

# CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller  
*Superintendent of Schools*



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*Assistant Superintendent*

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Barry S. Nectow  
*School Business Administrator*

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

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## Superintendent's Report School Committee Meeting of Thursday, June 13, 2019

Jennifer Fischer-Mueller, Ed.D.  
Superintendent of Schools

### Superintendent Activities Highlights

CHS Graduation: Many memorable moments culminated with a beautiful Commencement Ceremony on Friday, June 7. One of the most notable was the new "Graduation Walk" where seniors walked through all of our schools the morning of graduation. It was a great way for students and teachers to reconnect and show off our great role models graduating from CHS. Congratulations to the Class of 2019!



GMS Cultural Heritage Night: Thank you to the staff and administrators at GMS for continuing this wonderful tradition of honoring many cultures on Cultural Heritage Night. This evening includes food, performances, and various activity stations. Special thanks to GMS CAPT for funding this event, Ms. Naomi Adagboyi and Sasha Martone, on behalf of CFED, for funding the hair braider and the Cultural Heritage Night Committee consisting of: Amy Muldoon, Ann

McLean Muse, Michelle Greco, Camille Killian, Eric Adams, Jina Guimond, Rumni Saha, Karim Gibson, Jolene Gillander, Meg Hobbs, Heidi Olsen, Cathy DeMassi and Sarah Shannon.



Step Up Day: Each year, eighth grade students walk to CHS and are greeted by CHS Link Leaders, other student leaders, and CHS staff to participate in Step Up Day. During their visit on June 10, students have the opportunity to take a tour of CHS and participate in team building activities. Thank you to Heather Sullivan and Kelly Cavanaugh for organizing this event.



Unity Day: On Monday, June 10, the CPS Wellness Department hosted Unity Day. This event is a collaboration of our 5th grade class, our middle school students and high school students. Students took a tour of GMS then enjoyed some music, a cookout, and participated in field day



activities. Thank you to Ryan Gordy, the CPS Wellness staff and our 5th grade teachers for their collaboration and planning.



### GMS Girls Rocket Club:

Thanks to GMS Science teacher, Mr. Stephen Bauer, for supporting and orchestrating the girls Rocket Club. Their official launch took place on Monday, June 10 at GMS.



This event is supported by the School to Career Organization. Thank you also to the volunteers for supporting students' interest in STEM initiatives.



### Rodman Preschool Happenings:

The Rodman preschoolers transitioning to kindergarten had the opportunity to take a field trip to their new school this week. It was a wonderful time to meet new people and see new spaces. The children and their parents visited the cafeteria, had a snack and spent some time in the kindergarten classrooms, playing and meeting teachers. They even got to ride the big yellow bus!

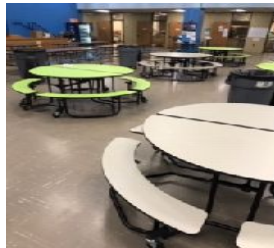


On Monday, June 3rd the preschoolers celebrated the 50th anniversary of the book The Very Hungry Caterpillar by Eric Carle. They had a big birthday party, hats and all, for one of their favorite books. During this time the preschoolers watched their own live caterpillars emerge from their chrysalis. You can imagine their excitement at witnessing this miraculous event!



### **Updates**

**GMS Cafeteria:** After receiving feedback from students at the GMS student forum with School Committee, and followed by further conversations with Facilities Director Brian Lynch and Principal Shanon, Mr. Nectow was able to secure resources to replace the long cafeteria tables with circular tables. These circular tables provide students more engagement with multiple peers during their lunch period. This is another example of the value of listening to students to identify their needs.



### **Indicators of Excellence**

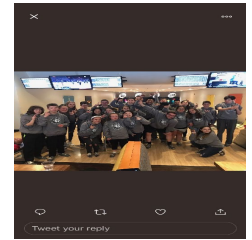
**GMS Literary Magazine:** *Fresh Ink* is the Literary Magazine at Galvin Middle School. The magazine is co-created by Kristi Canavan and Kate Johnston. It is published annually and all students can submit poetry, short stories, and artwork for selection and publication. Each year, published students gather at *Barnes and Noble* for a showcase that families and staff attend to hear readings, descriptions and inspiration for their artwork. We are always impressed by the quality of student work. This year, our showcase was held on May 30.



**STEM Coordinator Finalist:** We are pleased to announce that after completing the first round of interviews, the Search Committee has recommended Ms. Sara Donovan as the preK - 5 STEM Coordinator finalist. Sara has been an educator in Canton for 24 years and is currently a technology teacher at the Galvin Middle School. Yesterday, members of the district staff had a chance to interact with Sara to learn more about her work and share thoughts on the STEM Coordinator role in Canton. Additional updates are forthcoming.



Unified Track Banquet: Thanks to the generosity of *Splitsville* at Patriots Place in Foxborough, thirty members of the CHS Unified Track team enjoyed a banquet and bowling to wrap up their 2019 season.



CHS World Language Department: Congratulations to Mr. Michael Farkas for being awarded the 2019 MAFLA (Massachusetts Foreign Language Association) New Teacher Award for Excellence in World Language Teaching.

MET Awards: Ms. Katie Brobst and CHS performing arts students attended the Massachusetts Educational Theatre (MET) Awards on Monday, June 10 at Berklee Performance Center in Boston. Congratulations to this group for winning the Best Tech Crew and Best Orchestra. Other notable awards were: Best Lead Actor for Sohil Apte as Jean Val Jean, Best Supporting Actress for Anna Mak as Eponine, Best Set Design & Execution, Best Acting Ensemble, and Best Overall Production.

As Best Actor nominees, Sohil and Anna got to perform in the opening number of the show. Anna, Alex Maddestra, and Kayla Fitzgerald performed a number from our show as part of the Best Production nominees.

Project SMILE: Project SMILE, Stress Management In Learning Environments, won 1st place in the FPS International Conference's Community Problem Solving Component held this past week at UMass Amherst. The team competed with hundreds of students from 13 different countries with similar community projects that are pertinent to their region.

Congratulations to team members: Anvitha Addanki, Sylvia Chin, Sarah Hernandez, Sydney Weng, Harshitha Valluri, Sinead Qiu, Jenny Mazzola, Ciara O'Connor. Throughout the course of this project, they have hosted many events before and after school such as meditation, yoga, aromatherapy, music therapy, art therapy, games, food therapy, and awareness events to help students become more aware of healthy ways to manage their stress.

### Important Dates and Events

June 14	Last Day of School for PreK
June 17	Last Day of School for Kindergarten
June 18-20	Kindergarten Screenings, Elementary Schools
June 21	Last Day of School, Grades 1-11, Early Release
July 11	School Committee Meeting, 7:00 pm, Location TBD

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I am delighted to announce that [Ms. Julianne \(Julie\) Shore](#) will be the Director of Technology for the Canton Public Schools beginning July 1, 2019.

Ms. Shore is a veteran educator with a wide range of experience not only in public schools, but also in the private and non-profit sectors.

After earning her Bachelor's degree in Accounting from Northeastern University, Ms. Shore worked as an accountant for Junior Achievement of Northern New England, Sullivan and Folan, and The TJX Companies. Ms. Shore began her career as an educator in Norwood High School, where she taught Business and Accounting classes for over a decade. She also served as a member of Norwood's district-wide Technology Committee and the Instructional Technology Facilitator for Norwood High School. From 2016-18 Ms. Shore served as the Dean of Students at Canton High School; she took on the role of Assistant Principal at CHS in September 2018. Ms. Shore has been instrumental in the implementation this year of the bring-your-own-device initiative in Canton High School. In addition to her degree from Northeastern, Ms. Shore completed the Leadership Licensure Program sponsored by the Massachusetts School Administrators Association.

Ms. Shore brings great knowledge, enthusiasm, and commitment to the district's work in technology. Her rapport with staff across a wide range of roles, along with her demonstrated success in leading projects and programs in education technology, make her an excellent fit for the Director role.

I extend my thanks to the members of the Search Committee who dedicated many hours to this process. The diligence and professionalism of the Search Committee are greatly appreciated.

Please join me in welcoming Julie Shore to her new position as Director of Technology for the Canton Public Schools.

*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)*



# Julianne K. Shore

Address: 10 Chatham Rd, Norwood MA 02062

Phone: 781-702-0070

Email: julianneshore@gmail.com

## Experience- Education

### ***Canton High School*** **Assistant Principal** **Dean of Students**

Canton, MA  
July 2018-present  
August 2016-June 2018

Oversee areas of school culture, student accountability and support, staff supervision and evaluation, program/curriculum development and review, professional development and state testing.

#### *Duties and responsibilities include:*

- Build authentic and trusting relationships with students, families, and staff
- Work directly with students in areas of discipline, attendance, and student accountability and student support for 9th and 11th grade (approx. 500 students)
- Collaborate with student support staff to ensure success for students both academically and social-emotionally
- Analyze various data points to drive decisions and better serve student needs
- Work with support staff to create and maintain appropriate student interventions and supports
- Assist teachers with behavioral management techniques in and out of the classroom
- Engage with the administrative leadership team on curricular, instructional and assessment initiatives
- Conduct staff observations and evaluations of 30 teachers and staff
- Develop and implement in house staff professional development
- Support in house Strategies Room and HomeBase Transitional Room
- Member of the Student Response Team and Crisis Support Team
- Member of the District Safety Assessment Team
- Student and staff safety including coordinating drills while working closely with our public service officers
- Organize and coordinate MCAS
- Maintain close relationships with guidance counselors, parents, and outside agencies, including the SRO
- Conduct investigations including; bullying, civil rights, Title IX, harassment
- Coordinate Freshman Orientation, Link Leader Program, and build relationships with our transfer students
- Provide supervisory duties before, during, and after school

### ***Norwood High School*** **Teacher Business/Accounting**

Norwood, MA  
Sept 2006-June 2016

- Currently teach both college level and honors level accounting 1, accounting 2, accounting 3 curricula; incorporating traditional workbook learning with Quickbooks software and hands-on business simulations.
- Increased student participation in accounting 1 from 17 students in the 06/07 school year to full capacity of 5 sections approx. 125 students per year
- Developed and incorporated accounting level 2 and level 3 college and honors level curriculum.
- Integrated a new textbook and course curriculum including financial software and spreadsheets
- Supervised 4-day trip my last 4 years for 40 students to New York City to provide students with a lens into the looking at various industries and how their coursework connects to the real world
- Taught computer fundamentals, a year-long course preparing students for their technology and computer skill demands of high school, college and beyond

#### **Other Administrative Roles**

- AP Coordinator- responsible for the organization, coordination, and testing activities including; student enrollment, material ordering, coordination of proctors/room assignments, SSD, and test day procedures

Julianne K Shore Resume Cont'd

- Treasurer- Student Activities Fund- manage all funds related to student activities in the high school; responsible for both revenue and expenditure payout, monthly reporting to the Business Office and Town Hall, work with individual student groups to on basic accounting principles and money management
- Treasurer- Norwood High School Sunshine Fund-a teacher driven fund used for teacher needs, appreciation, student donations, staff and team building activities.
- Norwood High School Tiot Yearbook Finance Editor- responsible for all accounting and sales of the NHS Tiot.
- High School Instructional Technology Facilitator
- Member- District-wide Technology Committee
- Member- Student Information System Selection Committee
- 2012 nominated by the Norwood Masons as Norwood's Teacher of the Year

**Summer Fuel- Harvard University**  
**Finance Teacher**

July 2013

- Taught an Intro to Finance class for international high-achieving high school students at Harvard University

**Experience: Accounting/Business**

**Junior Achievement of Northern New England, Inc.**  
**Sr. Accountant (telecommuted 9/06-2/11)**

Boston, MA  
Oct 2000-Feb 2011

- Responsible for all aspects of general accounting and financial management for leading business and economic nonprofit 501(c) 3 organization
- Manage complete financial package
- Preparation of the annual and quarterly budgets and forecasts
- Coordinate and execute year-end audit procedures with the external audit firm
- High level of contact with vendors and donors
- Prepared all financial reporting to the President, Treasurer, Finance Committee and Board of Directors
- Member of organizational Senior Team responsible for organizational management, staff training, human resources, technology
- Various inter-department senior projects and/ or organization representation

