School Committee's responsibilities may request to be placed on the agenda for an upcoming meeting. Such a request should:

- Be in writing and received by the Superintendent at least one week before the upcoming meeting date.
- Contain background statements that explain the scope and intent of the agenda item.

The Chair of the School Committee works with the Superintendent to formulate meeting agendas. Together they will determine if and when the item is to be taken up and all parameters required of the presenter.

In addition, the School Committee has set aside a period of time at each School Committee meeting to hear from the public via public comment. Public comment provides a brief forum in which an individual can express an opinion on issues within the School Committee's authority. It is not an opportunity for discussion, debate, or dialogue between individuals and the School Committee. To ensure the School Committee's ability to conduct the District's business in an orderly manner, the rules and procedures for public comment set forth below are adopted. The Chair shall rule out of order any individual who fails to honor these guidelines.

1. Prior to the start of each regularly scheduled School Committee meeting, individuals or group representatives will be invited to sign-up to address the School Committee. In certain instances, the Chair may elect to allow the public to sign-up for public comment after the meeting has begun and will provide instructions for participation. Priority will be given to those who sign up before the meeting.
2. All speakers are encouraged to present their remarks respectfully. Topics for comment must be limited to items within the School Committee's scope of responsibility, with priority given to those listed on the meeting agenda for that evening. The School Committee's authority primarily concerns the review and approval of the District's public schools' budget, the Superintendent's performance, and the district's public schools'

educational goals and policies. Therefore, any comments about individuals must concern the education goals, policies, or budget of the District or the performance of the Superintendent. Under most circumstances, administrative channels are the proper means for the disposition of complaints involving individual staff members. A speaker may be interrupted by the Chair and warned if their commentary does not pertain to school committee business, is not on the agenda, and/or if the question being presented has already been addressed in the same meeting.

3. Public comment shall generally not exceed 30 minutes in total. The presiding Chair may permit an extension of this time limit in extenuating circumstances.
4. Public comment shall generally be scheduled to occur after priority business items on the agenda have been addressed in order to provide current information and context on which the speakers may base their comments. The Chair may elect to hold School Committee votes until after public comment when relevant and feasible.
5. Any citizen wishing to speak before the School Committee shall identify themselves by name and address, and then be allowed five (5) minutes to present their material. The Chairperson may permit an extension of this time limit.
6. All citizens shall speak to the full School Committee through the Chair and shall not address individual members or administrators.
7. Any School Committee member may direct questions to the speaker through the Chair to clarify comments of the speaker.
8. The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair, after a warning, may terminate speech which is not constitutionally protected because it constitutes genuine threats, incitement to imminent lawless conduct, is consistent with comments that were found by a court of law to be defamatory, and/or incorporates sexually explicit comments made to appeal to prurient interests. Verbal statements will also be curtailed once they exceed the five-minute time limit set forth in this policy and/or when they address issues that are not within the scope of the School Committee's authority.
9. No citizen may speak more than once during a public comment period without the permission of the Chair.
10. If a recitation from written comments exceeds five (5) minutes, the written comments may be presented to the School Committee before or after the meeting for the School Committee members' review and consideration at an appropriate time.

Disclaimer: Public comment is not a time for debate or response by the School Committee to comments. Comments made during public comment do not reflect the views or the positions of the School Committee. Because of constitutional free speech principles, the School Committee

does not have the authority to prevent all speech that may be upsetting and/or offensive made during public comment.

If the School Committee believes that an issue requires a dialogue with the District community, the School Committee may schedule a separate public hearing or listening session on that issue.

The School Committee adheres to Massachusetts General Laws Chapter 30A Section 20(f) governs public participation at open meetings covering all public bodies, which states the following:

- No person shall address a meeting of a public body without the permission of the Chair.
- All persons shall, at the request of the Chair, be silent.
- No person shall disrupt the proceedings of a meeting of a public body.
- If, after a clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting. If the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

Approved:
Reviewed:
Revised: