

# CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller  
*Superintendent of Schools*



Derek F. Folan, M.Ed.  
*Assistant Superintendent*

Dianna Mullen, M.Ed.  
*Director of Student Services*

960 Washington Street, Canton, MA 02021  
Telephone: 781-821-5060  
Fax: 781-575-6500  
[www.cantonma.org](http://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.**

## **Superintendent's Report School Committee Meeting of Thursday, January 21, 2021 Jennifer Fischer-Mueller, Ed.D. Superintendent of Schools**

### **Superintendent Highlights**

Warm Welcome Back: Thank you to all the staff, parents and students for the warm welcome back! It is with great pleasure and excitement that I return to work. This picture was hanging on my office door when I returned and remains there as it reminds me of how proud I am to be a member of the Canton School community.



Canton Adult Transition Program Visit: Yesterday, I had the pleasure of visiting the 18-22 year old Adult Transition Program. As students were learning about Inauguration Day, they chose red, white and blue fruit to make shortcakes. My compliments to the chefs and thanks for sharing with me.



Canton Public Schools has a continuum of programming to support our students who receive IEP services. One such program is this Transition Program, run by Special Educator, Shanna Belenky

and Educational Assistant Christine Daly. The mission of the Canton Adult Transition Program (CATP) is to provide community-based instruction and transition services to post-high school students with Individual Educational Programs (IEP's) who are between the ages of 18-22. The CATP is designed to meet the needs of students with intellectual and/or developmental disabilities who have attended high school, yet have not earned their diploma. All program participants will have spent at least 4 years in high school and/or be at least 18 years of age. The program focuses on the acquisition of daily living and vocational skills that leads to a transition to adult life within the community.

#### Program Goals:

- To provide and implement an authentic learning experience
- To maximize independent functioning in the home, community and work environment
- To prepare students for employment opportunities within the community
- To increase knowledge and use of community resources

CAASA Drug Free Community Grant Update: Chief Doody and Cindy Bonner informed the membership that the CDC has awarded the Drug Free Community Grant to CAASA. Ms. Bonner attended an initial virtual training about the grant and will have further guidance in the near future. The grant will provide \$125,000 per year for 5 years to CAASA for addressing substance use disorder in Canton. A portion of the funds will be used to hire a substance abuse coordinator. Thank you to Cindy Bonner and Chief Doody for their tireless work to secure this valuable grant.

#### Updates

Elementary Schools Learning Model Update: With the increase in COVID numbers and after careful consideration, CPS made the following changes to learning models for the three elementary schools.

##### **JFK** - Beginning Thursday, January 21

One grade 4 classroom - both Cohorts A and B - remote through January 22. Hybrid Model resumes on January 25.

Three grade 5 classrooms - both Cohorts A and B - remote through January 22. Hybrid Model resumes on January 25.

One grade 5 classroom - both Cohorts A and B - remote through January 29. Hybrid Model resumes on February 1.

##### **Hansen** - Beginning Thursday, January 21

Grade 5, all four classrooms - both Cohorts A and B - remote through January 27. Hybrid Model resumes on January 28.

##### **Luce** - Beginning Thursday, January 21

One grade 5 classroom - both Cohorts A and B - remote through January 27. Hybrid Model resumes on January 28.

DESE COVID-19 Pool Testing: DESE and DPH introducing COVID-19 screening testing using a pooled strategy in the school setting. CPS has expressed interest in participating in this testing initiative. Pooled testing involves mixing 10-25 test samples together in a “batch” or “pool” and then testing the pooled sample with a PCR test for detection of SARS-CoV-21. This approach increases the number of individuals that can be tested using the same amount of resources as a single PCR test. The test is performed at least once per week with an anterior nasal swab for students and staff members. Results are delivered within approximately 24-48 hours. If a pooled test result is negative, then all individuals within that pool are presumed negative and may continue to remain in school. If a pooled test result is positive, then all individuals in the pool must quarantine until they are retested individually. The Abbott BinaxNOW rapid point-of-care antigen test will be the primary source of this individual follow-up testing.

While the expenses of the first six weeks of the program are free, districts choosing to continue the testing would need to pick up all the expenses associated with the test, its administration and record keeping themselves. I am attending a DESE meeting tomorrow afternoon for the districts that expressed interest in learning more. In addition to this option, we are investigating other possible COVID testing options that may provide similar benefits without the potential negative impact of pool testing. I will continue to provide you with updated information in the coming weeks.

CPS Vaccination Plan: As you know, the Governor outlined a three-phased plan that started Phase 1 which includes, for example, public health and school nurses, first responders, police and firefighters, and long-term care facilities; Phase 2 includes, for example, individuals with two or more comorbidities, restaurant and cafe workers, adults over 65 and school department employees; and once the previous two phases are complete, Phase 3 is open to the general public.

We are hopeful that with support from the state, the Town of Canton and the school department will collaborate to serve school employees sometime in mid-late February through March. The timing is dependent on receiving vaccines from the state in a timely manner so that the individuals in the previous subgroups and in Phase 1 are completed.

The Canton Health Department is awaiting approval from the state in order to receive vaccines and