*Previous responsibilities included:*

Administered all functions of human resources and benefits administration

Managed complete financial package for discontinued operation in New Hampshire

**Sullivan and Folan, CPA's**  
**Accountant**

Braintree, MA  
Jan 2000-Oct 2000

**The TJX Companies, Inc.**  
**Tax Accountant**

Framingham, MA  
June 1999-Dec 1999

**Northeastern University**  
**Assistant Accountant**

Boston, MA  
Oct 1996-June 1999

**Licensure/Certification:**

**Commonwealth of Massachusetts Educator Licensee**

- \* Superintendent/Asst Superintendent
- \* Principal/Asst Principal (5-8) (9-12)
- \* Business (5-8)
- \* Instructional Technologist Specialist (pending)

- \* School Business Officer (pending)
- \* SEI Endorsed

**Other Certifications:**\* RBT: ATSR course certified

\*Working towards Google Certification- Level 1



## Education:

### ***Northeastern University***

College of Business Administration

Concentration: Accounting      GPA: 3.5

Boston, MA

June 2000

### ***Endicott College/MSAA LLP Program***

Educational Leadership      GPA: 4.0

Beverly, MA

May 2016

### ***Graduate Classes:***

- Northeastern University: 2 nonprofit management courses
- Salem State: Student theory-Higher Education
- Various education related course work

## Education Awards/Achievements

- Nominated as Norwood's "Teacher of the Year" in 2012
- Northeastern University College of Business Honors Distinction, Golden Key National Honor Society

## Computer Skills

- Google G-Suite, Microsoft Office, PeachTree, QuickBooks, Easy Teach, IPASS, Google Docs, Rediker

*References furnished upon request*

# Galvin Middle School 2018-19 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee  
June 13, 2019



### **2018-19 GMS School Council**

<b>Name</b>	<b>Position</b>	<b>Term</b>
Sarah Shannon	Principal	Permanent
Julie Ghostlaw	Teacher	Sept. 2019
Julie Hall	Teacher	Sept. 2019
Camille Killian	Teacher	Sept. 2019
Michelle Roberts	Parent	Sept. 2020
Lynn Flaherty	Parent	Sept. 2019
Vijay Adankki	Parent	Sept. 2020
Erika Duffin	Student	June 2019

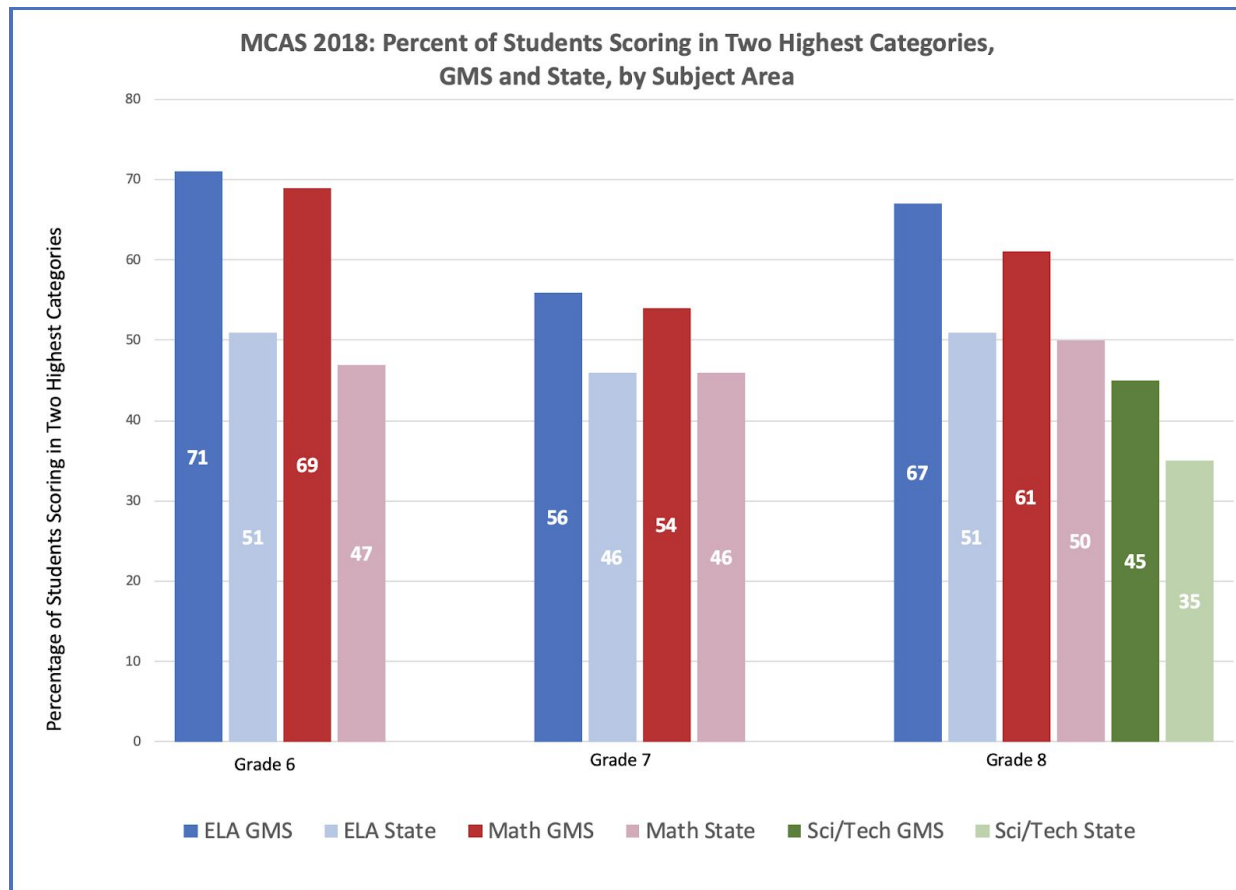
# Summary 2018 - 19

## Demographic Information

- 739 students and 110 staff
- Student mobility: 28 students moved out of GMS and 26 students moved in
- 1.5% of students are English Language Learners
- 13.3% of students receive specialized instruction for identified disabilities
- 20.3% of students qualify for free or reduced lunch
- 95.8% average student attendance

## Student Learning Outcomes

### 2018 MCAS SUMMARY:





### World Language National Exams

In March 2019, 92 World Language students in grades 7 and 8 participated in the National French Contest and the National Spanish Examinations, which are proficiency-based exams taken by students across the United States. In total, 92 students took the exam; 38 students earned national recognition. Gold medal winners were in the 99% percentile and earned a perfect score of 100% in both reading and listening comprehension, which are the student learning goals identified by teachers this year. GMS is proud of all the students who participated in these voluntary examinations, including the 38 students below who earned national distinctions.

<b>2019 National Language Exams: # GMS Students Awarded National Distinctions</b>		
	Spanish	French
Honorable Mention	9	16
Bronze	1	4
Silver	4	3
Gold	1	--

### Student School Experience

#### GMS Family Survey Results

A component of Sarah Shannon's entry plan included a GMS Family Survey. 68 total responses were collected. Of those respondents, 33 had an entering 6th grade child, 25 had a 7th grade child and 19 had an 8th grade child. In analyzing the survey responses, many areas received positive recognition while other areas showed a need for improvement.

- When asked what the strengths of GMS are, families shared the following: the GMS staff, the academics and the sense of community. They also shared that their students also appreciate the staff, their friends and the increased independence middle school offers.
- When asked what we needed to consider for improvement, families identified two main areas of focus: classroom instruction, specifically citing project-based and hands-on learning as well as a more differentiated approach to learning. They also addressed issues of climate and culture, noting consistent and high expectations for behavior as well as building strong relationships between students and students and teachers in the building.
- When asked which of the four strategic priorities are most pressing for us to focus on moving forward, achieving academic excellence and educational equity rose to the top, followed by cultivating climate and culture as well as transforming teaching and learning.

While we have begun to address the priorities identified by the GMS families during school year 2018-19, we plan to make them a focus of work during the 2019 - 2020 school year.

### 2019 Student Speak Up Survey

One focus for us at GMS has been to increase opportunity for student voice. One vehicle for this was the GMS Student Speak Up Survey that was given on January 9, 2019. In the survey, we asked questions about school culture, schedule, academics and technology. We had a total of 686 students participate in the survey. Since receiving the student data, we have shared this data with staff and with students who have joined the Principal's Advisory Committee. We have used the data and the feedback from the staff and students to write the 2019 - 2020 GMS School Improvement Plan.

### GMS After School Clubs:

GMS offers many after school clubs for our students. The number of clubs offered and the number of students participating increases each year. We continue to add new clubs as students present new ideas based on their interests and hope to continue to grow our program next year.

GMS Clubs, 2016-2019	2016-17				2017-18				2018-19			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
Clubs offered	13	26	25	64	24	24	25	73	22	30	31	83
Clubs run	10	16	15	41	17	19	18	54	22	26	23	71
# Participants	186	188	219	593	284	288	218	790	485	348	336	1,169

### Partnerships:

Our partnership with Facing History and Ourselves continued this year as they supported our 8th grade Facing History Day, a full day of events culminating with a Holocaust survivor presentation for students. This year we deepened our partnership with Facing History and Ourselves to provide professional development for the GMS staff regarding having critical conversations in the classroom and amongst each other. Facing History provided two half day sessions for the staff that were well-received and were a great lead in to our conversations about and focus on Equity that will drive much of our work over the next few years.

This year we also started a partnership with the Anti-Defamation League (ADL). Two of our teachers attended a summer training workshop and started "A World of Difference" leadership opportunity for students. Sixteen students from the seventh and eighth grades attended 4 days of training and became AWOD Peer Leaders for GMS. They formed an AWOD homeroom where, under the supervision of two GMS teachers, they planned for and executed lessons with all students during Bulldog Blocks and on early release days. The work the AWOD students did with their peers was well received and has started to make a difference in our school. We are excited for the second generation of the GMS AWOD!



At the request of four eighth grade students, we started a GMS Gender Sexuality Alliance (GSA) this year. These four students approached guidance and administration about the need for a GSA at our school to help make GMS a safe space for all students. The students worked with our counselors to consider how to start the alliance, advertise the group and communicate with students, teachers and parents why the group was being started. Four staff members volunteered to run the alliance. The GMS GSA meets every three weeks, has participated in a Day of Silence and continues to be strong voice for all students at the middle school.

For the third year in a row, Galvin 6th, 7th, and 8th grade girls participated in the STEM Meet Up field trip held at Avon Middle/High School. The event was paid for entirely by School to Careers in Canton. Forty-five girls from GMS attended sessions during which they discovered in depth what real Scientists and Engineers do in their careers. They FaceTimed with a retired Army Colonel (Army Corps of Engineers) and an Army Blackhawk Helicopter Pilot. They also met face to face with 6 scientist and engineer presenters from diverse backgrounds to learn more about how they wound up in the jobs they have now. A key part of all their presentations was what they were like when they were in middle school. After each presentation, the girls engaged in fun and challenging STEM activities. Feedback from the girls' reflections was extremely positive; many of the girls cited that they view a future in a STEAM related profession.

Our music program continues to do great work at GMS as well. This year we were very proud of our two students who were chosen to participate in the Junior District Music Festival. We congratulate Derek Mar (violin) and Laura Walsh (soprano).

**Annual events:**

- Transition events are important markers of the student school experience and include Unity Day and Tour Night for all entering 6th grade students and families; an ice-cream social for incoming sixth grade students and parents/guardians in September; 5th grade orientation for all parents/guardians; and 5th grade transition night exclusively for those parents/guardians with students with an IEP. A variety of activities, including Step-Up day in June, support our 8th graders transitioning to high school.
- Our 3rd annual Cultural Heritage Night brought together students, staff, families, and community members in celebration of our diversity and the end of the school year.
- CAPT programs once again enriched our students school experiences with the Mad Scientist at the 6th grade, Rob Surette, the Amazing Hero Artist at 7th grade, and Facing History and Ourselves for 8th.
- A variety of field trips gave students real-world learning experiences that connect with both our academic and social/emotional learning: 8th grade Washington/New York; 7th grade Montreal; TreeTop Adventure Course; STEM Gillette Stadium; Maplewood Camp; and the State House.
- A variety of school spirit activities including Fit-4-Funds assembly; Student-Teacher Basketball game; Spirit Week; Pawsitivity Week; World Language Week; Winter and Spring Concerts; three school dances' and one movie night.
- Our annual Geography and Spelling Bees were held again this year. Our Spelling Bee finalist made it to the top 20 of over 120 spellers at the regional Bee in Lynn.
- Volunteer and donation drives included Autism Awareness, Breast Cancer Awareness,, the Canton Food Pantry, and Project 351 which supported the Cradle to Classroom.

## Summary of Progress Toward 2017-18 School Priorities

### GMS 2018-19 School Priority #1: School Culture and the Student Experience

Create a school culture that places students at its center, with an emphasis on development of positive, healthy relationships that promote students' well-being and growth

**Rationale:** Students who are understood and valued by staff are more likely to be engaged in their learning. Social and emotional well-being is directly tied to students' ability to fully access the curriculum, make forward progress and growth, and reach their full potential. Holding all students in high esteem empowers them to advocate, lead, and contribute to their school and greater communities.

#### Strategic Areas of Focus:

- 1.2 Educational Excellence and Continuous Improvement
- 2.1 Social Emotional Learning
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success	Evidence of actions and progress to date
<ul style="list-style-type: none"> <li>Identify Indicators of Success that will help us implement our Vision and Core Values</li> <li>Create plan to monitor degree of success in achieving Indicators</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Department Coordinators</li> </ul>	2018-19	<ul style="list-style-type: none"> <li>Time</li> <li>Professional resources related to middle school structure and practices</li> </ul>	<ul style="list-style-type: none"> <li>Agendas, minutes, and feedback from faculty and other meetings confirm effective focus on Indicators of Success</li> <li>Indicators of Success document completed</li> <li>Plan drafted for monitoring degree of success in achieving Indicators</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">GMS Learner</a></li> <li>Entry plan survey data                             <ul style="list-style-type: none"> <li>Family survey</li> <li><a href="#">Student Survey</a></li> <li>Data Presentation</li> </ul> </li> <li>Data gathered used to create <a href="#">2019 - 2020 SIP</a></li> </ul>
<ul style="list-style-type: none"> <li>Research and implement developmentally appropriate strategies in areas of Social-Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Dean of Students</li> <li>Consultant</li> </ul>	2018-19 & 2019-20	<ul style="list-style-type: none"> <li>Time</li> <li>exSEL</li> </ul>	<ul style="list-style-type: none"> <li>Faculty, department and team meeting agendas and minutes</li> <li>PD time allotted to allow teachers to collaborations and best practices with colleagues</li> <li>Classroom observations confirm teacher use of wide variety of SEL strategies</li> </ul>	<ul style="list-style-type: none"> <li>January faculty meeting: GMS guidance department/Signs of Suicide</li> <li>February faculty meeting: PFLAG</li> <li>Started the GMS GSA to support students</li> </ul>
<ul style="list-style-type: none"> <li>Schedule students and teachers to adopt cohesive teams</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Scheduling Committee</li> </ul>	2018-19 & 2019-20	<ul style="list-style-type: none"> <li>Scheduling committee</li> <li>Training</li> </ul>	<ul style="list-style-type: none"> <li>Scheduling meeting agenda and minutes</li> <li>Teams taught by same core teachers to strengthen our team based approach</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Teacher teaming survey</a></li> <li>Faculty meeting agenda: Why teams at Middle School and what should a team look like?</li> <li><a href="#">New teams implemented 2019-2020</a></li> </ul>

<ul style="list-style-type: none"> <li>● Increase student leadership and school belonging by implementing the Anti-Defamation League Peer Training</li> </ul>	<ul style="list-style-type: none"> <li>● Assistant Principal</li> <li>● Teacher Leader</li> </ul>	2018-19 & 2019-20 20	<ul style="list-style-type: none"> <li>● Anti-Defamation League Training</li> </ul>	<ul style="list-style-type: none"> <li>● Student and staff training agendas and minutes</li> <li>● 7th and 8th grade students and advisors trained at ADL summer and school year workshops</li> <li>● 6th grade ADL activities created and implemented</li> <li>● Survey results confirm increased sense of community among Gr. 6 students</li> </ul>	<ul style="list-style-type: none"> <li>● ADL 4-day training</li> <li>● <a href="#">ADL facilitation schedule Spring, 2019</a></li> <li>● <a href="#">Student Speak Up Day</a></li> <li>● Principal's Advisory Council</li> </ul>
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## GMS 2018-19 School Priority #2: Transformational Teaching and Learning

Strengthen and broaden the repertoire of instructional strategies used by GMS educators through consistent, focused professional collaboration that promotes collective accountability for the success of all students

**Rationale:** The greatest impact on student achievement is the quality of instruction. Full engagement in learning results in increased student growth and achievement. Purposeful collaboration around data improves staff practice and student performance, and allows staff to take collective ownership of all of our students.

### Strategic Areas of Focus

- 1.3 Excellent Educators for Every Student Every Day
- 1.4 Equitable Access to High Quality Instruction
- 3.1 Designing Student Learning and Growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success	Evidence of actions and progress to date
<ul style="list-style-type: none"> <li>Solidify our shared understanding and implementation of the GMS Teaching and Learning Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Department &amp; K-12 Coord.</li> </ul>	2018-19	<ul style="list-style-type: none"> <li>Vision, Mission, Core Values and Goals</li> <li>Teacher input</li> </ul>	<ul style="list-style-type: none"> <li>T and L expectations identified</li> <li>T and L expectations implemented across all classrooms</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">GMS Learner</a></li> <li>New learning strategies modeled and explored during department meetings</li> <li>PBL Workshop Series</li> </ul>
<ul style="list-style-type: none"> <li>Expand educator knowledge base about pedagogy by holding a teacher exposition for teachers to share their best practice</li> <li>Educators meet to share their learning</li> </ul>	<ul style="list-style-type: none"> <li>Dean of Students</li> <li>Faculty submitted proposals</li> </ul>	2018-19	<ul style="list-style-type: none"> <li>Planning Time Compensation for presenters</li> </ul>	<ul style="list-style-type: none"> <li>Early Release Day agenda</li> <li>Expanded offerings for 2019 Exposition</li> <li>Classroom observations confirm faculty implementation of strategies learned at Teacher Expo</li> <li>Agendas, minutes and survey from follow up teacher meetings confirm discussion of improved practices</li> </ul>	<ul style="list-style-type: none"> <li>GMS leadership team visit to Gates Middle School in Scituate</li> <li>PBL Workshop Series</li> <li>Department Coordinators and Administration read <a href="#">Deep Learning: Engage the World Change the World</a></li> </ul>
<ul style="list-style-type: none"> <li>Facing History PD will prepare teachers and school leaders to create learning environments in which students can discuss difficult and complex ideas with respect and civility</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Department Coordinators</li> </ul>	2018-19	<ul style="list-style-type: none"> <li>PD resources</li> </ul>	<ul style="list-style-type: none"> <li>Facing History PD agenda and resources</li> <li>Classroom observations confirm teacher use of specific FH strategies to build inclusive school community in which students value differences and respect one another</li> </ul>	<ul style="list-style-type: none"> <li>Two half day PD sessions by Facing History</li> <li>Social Studies department engaged in Facing History PD opportunities</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of teachers and/or teams trained in Project-Based Learning (PBL)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal</li> </ul>	2018-19	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>PBL Units developed and implemented</li> <li>Student work/experience reviewed</li> <li>PBL Units shared with faculty and documented in Rubicon Atlas</li> </ul>	<ul style="list-style-type: none"> <li>PBL Workshop Series (20 teachers voluntarily attended 4 workshop sessions)</li> <li>Cafe 105 Coffee Project</li> <li>Seedfolks: Galvin Pride Project</li> </ul>

<ul style="list-style-type: none"> <li>Ensure all students, particularly those in subgroups, have access to differentiated instruction that meets their academic needs</li> </ul>	<ul style="list-style-type: none"> <li>Student Services Coordinator</li> </ul>	2018-19	<ul style="list-style-type: none"> <li>DCAP</li> <li>Professional Development</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Staff participate in 2.5 hour PD session</li> <li>PD session developed by GMS educators and administrators</li> <li>Teachers report having a better array of strategies to differentiate instruction and assessment</li> </ul>	<ul style="list-style-type: none"> <li>CAPE grant for PBL Units</li> </ul>
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### GMS 2018-19 School Priority #3: Deepen Knowledge of Team Teaching and Supports

Increase student engagement, growth and achievement by supporting the development of all teams based on the experiences of last year's pilot team, which emphasized an approach that maximizes interdisciplinary and relevant learning opportunities that support the academic, social, and emotional needs of their students

**Rationale:** Students benefit from a sense of belonging when they are members of an inclusive community. Students need a variety of relevant, integrated and rich learning experiences to connect with their peers, staff, school and community. Students benefit when educators develop an array of strategies in order to address the individual needs of students reflecting a continuum of development.

#### Strategic Areas of Focus:

- 1.1. Educational Equity
- 3.2 Students' Ownership of Learning and Demonstrations of Learning and Growth
- 3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success	Evidence of actions and progress to date
<ul style="list-style-type: none"> <li>Analyze Team Silver data to implement successful methodologies, supports and programs across all teams</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Department Coordinators</li> <li>Team Leaders</li> </ul>	Summer and Fall 2018	<ul style="list-style-type: none"> <li>Student Survey</li> <li>Academic Data</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and team agendas and minutes</li> <li>Teams used analysis to create an implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>True teams being implemented September 2019 - 2020</li> </ul>
<ul style="list-style-type: none"> <li>Create team-based interdisciplinary units that will be shared with other teams</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> </ul>	School Year 2018-19	<ul style="list-style-type: none"> <li>Planning Time</li> <li>Curriculum Maps</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary units created and implemented</li> <li>Outcomes shared by teams used to improve future planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>7th grade Seedfolks: Galvin Pride Project</li> <li>Committed to October 2019 STEAM Week</li> <li>Offered PBL 101</li> </ul>
<ul style="list-style-type: none"> <li>Increase student engagement, joy of learning and sense of belonging with team-based approaches</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> </ul>	School Year 2018-19	<ul style="list-style-type: none"> <li>Time</li> <li>AMLE, NELMS and other resources</li> </ul>	<ul style="list-style-type: none"> <li>Team meeting agendas and minutes</li> <li>Students and teachers report having a strong sense of identity, strong relationships, and personalized learning and school experiences in pre/post surveys</li> </ul>	

<ul style="list-style-type: none"> <li>Promote team collaboration and teacher learning and growth by sharing progress and process with colleagues at monthly grade level team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Principal</li> <li>Team Leaders</li> <li>Team Teachers</li> </ul>	School Year 2018-19	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Department and team meeting agendas and minutes</li> <li>Grade level team teachers share examples of PBL, interdisciplinary units, student work, and/or team activities</li> </ul>	
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# Galvin Middle School

## Improvement Plan, 2019-2020

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee  
June 13, 2019

### **2018-19 GMS School Council**

<b>Name</b>	<b>Position</b>	<b>Term</b>
Sarah Shannon	Principal	Permanent
Julie Ghostlaw	Teacher	Sept. 2019
Julie Hall	Teacher	Sept. 2019
Camille Killian	Teacher	Sept. 2019
Michelle Roberts	Parent	Sept. 2020
Lynn Flaherty	Parent	Sept. 2019
Vijay Adankki	Parent	Sept. 2020
Erika Duffin	Student	June 2019

## GMS 2019-20 School Priority #1: School Culture and the Student Experience

Create a school culture that places the student experience at its center, with an emphasis on development of positive, healthy relationships that promote students' well-being and growth

**Rationale:** Students who are understood and valued by staff are more likely to be engaged in their learning. Social and emotional well-being is directly tied to students' ability to fully access the curriculum, make forward progress and growth, and reach their full potential. Holding all students in high esteem empowers them to advocate, lead, and contribute to their school and greater communities.

### Strategic Areas of Focus:

1.1 Educational Equity  
2.1 Social Emotional Learning

1.3 Excellent Educators for Every Student, Every Day  
2.3 Behavioral Intervention

1.4 Equitable Access to High Quality Instruction  
2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
Identify GMS Indicators of Success that define how we measure our work	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> <li>Staff</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>PD and Faculty meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Common language, definitions and expectations</li> <li>Survey administered and data used to inform action plan and prioritize our work/goals.</li> </ul>
Increase the number of students who have a trusted adult in the building	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> <li>Committee Members</li> </ul>	2019 - 2021	<ul style="list-style-type: none"> <li>Summer PD time</li> <li>Committee meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Revised goals and structure of Bulldog Block</li> <li>New format of Bulldog Block is implemented</li> <li>Survey data gathered to indicate if the new structure is successful</li> <li>Meditation space</li> <li>Alternate quiet lunch location</li> </ul>
Launch grade-level, interdisciplinary teams	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> </ul>	2019 - 2021	<ul style="list-style-type: none"> <li>Summer PD time</li> <li>Team meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Share expectations, procedures, etc across teams</li> <li>Team meeting notes</li> <li>Open house agenda</li> <li>Team activities</li> <li>Survey data</li> <li>Team-wide days, School-wide days</li> </ul>
Create school-wide citizenship guidelines	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> <li>Committee Members</li> </ul>	2019 - 2021	<ul style="list-style-type: none"> <li>PD and Faculty meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Shared GMS Citizenship expectations</li> <li>GMS handbook is reviewed and revised</li> <li>Review of school wide rules, policies and procedures for student management</li> <li>Students can be seen working in various parts of the building</li> <li>Students feel respected and trusted by adults</li> </ul>
Strengthen professional communities by creating and implementing structures, systems, and strategies that increase the adult sense of belonging at school	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> </ul>	2019 - 2021	<ul style="list-style-type: none"> <li>PD for dept coordinators</li> <li>PD for team leaders</li> <li>PD and Faculty meeting time</li> </ul>	<ul style="list-style-type: none"> <li>CPT and Department PLC agendas</li> <li>Workshop, faculty meeting and PD agendas</li> <li>Staff can identify where they belong within the larger GMS community</li> <li>Staff feel respected by each other and administration</li> </ul>



# GMS 2019 - 20 School Priority #2: Transformational Teaching and Learning

Transform the student learning experience at GMS by strengthening and broadening the repertoire of instructional strategies used by GMS educators to engage all learners

**Rationale:** The greatest in-school influence on student achievement is the quality of the student learning experience. Full engagement in learning is a direct result of meaningful, relevant and challenging curricula and leads to increased student growth and achievement. Purposeful curriculum design that engages students in deeper learning focused on the 6 C’s (character, citizenship, collaboration, communication, creativity and critical thinking) will result in the transformational learning experiences we want for all GMS students.

## Strategic Areas of Focus

- 1.1 Educational Equity
- 1.2 Educational Excellence and Continuous Improvement
- 3.1 Designing Student Learning and Growth
- 3.2 Student Agency, Voice and Ownership of Learning
- 3.3 Educators’ Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
Guided by the GMS Learner and the identified measures of success for GMS, define the student learning experience we want for all students at GMS	<ul style="list-style-type: none"><li>Principal</li><li>Administrators</li><li>Dept. Coordinators</li></ul>	2019 - 2021	<ul style="list-style-type: none"><li>PD and Faculty meeting time</li></ul>	<ul style="list-style-type: none"><li>Published GMS Learner</li><li>Accepted GMS Teacher</li><li>Common definitions and expectations</li><li>Student-centered instruction evidence in classroom walkthroughs</li><li>Student survey data</li></ul>
Focus building-based professional development on instructional strategies that foster deeper learning	<ul style="list-style-type: none"><li>Principal</li><li>Administrators</li><li>Team Leaders</li><li>Dept. Coordinators</li></ul>	2019 - 2021	<ul style="list-style-type: none"><li>PD and Faculty meeting time</li></ul>	<ul style="list-style-type: none"><li>Evidence of deeper learning strategies in classrooms during walkthroughs</li><li>PD agendas</li><li>Curriculum units and lesson plans</li></ul>
Provide all students with at least one interdisciplinary, project-based learning opportunity	<ul style="list-style-type: none"><li>Principal</li><li>Administrators</li><li>Team Leaders</li><li>Dept. Coordinators</li><li>Committee Members</li></ul>	2019 - 2020	<ul style="list-style-type: none"><li>PBL training</li><li>STEAM week training</li></ul>	<ul style="list-style-type: none"><li>PBL Steam Week</li><li>Workshop agendas and attendance</li><li>Additional PBL units created and implemented</li></ul>
Peer Learning Walks	<ul style="list-style-type: none"><li>Principal</li><li>Administrators</li><li>Team Leaders</li><li>Dept. Coordinators</li><li>Committee Members</li></ul>	2019 - 2021	<ul style="list-style-type: none"><li>Substitute coverage</li><li>Departmental PLCs, team and departmental meetings</li></ul>	<ul style="list-style-type: none"><li>Schedules of peer learning walks</li><li>Pre and Post-walk notes</li></ul>

### GMS 2019 - 20 School Priority #3: Educational Equity

Create a more equitable school experience for all students by examining beliefs and eliminating bias from our curriculum and practices

**Rationale:**

When bias is eliminated from school curriculum, practices, and beliefs, students are more likely to feel a sense of belonging to the school community. Students who feel a strong connection to the school community and curriculum are more likely to have higher rates of growth socially, emotionally and academically.

**Strategic Areas of Focus**

- 1.1 Educational Equity

1.2 Educational Excellence and Continuous Improvement
- 3.1 Designing Student Learning and Growth

3.2 Student Agency, Voice and Ownership of Learning

3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress/Success
<ul style="list-style-type: none"><li>Adjust the existing English curriculum to eliminate bias and and to increase diversity in authors, characters, and points of view</li></ul>	<ul style="list-style-type: none"><li>Principal</li><li>Administrators</li><li>Dept. Coordinator</li><li>Department staff</li></ul>	2019 - 2021	<ul style="list-style-type: none"><li>Summer PD time</li><li>Departmental PLC and department meeting time</li></ul>	<ul style="list-style-type: none"><li>Texts with significant bias eliminated from curriculum</li><li>New texts added to curriculum</li><li>Newly-designed curriculum units</li><li>Student survey data confirm that students feel a greater sense of representation in ELA literature</li></ul>
<ul style="list-style-type: none"><li>Examine the levelled math curriculum and student placement processes in grades 7 and 8 for structural inequities and/or tracking practices; determine whether changes are needed</li></ul>	<ul style="list-style-type: none"><li>Principal</li><li>Administrators</li><li>Dept. Coordinator</li><li>Dept. staff</li></ul>	2019 - 2020	<ul style="list-style-type: none"><li>Departmental PLC and department meeting time</li></ul>	<ul style="list-style-type: none"><li>Effective method for reviewing math curriculum and placement processes for bias identified or developed</li><li>Results of review of math curriculum and placement process</li><li>List of recommendations and changes, if needed</li></ul>
<ul style="list-style-type: none"><li>Increase capacity of educators to provide a more equitable learning experience for students by providing staff with continued PD in equity</li></ul>	<ul style="list-style-type: none"><li>Principal</li><li>Administrators</li><li>Team Leaders</li><li>Dept. Coordinators</li></ul>	2019 - 2021	<ul style="list-style-type: none"><li>PD and Faculty meeting time</li></ul>	<ul style="list-style-type: none"><li>PD agendas confirm focus on equity</li><li>Staff feedback confirms increased awareness of bias in existing curriculum and school practices</li><li>Staff feedback confirms interest in participation in work to eradicate inequities</li><li>Changed processes, programs, curriculum, etc. based on equity work</li></ul>

<ul style="list-style-type: none"> <li>● Design and implement guidance curriculum to provide students with explicit instruction in diversity, equity and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Administrators</li> <li>● Guidance Department</li> </ul>	2019 - 2020	<ul style="list-style-type: none"> <li>● Summer planning time</li> <li>● Equity curriculum resources</li> </ul>	<ul style="list-style-type: none"> <li>● New guidance curriculum identified by end of summer 2019</li> <li>● Curriculum enacted with all students</li> <li>● Feedback from students indicates greater awareness of issues related to diversity, equity, and inclusion</li> <li>● Feedback from students indicates increased feeling of belonging compared to 2018-19</li> </ul>
<ul style="list-style-type: none"> <li>● Committee focused on 8th grade end-of-year experience makes recommendations that will increase percentage of students participating in experience</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Administrators</li> <li>● Committee Members</li> </ul>	2019 - 2020	<ul style="list-style-type: none"> <li>● Committee meeting time</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of results of 8th grade trip surveys given to future, current, and former students and families and staff</li> <li>● Agendas from committee meetings</li> <li>● Recommendations for future 8th grade experiences developed and shared with GMS Admin Team</li> <li>● Decision made about 2019-20 experience</li> <li>● Agenda for 2019 - 2020 8th grade end-of-year experience</li> <li>● Attendance data for 2019 - 2020 8th grade experience confirms greater percentage of students participating</li> </ul>



## GMS 2019 - 20 School Priority #4: Schedule and Structure

Build a school schedule and structures that will drive the culture and the student learning experience we want to develop

**Rationale:**

The school schedule and structures in a school can support or hinder the culture and climate of a school. Schedule and structures can also facilitate the transformation of student learning experiences. If we create a schedule that addresses students’ academic and social emotional needs students will be more available to learn. If we create true interdisciplinary teams, then the resulting culture of community will be stronger, leading to an enhanced sense of belonging for all.

**Strategic Areas of Focus**

- 1.1 Educational Equity
- 2.3 Professional Culture
- 4.4 Mission-Driven Organization

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
Design a new schedule that meets goals and priorities identified by students and staff	<ul style="list-style-type: none"><li>Principal</li><li>Administrators</li><li>Team Leaders</li><li>Department Coordinators</li><li>Committee Members</li></ul>	2019 - 2021	<ul style="list-style-type: none"><li>Schedule committee meeting time</li></ul>	<ul style="list-style-type: none"><li>Developed list of students’ and staff goals and priorities</li><li>Draft schedules</li><li>New schedule decided upon</li><li>New schedule implemented</li><li>Survey data to assess schedule implementation confirm goals and priorities have been met</li></ul>
Implement true teaming at GMS	<ul style="list-style-type: none"><li>Principal</li><li>Administrators</li><li>Team Leaders</li><li>District consultant</li></ul>	2019 - 2021	<ul style="list-style-type: none"><li>Team meeting time</li><li>Team leader professional development</li></ul>	<ul style="list-style-type: none"><li>Revised Team Leader job description</li><li>Team Leaders hired (nine total: one per team, plus Specialist)</li><li>Feedback from Team Leader PD confirms increased capacity to lead professional learning opportunities with adults, including use of protocols</li><li>Team norms and working agreements developed</li><li>Team meeting agendas and notes confirm increased focus on instructional practices and student learning</li><li>Team calendars show student workload across multiple content areas is more evenly distributed than in past years</li><li>Team events, meetings, etc. created to build community</li></ul>

# Canton High School 2018-19 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee  
June 13, 2019

## Canton High School Improvement Plan, 2018-19: School Demographics

Enrollment by Gender (2018-19)			
	School	District	State
Male	458	1,629	487,594
Female	507	1,640	463,816
Total	968	3,272	951,631

Enrollment by Race/Ethnicity (2018-19)			
Race	% of School	% of District	% of State
African American	10.8	10.5	9.2
Asian	11.5	10.8	7.0
Hispanic	5.0	5.1	20.8
Native American	0.0	0.0	0.2
White	68.4	67.8	59.0
Native Hawaiian, Pacific Islander	0.0	0.2	0.1
Multi-Race, Non-Hispanic	4.3	5.6	3.8

Title	% of School	% of District	% of State
First Language not English	5.9	6.0	21.9
English Language Learner	0.8	2.4	10.5
Students With Disabilities	8.3	11.5	18.1
High Needs	19.5	25.2	47.6
Economically Disadvantaged	12.6	13.1	31.2

## Student Learning Outcomes

Canton High School had an extraordinary year in the realm of student achievement. As a school community, we built upon our Level 1 status from last year and secured “Meeting Targets” in the new state accountability system. The Meeting Target status represents the meeting or exceeding of target goals for MCAS achievement and growth across the entire school and within subgroups, while also examining MCAS participation and performance, participation in higher level courses (such as AP classes), the graduation rate, dropout rate and attendance. The accountability distinction exemplifies the hard work of the students and the commitment of the educators to examine data, improve instruction and curriculum and enhance the overall school culture.

## 2013-2018 Graduation Data

CHS Graduation Data: 2013-2017						
	2013	2014	2015	2016	2017	2018
Graduation Rate (4-year cohort)	93.7%	96.6%	96.5%	97.3%	96.7%	98.8%
Drop Out Rate (All grades)	1.1%	0.8%	0.2%	0.5%	0.5%	0.2%
Mass Core Completion	86.7%	85.5%	89.5%	85.4%	89.4%	87.2%

Progress toward improvement targets							
Indicator		All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	3	4	-	3	4	-
	Achievement total	10	12	47.5	11	12	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	5	8	22.5	4	8	22.5
High school completion	Four-year cohort graduation rate	3	4	-	-	-	-
	Extended engagement rate	3	4	-	-	-	-
	Annual dropout rate	3	4	-	-	-	-
	High school completion total	9	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	4	4	-	-	-	-
	Additional indicators total	4	8	10.0	0	4	10.0
Weighted total		8.1	10.7	-	8.3	10.3	-
Percentage of possible points		76%		-	81%		-
Criterion-referenced target percentage		79%					
		Meeting targets					



MCAS Tests of Spring 2018  
Percent of Students at Each Achievement Level for Canton High

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		No. of Students Included
	School	State	School	State	School	State	School	State	School	State	
GRADE 10 - ENGLISH LANGUAGE ARTS	97	91	66	51	31	40	3	6	0	3	232
GRADE 10 - MATHEMATICS	91	78	58	51	33	27	5	14	3	8	234
GRADE 10 - SCIENCE AND TECH/ENG	92	74	53	32	39	43	8	21	1	5	226

## AP Participation & Performance Data

Subject	Tests Taken	% Score 1-2	% Score 3-5
All Subjects	663	27.8	72.2
Arts	12	33.3	66.7
Studio Art: 2-D Design	6		
Studio Art: Drawing	6		
English Language Arts	155	23.9	76.1
English Lang/Comp	117	18.8	81.2
English Lit/Comp	38	39.5	60.5
Foreign Languages	39	10.3	89.7
Chinese Lang	3		
French Lang	13	0.0	100.0
Spanish Lang	23	17.4	82.6
History and Social Science	178	25.8	74.2
Economics: Micro	49	36.7	63.3
History: European	17	11.8	88.2
History: U.S.	71	23.9	76.1
Psychology	41	22.0	78.0
Math and Computer Science	119	31.1	68.9
Calculus AB	54	48.1	51.9
Calculus BC	22	0.0	100.0
Computer Sci A	3		
Statistics	40	22.5	77.5
Science and Technology	160	35.0	65.0
Biology	40	20.0	80.0
Chemistry	28	17.9	82.1
Physics C: E&M	22	59.1	40.9
Physics C: Mech	22	13.6	86.4
Physics 1	48	56.3	43.8

## AP Performance and Participation: School % scoring 3-5% and tests taken (State: 65.9%)

Randolph	34.6%	257
Dedham	54%	426
Stoughton	60.2%	244
Norwood	68.7	198
<b>Canton</b>	<b>72.2%</b>	<b>663</b>
Easton (Oliver Ames HS)	73.8%	690
Franklin	75.1%	932
Foxboro	78.5%	432
Walpole	82.5%	422
North Attleboro	85.7%	467
Milton	85.9%	703
Westwood	91.1%	671
Wellesley	91.8%	734
Needham	92.0%	746
Sharon	92.7%	703

## **Student School Experience**

Students engaged in many experiences that deepened their learning and growth, both academic and social. For most, student involvement deepened their connection with Canton High School, while other experiences provided insight into college and careers, sparked a passion, or provided leadership opportunities. The experiences were authentic and transformative and allowed students to use their voices in powerful ways.

### **Project-Based Learning (PB) and Academics**

- Once again, hundreds of students engaged in PBL units and presented work publicly.
- Social Policy Symposium allowed students to make connections with many aspects of society
- CHS and GMS students served on a panel during a PD day to provide voice to student experiences and equity
- Bulldog Bistro, a coffee shop run in mornings by CHS students with high needs, created and quickly became key feature of CHS culture.
- Students in Leadership Class worked with Athletic Sub Committees to address four areas of improvement a
- Visual arts students worked with local Water Conservation group to paint and raffle off Water Barrels. Money raised will support a second modern water-filtering refill station at CHS.
- Students started a Best Buddies program at CHS.
- The Social Studies department and students participated in National Law Day.
- Five students received National Merit Scholarship Commendation; one student reached the Finalist level
- One student earned first place at the State Science Fair and participated in the International Science Fair
- Students organized voter registration drives and took part in the Hockomock Mock Senate.
- Canton High School shined at the Fall and Spring JSA Congress events, winning several best speaker gavels
- Hundreds of students participated in Making Strides Walk for Breast Cancer. One student honored at State House for raising thousands of dollars for this cause.

- Character Crew ran workshops at MIAA Wellness Summit, YMCA Leadership Conference, and Unity Day.
- Link Leaders once again created welcoming environment for students transitioning from Galvin Middle School and transferring from other schools.
- National Honor Society members participated in many community service projects.
- Many student leaders organized and coordinated Walk Out in March to stand in solidarity with Parkland's community and to call for action to prevent violence.
- Captains and leaders of athletic teams and extra-curriculars ran CHS Showcase to illustrate many experiences at CHS.
- Captains also participated in Captains' Leadership workshops, presented by Hockomock League.
- Students further developed CSED (Canton Students Embracing Diversity) and participated in Black History Month presentation.

#### **Arts and Athletics**

- Les Miserables earned 7 nominations at the MET awards and CHS took home Best Tech Crew and Best Orchestra
- Incredible performances by the fall play Alice and Wonderland, Cabaret, One-Act Plays and Les Miserables
- Boys Hockey team went undefeated and won the Division 2 state championship.
- Girls Hockey was honored for the second time in three years with the MIAA Sportsmanship Award
- Six Hockomock championships and one of the most successful athletic years in recent history.
- Unified Sports once again flourished and served a shining aspect in the athletic department

**College and Career Readiness**

- Students participated in over 10 school-to-career field trips to learn about professional careers.
- Over 30 colleges and universities visited CHS to meet students.
- Guidance offered bus trips in April to six local colleges
- Staff ran a trip to local community colleges as well.
- Seniors had opportunity to listen to panel discussions from recent CHS graduates in December

**Summary of Progress Toward 2018-19 School Priorities**

Canton High School made significant progress in many of its priority areas. Once again, student voice and engagement played a major role in the professional development for cultivating a strong school climate and culture. This element will always need work and will always be a priority; there is no finish line. We have student-led workshops planned for next year. Regarding transformational teaching and learning, our staff presented several in-house learning sessions regarding lesson design and enhancing student learning through technology integration. The teacher collaboration and presentations was a powerful theme this year. The Advanced Placement goal, meanwhile, received deep attention through data analysis and readiness development -- for students and teachers. We moved our key metric -- those students scoring from 3-5% -- from 64% to 72.2%. A major success was the implementation of BYOD, with students bringing in their own devices to enhance their learning. We also loaned out 100 chromebooks for students who could not bring in a device. This action was key to achieving educational equity. Finally, we successfully conducted a teacher device pilot to assess needs, learning and priorities for transformative teaching to happen. We submitted our order and the staff will have the devices when they return to school.



## CHS 2018-19 School Priority #1: Cultivating School Climate and Culture

Cultivation of a school culture that features a safe, welcoming, inclusive learning environment that ensures rigorous and equitable opportunities for high achievement for all students

**Rationale:** *A positive school culture and climate are inextricably linked to student achievement; staff and students members of a true learning community thrive in a school.*

### Strategic Areas of Focus:

- 1.1 Educational Equity
- 1.2 Educational Excellence and Continuous Improvement
- 1.3 Excellent educators for every student every day
- 2.1 Social Emotional Learning

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Evidence of actions
Increase student voice around issues of diversity, equity, and school culture	<ul style="list-style-type: none"> <li>Principal</li> <li>CSED advisors/staff</li> <li>Dean of Students</li> </ul>	Sept. 2017-June 2019	<ul style="list-style-type: none"> <li>Models of successful student diversity groups</li> <li>Staff advisors</li> <li>CSED resources and contacts</li> </ul>	<ul style="list-style-type: none"> <li>Updated flags in the main hallway and installation of plaque</li> <li>Established meeting schedule with CFED to review culture and identify barriers of equity</li> <li>Align and implement activities and events with CSED and other student activities</li> </ul>	<ul style="list-style-type: none"> <li>CSED conducted a survey of students and staff about representation of</li> <li>Engaged in several discussions with CSED about barriers to learning, such as representation in literature</li> <li>CSED played a key role in the Black History Month event</li> <li>Provided a venue to discuss school culture and experiences</li> </ul>
Promote equitable and respectful	<ul style="list-style-type: none"> <li>Principal</li> <li>Central</li> </ul>	Sept. 2017-June 2019	<ul style="list-style-type: none"> <li>Consultant plan for PD</li> </ul>	<ul style="list-style-type: none"> <li>PD consultant secured</li> </ul>	<ul style="list-style-type: none"> <li>Hired consultant/teacher from</li> </ul>

school culture by providing PD to increase staff awareness of implicit bias and range of student experience in CPS; support staff implementation of their learning in this area	Office Consultant		<ul style="list-style-type: none"> <li>Models for successful implementation of PD</li> </ul>	<ul style="list-style-type: none"> <li>Students shared “voice” and CHS experiences at PD and school-wide event</li> <li>Time provided for staff to share implementation of PD learning</li> <li>School culture survey conducted with students</li> </ul>	<p>Wellesley to engage our staff in text preparation and conversation prep</p> <ul style="list-style-type: none"> <li>Engaged students to serve on a panel discussion about student experiences and equity</li> <li>Another group presented to our staff at a faculty meeting, sparking future listening sessions</li> </ul>
Analyze data related to student achievement and participation in order to identify possible patterns among multiple subgroups of students	<ul style="list-style-type: none"> <li>CHS Admin.</li> <li>Dept. Coord.</li> </ul>	Sept. 2017 - June 2020	<ul style="list-style-type: none"> <li>Data for the metrics of analysis</li> </ul>	<ul style="list-style-type: none"> <li>Data metrics for stdt. subgroups identified</li> <li>Data compiled, analyzed, and patterns identified</li> <li>Action steps to address patterns identified</li> <li>Action steps implemented</li> <li>New data compiled and analyzed after action steps implemented</li> </ul>	<ul style="list-style-type: none"> <li>This work needs to be addressed during the 2019-20 school year.</li> <li>Students provided feedback about barriers to taking higher level classes.</li> </ul>

## CHS 2019-20 School Priority #2: Transforming Teaching and Learning

Design transformative, authentic student learning experiences through teacher collaboration and the cultivation of a strong professional culture

**Rationale, from CPS Strategic Framework:** *Our world is experiencing rapid and dramatic change. The traditional teaching and learning paradigm needs to change to serve all students well and prepare them for their futures in our ever-changing world.*

### Strategic Areas of Focus

- 2.3 Professional Culture
- 3.1 Designing student learning and growth
- 3.3 Educators' creativity and innovation
- 4.4 Mission-Driven Organization and Operations

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Evidence of actions
Increase student participation in authentic learning experiences by training additional staff in Project-based Learning	<ul style="list-style-type: none"> <li>Staff</li> <li>Administration</li> <li>Buck Institute facilitators</li> </ul>	July 2017-June 2019	<ul style="list-style-type: none"> <li>Buck Institute workshops</li> <li>PD funding</li> </ul>	<ul style="list-style-type: none"> <li>Summer sessions with Buck Inst. held</li> <li>PBL projects developed &amp; implemented</li> <li>Student engagement, learning, and ownership of BPL projects assessed</li> <li>PBL projects and impact on students shared with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Staff participated in a reconnect with PBL PD and furthered their work</li> <li>Feedback and data from PBL units and externships.</li> <li>Public presentations for student learning.</li> </ul>
Strengthen professional culture through focus on intentional planning and designing student learning experiences.	<ul style="list-style-type: none"> <li>Principal</li> <li>Team leaders</li> </ul>	Sept. 2017-June 2019	<ul style="list-style-type: none"> <li>PD</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meetings and PD opportunities structured to focus on designing learning experiences</li> <li>PD provided to develop skills and strategies for designing learning experiences</li> <li>Support provided by admin. for continued learning of collab. teams</li> <li>Effective instructional practices modeled and shared among teams</li> </ul>	<ul style="list-style-type: none"> <li>PD agenda on designed learning</li> <li>Agenda from the faculty meeting</li> <li>Agenda from the PD days</li> <li>Feedback from the staff on teacher-driven PD days.</li> </ul>

Deepen professional discourse around instruction by providing opportunities for peer observation	<ul style="list-style-type: none"> <li>• Administ ration</li> <li>• Dept. Coord.</li> <li>• Staff</li> <li>• Asst. Supt. for Special Projects</li> </ul>	Sept. 2017-June 2020	<ul style="list-style-type: none"> <li>• Time</li> <li>• Sample structure &amp; tools for peer observati ons</li> </ul>	<ul style="list-style-type: none"> <li>• Information about possible peer observation models shared with Dept. Coordinators</li> <li>• Volunteers for peer observations cohort identified</li> <li>• PD provided to peer observation participants</li> <li>• Peer observations conducted</li> <li>• Impact of peer observation program on participant instructional practices assessed</li> </ul>	<ul style="list-style-type: none"> <li>• The great majority of the staff participated in at least one peer observation.</li> <li>• This work will continue in the 2019-20 school year in a formal fashion</li> </ul>
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### CHS 2019-20 School Priority #3: Achieving Educational Excellence & Ensuring Equity

Increase achievement on Advanced Placement (AP) exams so that 80% of exam scores are 3 or above, while also ensuring the AP participation reflects the demographic breakdown of Canton High School

**Rationale, from CPS Strategic Framework:** Educational excellence is our expectation that every student will demonstrate high levels of growth.

#### Strategic Areas of Focus

1.2 Educational Excellence

3.1 Designing Student Learning and Growth

3.2 Student Ownership of Learning and Demonstration of Learning & Growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Evidence of actions and progress to date
<ul style="list-style-type: none"> <li>Strengthen instructional practices in AP classes by providing AP-specific professional development to teachers</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>AP teachers</li> </ul>	Sept. 2017 - June 2019	<ul style="list-style-type: none"> <li>PD funding</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>AP teacher PLC to meet monthly to share resources and experiences; review student feedback</li> <li>PD expectations set and PD resources identified for AP teachers</li> <li>AP teachers have participated in AP-specific professional development</li> <li>Connections with successful AP teachers in neighboring districts facilitated</li> </ul>	<ul style="list-style-type: none"> <li>Established an AP PLC for learning, collaboration and logistics.</li> <li>Developed an AP convening for upcoming AP students to review summer work and course expectations -- develop relationships</li> <li>Developed an AP contract</li> <li>Established AP networks with other AP teachers</li> </ul>
<ul style="list-style-type: none"> <li>Identify specific areas for growth in AP program by analyzing student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>AP teachers</li> </ul>	Sept. 2017 - June 2019	<ul style="list-style-type: none"> <li>AP Data</li> <li>Instructional Reports</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Priority metrics for data analysis identified</li> <li>Data compiled and analyzed</li> <li>Next action steps in response to</li> </ul>	<ul style="list-style-type: none"> <li>Introduced Physics 2 to replace Physics 1. Changed the course path to involve Physics Honors first</li> </ul>



and participation data, along with student survey responses				data analysis identified <ul style="list-style-type: none"> <li>• Action steps implemented and results analyzed</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted data review meetings with students who were struggling and/or not performing.</li> </ul>
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## CHS 2018-19 School Priority #4: Achieving District Excellence

Expand technology use through a bring-your-own-device (BYOD) program to promote authentic, student-centered learning and to showcase transformative, high-level learning experiences at Canton High School

**Rationale:** Technology can spark student learning in many ways and serve as a platform to make their learning visible and meaningful. Learning within the context of technology replicates the experiences and needs of the current workplace.

### Strategic Areas of Focus:

- 1.4 Equitable Access to High Quality Instruction
- 3.1 Designing student learning and growth
- 4.1 Indicators of Excellence

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Evidence of actions and progress
<ul style="list-style-type: none"> <li>Launch teacher device pilot program, featuring a mobile device and wireless casting on the screen</li> </ul>	<ul style="list-style-type: none"> <li>School Admin.</li> <li>Technology Department</li> <li>Superintendent</li> </ul>	Sept. - Dec. 2017	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Installation of wireless components in designated classrooms</li> <li>Set expectations of pilot team and criteria for participation and success</li> <li>Meeting schedule to review and demonstrate usage of teacher devices</li> <li>Model usage to faculty during PD and faculty meetings</li> <li>Submission of final reviews of pilot</li> </ul>	<ul style="list-style-type: none"> <li>Completed a teacher device pilot and established key elements needed for an effective teacher device.</li> <li>Conducted meetings to review feedback -- successes and concerns</li> <li>Model usage for staff</li> </ul>
<ul style="list-style-type: none"> <li>Implement BYOD loaner program to provide equitable access</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Technology Dept.</li> <li>Superintendent</li> <li>Business Admin.</li> </ul>	Sept. 2018 - June 2019	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Long-term budget developed for loaner program</li> <li>Student and parent/guardian surveys conducted to gauge current access to technology and need for loaner devices</li> </ul>	<ul style="list-style-type: none"> <li>Implemented BYOD program for the school</li> <li>Loaned 100 chromebooks to students who needed a device</li> <li>Set protocols for usage and expectations for learning</li> </ul>
<ul style="list-style-type: none"> <li>Develop</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Sept. 2018	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Contacts made with other districts</li> </ul>	

relationships with districts with established BYOD programs to learn from their experiences and to maximize opp. for student learning	<ul style="list-style-type: none"> <li>• Technology Department</li> <li>• Teachers</li> </ul>	- June 2019	<ul style="list-style-type: none"> <li>• Contacts</li> </ul>	and their policies and program procedures reviewed	<ul style="list-style-type: none"> <li>• Attending job alike meetings to review strong practices, including 1:1 vs. BYOD.</li> <li>• Digital Citizenship development will be a priority in the 2019-20.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase innovative use of technology in CHS classes by providing educators with PD in this area</li> </ul>	<ul style="list-style-type: none"> <li>• School Admin.</li> <li>• Technology Department</li> </ul>	Sept. 2017-June 2020	<ul style="list-style-type: none"> <li>• Time</li> <li>• Funding</li> </ul>	<ul style="list-style-type: none"> <li>• PD resources identified</li> <li>• Ensure 100% staff trained in Google Classroom</li> <li>• Development of CHS Tech. PD day (modeled after MassCue)</li> <li>• Instructional innovations with technology shared among CHS educators</li> <li>• Tech. impact on learning made visible for staff and public</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers developed workshops to teach one another student learning design involving technology</li> <li>• Google training will continue as Canton transitions fully to G suite</li> <li>• Visibility of technology use will be a priority of 2019-20</li> </ul>

# Canton High School School Improvement Plan, 2019-20

CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee  
June 13, 2019

## **School Improvement Priorities for 2019-20**

Upon review of student and staff feedback, along with review of progress toward our 2018-19 goals, CHS has chosen to focus on three priorities: cultivating school culture and climate through student voice and educational equity, transforming teaching and learning through the design of innovative and authentic student experiences, and achieving academic excellence on Advanced Placement exams. Each priority area has new and modified action steps from last year. While we accomplished a great deal during school year 18-19, we are looking forward to building on those focus areas and deepening our impact on the school and the students.



## CHS 2019-20 School Priority #1: Cultivating School Climate and Culture

Cultivation of a school culture that features a safe, welcoming, inclusive learning environment that ensures rigorous and equitable opportunities for high achievement for all students

**Rationale:** *A positive school culture and climate are inextricably linked to student achievement; staff and students members of a true learning community thrive in a school.*

### Strategic Areas of Focus:

1.1 Educational Equity

1.2 Educational Excellence and Continuous Improvement

1.3 Excellent educators for every student every day

2.1 Social Emotional Learning

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Increase student voice around issues of diversity, equity, and school culture	<ul style="list-style-type: none"> <li>Principal and administration</li> <li>CSED advisors/staff</li> </ul>	Sept. 2019- June 2020	<ul style="list-style-type: none"> <li>Models of successful student diversity groups</li> <li>Staff advisors</li> <li>CSED resources and contacts</li> </ul>	<ul style="list-style-type: none"> <li>Student Advisory Council established and monthly meetings held with principal to discuss all matters regarding school culture.</li> <li>Regular meetings with CSED to review culture and identify barriers of equity</li> <li>School culture survey conducted with students about their experience at CHS; results analyzed and insights used to inform decision making.</li> <li>Feedback from Text Review Team, which will includes 7 students, is used to adjust curriculum and instruction in ELA classes.</li> </ul>
Promote equitable and respectful school culture by providing PD to increase staff awareness of implicit bias and range of student experiences in CPS; support staff implementation of their learning in this area	<ul style="list-style-type: none"> <li>Principal and Administration</li> <li>Building-based core equity team</li> </ul>	Sept. 2017- June 2020	<ul style="list-style-type: none"> <li>PD allocations for staff</li> <li>Models of student voice days</li> </ul>	<ul style="list-style-type: none"> <li>Building-based core equity team established; has coordinated PD for all staff and reviewed student data</li> <li>Students have provided PD for staff and other students on issues of equity.</li> <li>PD provided to staff in using contemporary literature and how to address issues of bias and other sensitive topics that arise during class discussions of texts</li> </ul>
Analyze student achievement and participation data to identify possible evidence of inequity among student subgroups	<ul style="list-style-type: none"> <li>CHS Admin.</li> <li>Dept. Coord.</li> </ul>	Sept. 2017 - June 2020	<ul style="list-style-type: none"> <li>Data for the metrics of analysis</li> </ul>	<ul style="list-style-type: none"> <li>Specific measures to be used year-over-year identified</li> <li>Data compiled, analyzed, and patterns of inequity identified by the building-based core equity team</li> <li>Action steps to address patterns identified</li> <li>Action steps implemented</li> </ul>

## CHS 2019-20 School Priority #2: Transforming Teaching and Learning

Design transformative, authentic student learning experiences through teacher collaboration and the cultivation of a strong professional culture

**Rationale:** *Our world is experiencing rapid and dramatic change. The traditional teaching and learning paradigm needs to change to serve all students well and prepare them for their futures in our ever-changing world.*

### Strategic Areas of Focus

2.3 Professional Culture

3.1 Designing student learning and growth

3.3 Educators' creativity and innovation

4.4 Mission-Driven Organization and Operations

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Increase student participation in authentic learning experiences by training additional staff in project-based learning (PBL)	<ul style="list-style-type: none"> <li>Staff</li> <li>Administration</li> <li>Buck Institute facilitators</li> </ul>	July 2017 June 2020	<ul style="list-style-type: none"> <li>Buck Institute workshops</li> <li>PD offering</li> </ul>	<ul style="list-style-type: none"> <li>Summer sessions with Buck Inst. held</li> <li>PBL projects developed &amp; implemented</li> <li>Student engagement, learning, and ownership of PBL projects assessed</li> <li>PBL projects and student assessment of their growth as learners shared with colleagues</li> </ul>
Strengthen professional culture through a focus on student-centered planning when designing learning experiences.	<ul style="list-style-type: none"> <li>Principal</li> <li>Department coordinators</li> <li>Staff</li> </ul>	Sept.201- June 2020	<ul style="list-style-type: none"> <li>Time</li> <li>Professional literature</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meetings and PD opportunities structured to focus on designing learning experiences</li> <li>PD provided to develop skills and strategies for designing learning experiences</li> <li>Support provided by admin. for continued learning of collaborative teams</li> <li>Effective instructional practices modeled and shared among teams</li> </ul>
Deepen professional discourse around instruction by providing opportunities for peer observation and Instructional Rounds	<ul style="list-style-type: none"> <li>Administration</li> <li>Dept. Coord.</li> <li>Staff</li> <li>Asst. Supt.</li> </ul>	Sept. 2017 June 2020	<ul style="list-style-type: none"> <li>Designated time for observations</li> <li>Sample structure &amp; tools for peer observations</li> </ul>	<ul style="list-style-type: none"> <li>Information about peer observation models shared with Dept. Coordinators</li> <li>Admin and Department Leaders build a schedule for Instructional Rounds</li> <li>Volunteers for peer observations cohort identified</li> <li>PD provided to peer observation participants</li> <li>Peer observations conducted</li> <li>Impact of peer observation program on participant instructional practices assessed</li> </ul>

<p>Establish a profile of the CHS graduate, including the transferable skills they will have developed, that will drive future improvements to programming, instruction, and assessments</p>	<ul style="list-style-type: none"> <li>• School Admin.</li> <li>• Dept. Coordinators</li> <li>• Teachers</li> <li>• Students</li> <li>• Parents/Guardian</li> </ul>	<p>Sept. 2019- June 2020</p>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Sample profiles, including one developed by GMS</li> </ul>	<ul style="list-style-type: none"> <li>• Group established to work on development of profile and set of transferable skills</li> <li>• Agendas and minutes of meetings indicate consistent movement forward on project</li> <li>• Input from community members sought on transferable skills needed in various employment sectors</li> <li>• Draft profile of a graduate shared with larger school community for feedback</li> <li>• Feedback incorporated and final working version completed before end of 2019-20 school year</li> </ul>
<p>Increase innovative use of technology in CHS classes to improve student learning experience</p>	<ul style="list-style-type: none"> <li>• School Admin.</li> <li>• Technology Department</li> </ul>	<p>Sept. 2017- June 2020</p>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing, differentiated PD in how to use technology to promote innovation in the classroom</li> <li>• 100% staff trained in G Suite, including Google Classroom</li> <li>• Development of CHS Tech PD day (modeled after MassCue)</li> <li>• Educators using technology for innovative instructional purposes share their practice with CHS colleagues</li> <li>• All staff have solid understanding of theory behind the SAMR model, along with familiarity with multiple real-life examples at each level S-A-M-R</li> <li>• Develop a digital platform to showcase student learning enhanced by technology and exemplary of instructional design</li> </ul>

## CHS 2019-20 School Priority #3: Achieving Educational Excellence & Ensuring Equity

Increase achievement on Advanced Placement (AP) exams so that 80% of exam scores are 3 or above, while also ensuring the AP participation reflects the demographics of students Canton High School

**Rationale:** Educational excellence is our expectation that every student will demonstrate high levels of growth.

### Strategic Areas of Focus

1.2 Educational Excellence

3.1 Designing Student Learning and Growth

3.2 Student Ownership of Learning and Demonstration of Learning & Growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Strengthen instructional practices in AP classes by providing AP-specific professional development to teachers	<ul style="list-style-type: none"> <li>Administration</li> <li>AP teachers</li> </ul>	Sept. 2017 - June 2020	<ul style="list-style-type: none"> <li>PD funding</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Agendas and minutes from AP teacher PLC confirm sharing of resources, experiences, and best practices, along with review of student feedback</li> <li>High-quality PD opportunities identified; expectations for participation in PD established through collaborative PLC process</li> <li>AP teachers have participated in AP-specific PD</li> <li>Connections established with successful AP teachers in neighboring districts</li> </ul>
Identify specific areas for growth in AP program by analyzing student achievement and participation data, along with student survey responses	<ul style="list-style-type: none"> <li>Administration</li> <li>AP teachers</li> </ul>	Sept. 2017 - June 2020	<ul style="list-style-type: none"> <li>AP Data</li> <li>Instructional Reports</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>AP teachers analyze student instructional report and share analysis with CHS Admin Team and the AP PLC</li> <li>AP data analyzed according to specific measures identified by CHS</li> <li>AP data and analysis shared with School Committee and with AP PLC</li> <li>Identification of instructional improvements based on AP data and student feedback</li> <li>Ongoing analysis conducted of student performance in AP classes to allow for instructional modifications</li> </ul>

# CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller  
Superintendent of Schools

*Patricia Kinsella*  
~~Jennifer A. Henderson~~  
Assistant Superintendent  
for Curriculum and Instruction



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Debra L. Bromfield  
Director of Student Services

Barry S. Nectow  
School Business Administrator

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

TO: Dr. Jennifer Fischer-Mueller, Superintendent of Schools

FROM:

SUBJECT: Disposition of Surplus Property

DATE: 5/1/19

I hereby declare the following item(s) as surplus and request disposition as per School Committee Policy DN:

Quantity	Item Description	Age	Condition	Reason for Surplus	Check Here if Valued for \$500 or More
1	Upright piano GMS	unknown	poor	Damaged + unnecessary (have a digital)	

*Cathy Eady*  
Administrator

(Please attach extra sheets if needed)

Do Not Write Below  
Disposition Action:

\_\_\_\_\_ Transfer to other school or town department

\_\_\_\_\_ Sold Price: \_\_\_\_\_ Purchaser: \_\_\_\_\_

\_\_\_\_\_ Disposal

\_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_  
Superintendent of Schools

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



# CANTON PUBLIC SCHOOLS

## Obsolete Technology Equipment Form



School/Department: LUCE/JFK Name of Faculty: Tech Date: 6-1-19

The following Technology Equipment is no longer of use at the above School/Department:

Description	Qty	Room/Location	Reason for Removal -Computer to slow -Space issue -Works, but do not use <u>Broken</u> (please provide specific issue)
<u>Lenovo Desktop</u>	<u>19</u>	<u>Tech</u>	<u>Parted out</u>
<u>HIP monitor</u>	<u>1</u>	<u>Tech</u>	<u>Broken</u>

Faculty Signature: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

To be filled out by the Building Technology Specialist:

Model #	ID #

Building Technology Specialist Signature: *Theresa Mully*

Please return this form to Mike Wentland for approval.

Approval/ Signature: \_\_\_\_\_

Equipment Picked up by: \_\_\_\_\_ Date Equipment was picked up: \_\_\_\_\_

Location equipment will be sent: \_\_\_\_\_

# CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller  
Superintendent of Schools



Patricia Kinsella  
Assistant Superintendent

Debra L. Bromfield  
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 develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

Dr. Jennifer Fischer-Mueller, Superintendent of Schools

FROM:

SUBJECT: Disposition of Surplus Property

DATE: 5/31/19

I hereby declare the following item(s) as surplus and request disposition as per School Committee Policy DN:

<u>Quantity</u>	<u>Item Description</u>	<u>Age</u>	<u>Condition</u>	<u>Reason for Surplus</u>	<u>Check Here if Valued for \$500 or More</u>
36	Desktop PCs	6+	Broken	No longer working	
4	LCD Monitors	6+	Broken	No longer working	
1	CRT Monitor	10	Broken	No longer working	

(Please attach extra sheets if needed)

\_\_\_\_\_  
Administrator

Do Not Write Below  
Disposition Action:

\_\_\_\_\_ Transfer to other school or town department

\_\_\_\_\_ Sold Price: \_\_\_\_\_ Purchaser: \_\_\_\_\_

\_\_\_\_\_ Disposal

\_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_  
Superintendent of Schools

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## SCHOOL COMMITTEE OPERATIONAL GOALS

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school system. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of the public, students, and staff in its decision-making processes.

~~In accordance with these principles, the technique will involve:~~

- ~~1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.~~
- ~~2. Setting objectives for performance for each position and function in the system.~~
- ~~3. Allowing the people responsible for carrying out objectives to have a role in setting them.~~
- ~~4. Establish practical and simple goals.~~
- ~~5. Conducting a concrete and periodic review of performance against these goals.~~

Approved:

Reviewed: June 13, 2019

Revised:

## **EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES**

At regular intervals, the School Committee will evaluate the procedures and practices relating to the effectiveness of their meetings, operations and relationships. All attempts will be made to evaluate said procedures on an annual basis. The following areas are representative of those in which objectives may be set and progress appraised:

1. Communication with the public
2. School Committee - Superintendent relationships
3. School Committee member development and performance
4. Policy development
5. Educational leadership
6. Fiscal management
7. School Committee meetings
8. Performance of subcommittees of the School Committee
9. Interagency and governmental relationships

When the Committee has completed its self-evaluation, the members will discuss the results in detail and formulate a new series of objectives. At the same time, the Committee will set an approximate date on which the next evaluation will be conducted.

Implied in the concept of evaluation is an assumption that individuals and Committees are capable of improvement. The School Committee believes that its performance will be improved if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

Approved:

Reviewed: June 13, 2019

Revised:

**NO CHANGE**

**File: BB**

## **SCHOOL COMMITTEE LEGAL STATUS**

The School Committee consists of five (5) members, and is the governing board of the public school system. Although it functions as a duly elected Committee of town government, it owes its existence to the Massachusetts General Laws, which decree that each public school system will be governed by a School Committee.

The School Committee possesses all powers and duties conferred upon it by state law. Certain legislative powers are also granted to the Committee by the town charter and code. The Committee alone may determine policies and practices and employ staff to implement its direction for the proper education of the children of the town of Canton.

Established by law

LEGAL REFS.: M.G.L. 41:1 and 71:37 specifically, but powers and duties of School Committees are established throughout the General Laws of Massachusetts Relating to School Committees

Approved:

Reviewed: June 13, 2019

Revised:

## SCHOOL COMMITTEE POWERS AND DUTIES

1. The Committee shall be the policy-forming body of the Canton Public schools and with the assistance of the Superintendent of Schools and administrative staff, shall establish general policies governing the operation of the schools. Having adopted these policies, the Committee shall designate to its chief executive officer, the Superintendent of Schools, the authority to carry them out, and shall require of him/her such reports as are deemed necessary to determine both the manner in which they have been administered and the wisdom of the policies themselves.

The Committee on the basis of policies established, shall determine the general scope and the nature of the educational program, including such matters as the number and types of schools and departments to be maintained, and the Variety and character of the services to be provided.

The Committee shall have the power to select and to terminate the Superintendent, shall review and approve budgets for public education in the district and shall establish educational goals and policies for the schools in the district consistent with the requirement of law and stateside goals and standards established by the Board of Education.

2. The School Committee shall employ a Superintendent of schools and fix his/her compensation. A Superintendent employed under this section (S.71 SEC. 59) or section 60 or 63 shall manage the system in a fashion consistent with state law and the policy determinations of that School Committee. Upon the recommendation of the Superintendent, the School Committee may also establish and appoint the positions of Assistant Superintendent or Associate Superintendents who shall report to the Superintendent. The School Committee shall fix the compensation paid to such Assistant or Associate Superintendents. The School Committee shall approve or disapprove the hiring into said positions.

3. The School Committee shall appoint one or more school physicians and registered nurses and shall assign them to public schools within its jurisdiction; shall provide them with all proper facilities for the performance of their duties and shall assign one or more physicians to the examination of children who apply for health certificates required by Section 87 of Chapter 149.

4. A School Committee may award a contract to the Director of Student Services for a period not exceeding six years. The contracts may provide for the salary, fringe benefits and other conditions of employment, including, but not limited to severance pay, relocation expenses, reimbursement for expenses incurred in the performance of duties or office, liability insurance and leave for said Superintendent of Schools and School Business Administrator. Nothing in this section shall be construed to prevent a School Committee from voting to employ a Superintendent of Schools who has completed three or more years' services to serve at its discretion. (ADD)

5. A School Committee may award a contract to a Superintendent of Schools or a School Business Administrator for a period not exceeding six years. The contracts may provide for the salary, fringe benefits and other conditions of employment, including, but not limited to severance pay, relocation expenses, reimbursement for expenses incurred in the performance of duties or office, liability insurance and leave for said Superintendent of Schools and School Business Administrator. Nothing in this section shall be construed to prevent a School Committee from voting to employ a Superintendent of Schools who has completed three or more years' services to serve at its discretion.

6. The School Committee ensures that the Superintendent adopt suitable descriptions of qualifications for employment in various types of positions, salary schedules and other personnel policies.

7. Each year, as required by law, the Committee shall adopt an annual budget, after due consideration of such administrative and financial reports as may be required. The Superintendent will submit a complete preliminary budget by December 15 to the budget subcommittee.

8. The Committee shall determine all financial policies, not specifically defined by state law, and shall exercise general supervision over the finances of the school system in keeping with regular budgetary procedures.

LEGAL REF.: M.G.L. 71:37; 71:38; 71:48; 71:50; 76:19; 76:20 specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws Relating to school Committees. Rules and Regulations of the Committee.

Approved:

Reviewed: June 13, 2019

Revised:

## **SCHOOL COMMITTEE POWERS AND DUTIES**

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its directions for the proper education of the children of the community.

The Committee takes a broad view of its functions. It sees them as:

1. Legislative or policymaking. The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.
2. Appraisal. The Committee is responsible for evaluating the effectiveness of its policies and their implementation.
3. Provision of financial resources. The Committee is responsible for adoption of a budget that will enable the school system to carry out the Committee's policies.
4. Public relations. The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. Educational planning and evaluation. The Committee is responsible for establishing educational goals and policies that will guide the Committee and staff for the administration and continuing improvement of the educational programs provided by the School District.

LEGAL REF.: M.G.L. 71:37 specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

CROSS REF.: BB, School Committee Legal Status

Approved:  
Reviewed: June 13, 2019  
Revised:

## **SCHOOL COMMITTEE MEMBER AUTHORITY**

### Authority

The School Committee shall have and exercise all of the powers of the system granted by the Commonwealth and not reserved herein to the voters of the system. Members of the School Committee have authority over school matters only when performing duties as a member of the School Committee and not as an individual.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of his/her office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

### Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, with the regulations of the Massachusetts Board of Education, and with the policies and procedures of this School Committee and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the town's public schools.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect his/her share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of the students.
7. To accept the will of the majority vote in all cases, and to remember that he/she is one of a team and must support, abide by, and carry out all Committee decisions once they are made.
8. To represent the Committee and the schools to the public in a way that promotes interest and support.
9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

Approved:

Reviewed: June 13, 2019

Revised:



**NO CHANGE**

**File: BBB**

## **SCHOOL COMMITTEE ELECTIONS**

The School Committee consists of five (5) members, each elected on a non-partisan ballot by the people for terms of three (3) years. Elections for School Committee occur annually as part of town-wide elections.

Established by law

LEGAL REFS.: M.G.L. 71:35;71:37

Approved:  
Reviewed: June 13, 2019  
Revised:

## **SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE**

School Committee members must be registered voters in Canton.

Each new member of the School Committee shall, before entering upon his official duties, be sworn to the faithful performance thereof by the Town Clerk. From the Town Clerk, newly qualified Committee members - by law - receive, and sign a receipt for, a copy of the Massachusetts law governing the conduct of committee meetings in general and executive session in particular. Membership on a School Committee is not limited by race, color, sex, age, religion, national origin, sexual orientation, disability, **gender identity or homelessness. ADD**

Established by law

LEGAL REFS.:       M.G.L. 39:23B; 41:1; 41:107  
                          M.G.L. 76:5 Amended 1993

Approved:  
Reviewed: June 13, 2019  
Revised:

**NO CHANGE**

**File: BBBC**

## **SCHOOL COMMITTEE MEMBER RESIGNATION**

A current School Committee member who submits a resignation to the appropriate certifying authority terminates School Committee duties at the time of such resignation unless a later time is stated in the resignation.

Should a School Committee member move out of the town or District in which he or she holds office, that member shall be deemed to have vacated the office.

Established by law

LEGAL REFS.: M.G.L. 41:2; 41:109

Approved:

Reviewed: June 13, 2019

Revised:

**NO CHANGE**

**File: BBBE**

## **UNEXPIRED TERM FULFILLMENT**

When a vacancy on the School Committee occurs for any reason, the Board of Selectmen and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the Selectmen that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the Selectmen, so that the voters of the town may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

LEGAL REF.: M.G.L. 41:11

Approved:

Reviewed: June 13, 2019

Revised:

**SCHOOL COMMITTEE MEMBER ETHICS**  
**(Massachusetts Association of School Committees Code of Ethics)**

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adhere to those state laws which apply to School Committees, since School Committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above:

- A. Community responsibility
  - B. Responsibility to school administration
  - C. Relationships to fellow Committee members
- A. A School Committee member in his/her relations with his/her community should:
- 1. Realize that his/her primary responsibility is to the children.
  - 2. Recognize that his/her basic function is to be policy making and not administrative.
  - 3. Remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
  - 4. Be well informed concerning the duties of a Committee member on both a local and state level.
  - 5. Remember that he/she represents the entire community at all times.
  - 6. Accept the office as a Committee member as a means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from his/her Committee activities.
- B. A School Committee member in his/her relations with his/her school administration should:
- 1. Endeavor to establish sound, clearly defined policies which will direct and support the administration.
  - 2. Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
  - 3. Act only on the recommendations of the chief administrator in all matters of employment or dismissal of school personnel.
  - 4. Give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results.
  - 5. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

- C. A School Committee in his/her relations with his/her fellow Committee members should:
1. Recognize that action at official meetings is binding and that he/she alone cannot bind the Committee outside of such meetings.
  2. Realize that he/she should not make statements or promises of how he/she will vote on matters that will come before the Committee.
  3. Uphold the intent of executive sessions and respect the privileged communications that exists in executive sessions.
  4. Not withhold pertinent information on school matters or personnel problems, either from members of his/her own committee or from members of other committees who may be seeking help and information on school problems.
  5. Make decisions only after all facts on a question have been presented and discussed.

Approved:

Reviewed: June 13, 2019

Revised:

**NO CHANGE**

**File: BCB**

## **SCHOOL COMMITTEE MEMBER CONFLICT OF INTEREST**

Members of the School Committee and employees of its schools are subject to the provisions of the "conflict of interest" statute, Chapter 268 A of the General Laws of the Commonwealth.

Established by law

LEGAL REF.:M.G.L. 71:52

Approved:

Reviewed: June 13, 2019

Revised:



## **SCHOOL COMMITTEE ORGANIZATIONAL MEETING**

1. The School Committee shall meet annually for organization within ten (10) days following the annual election of town officers. This meeting shall be called to order by the Superintendent of Schools.
2. At the annual organization meeting, a Chairman and a Vice-Chairman shall be elected, each to be chosen by ballot, each to receive at least the majority vote of members, and each to hold office until his successor has been duly elected.
3. At the annual organization meeting the order of business shall be as follows:
  - a. Meeting called to order by the Superintendent of Schools
  - b. Nomination and election of a Chairman, who assumes office at once, and shall hold office for one year
  - c. Nomination and election of a Vice-Chairman and Secretary, who assume office at once and shall hold office for one year
  - d. Determination, of date and time of regular meetings
  - e. Adoption of rules and regulations
  - f. Adjournment
  - g. Return to regular meeting agenda
4. Three (3) members of the Committee present shall constitute a quorum for the transaction of business.

LEGAL REFS.: M.G.L. 71:36 Rules and Regulations of the School Committee

Approved:  
Reviewed: June 13, 2019  
Revised:

## **SCHOOL COMMITTEE OFFICERS**

### Duties of the Chair

The Chair of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/she will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the Chair will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the Chair will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chair

The Vice-Chair of the Committee will act in the absence of the chairperson as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to him/her.

Clerk **Recording Secretary** CHANGE WORDING

The Clerk **Recording Secretary** will keep or cause to be kept an accurate journal of all Committee meetings; will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the town.

LEGAL REF.: M.G.L. 71:36

Note: The treasurer of the town serves as treasurer of the School Committee.

**NO CHANGE**

**File: BDC**

### **APPOINTED COMMITTEE OFFICIALS**

The Superintendent shall be appointed by vote of the Committee as provided by law and perform all the duties that are prescribed by law and such other duties, not inconsistent thereto, as a majority of the Committee may direct.

Approved:  
Reviewed: June 13, 2019  
Revised:

## **SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP**

The Committee will leave to the Superintendent all matters of decision and administration that come within his/her scope as an executive officer or as professional leader of the school system. While the Committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

1. The Superintendent will have the privilege of asking guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, he/she will submit the matter to the Committee for advice and direction, (add) or unless there are urgent or unanticipated circumstances that require immediate action by the Superintendent.
2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the Committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

Approved:

Reviewed: June 13, 2019

Revised:

## SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee shall appoint members to subcommittees at their annual organizational meeting for a period of one year. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee.
2. The Committee chairperson, subject to approval by the Committee, will appoint the subcommittee chairperson and its members.
3. ~~The subcommittee will be provided with a list of its functions and duties.~~
4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee.
5. All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: BEC, Executive Sessions

Approved:

Reviewed: June 13, 2019

Revised:

## PHYSICAL EXAMINATIONS OF STUDENTS

1. Every student will have vision, hearing, BMI and postural screenings in accordance with current laws and regulations. A record of the results will be kept by the school nurse.
2. Every student shall submit a record of a current general physical examination: upon entering the Canton Public school system and upon admittance to the fourth, seventh, and tenth grades.
3. The results of examinations will assist in determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept by the school nurse.
4. Every candidate for a school athletic team will present the signed consent of a parent or guardian and a current physical examination that includes participation status signed by the student's medical provider.
5. School nurses assess students who enter the health office or are referred for an evaluation.
6. A parent/guardian will be notified if necessary with the nursing assessment and follow up recommendations as needed.

~~Every student will be examined once in each school year for screening in sight, hearing, BMI, and for other physical problems as provided in the laws. A record of the results will be kept by the school nurse.~~

~~Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.~~

~~Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Principal.~~

~~The school physician will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his/her opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.~~

~~Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.~~

~~The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.~~



Canton Public Schools is concerned with the safety and well being of all its children. During their school hours a nurse is on duty to provide assessments, first aid, emergency care and medication administration. **There is no nurse available during before school and after school programs and organized activities (e.g. sports, clubs).** If an emergency arises, staff will activate the emergency medical system and the student will be transported to the nearest hospital. Students with special health care needs are encouraged to carry necessary items (e.g. inhalers, EpiPens, glucose tablets) during these times. If your child requires specific assistance during these aforementioned times please contact your child's **school nurse** for guidance.

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Approved: November 1, 2018

Reviewed: November 1, 2018

Revised: June 13, 2019

# CANTON PUBLIC SCHOOLS



Dr. Jennifer Fischer-Mueller  
*Superintendent of Schools*

Debra L. Bromfield  
*Director of Student Services*

960 Washington Street, Canton, MA 02021  
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Patricia Kinsella  
*Assistant Superintendent*

Barry S. Nectow  
*School Business Administrator*

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

---

**TO:** Jennifer Fischer-Mueller, Superintendent of Schools  
**FROM:** Barry S. Nectow, School Business Administrator *BSN*  
**SUBJECT:** Approval of Accounts Payable Warrants  
**DATE:** June 3, 2019  
**CC:** Canton School Committee

---

The Municipal Modernization Act was signed into law in August 2016. The primary goal of the act is to simplify the critical task of financial management for municipal officials and target other areas of municipal management for modernization.

The act includes several changes that specifically simplify financial management for public schools:

1. Establishment and management of Special Education Stabilization Funds, which the School Committee approved in February 2017 and;
2. Allows School Committees (and other municipal committees) to delegate one member to approve and sign off on accounts payable bill warrants, rather than a majority of the committee by formal vote in open session (A copy of the applicable MGL is attached to this memo.)

Currently, the Canton Public Schools can pay vendor invoices following a regularly scheduled School Committee meeting, because of the need to bring the warrants to a School Committee meeting for a formal vote and to obtain signatures from a majority of the committee (3 signatures). This can often lead to holding onto unpaid invoices for up to 4 weeks.

I am proposing that the School Committee vote to authorize that accounts payable bill warrants be signed by only one member. I would propose the committee vote to name one person as well as an alternate in case the first person is not available. A proposed vote form is attached to this memo.

The legislation requires the School Committee member who signs the warrant report the action at the next meeting. Some school districts are doing this by including a copy of the signed warrant in the next meeting agenda and having it read into the minutes. There may be other ways to accomplish this, but this seems like a relatively easy process that could be used.

*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)*

## **Municipal Modernization Act**

*SECTION 58: Section 56 of said chapter 41, as so appearing, is hereby amended by inserting after the first sentence the following 2 sentences:- For purposes of this section, the board of selectman and any other board, committee or head of department consisting of more than 1 member authorized to expend money, may designate any 1 of its members to approve all bills, drafts, orders and payrolls; provided, however, that the member shall make available to the board, committee or other department head, at the first meeting following such action, a record of such actions. This provision shall not limit the responsibility of each member of the board in the event of a noncompliance with this section.*

## **Board Vote Sample Language**

I move that [name of board member], and if (s)he is unavailable or unable, [name of back up board member], be designated to approve all bills, drafts and orders not otherwise presented for approval at a posted meeting to the full board; provided, however, that if such bills, drafts and orders are approved by [name of board member] or [name of back up board member], each shall make available to the board, at the first meeting following such action, a record of such actions, and further, to ask [name of board chair and/or staff person] to include on the notice for each meeting of the board an item for such purposes.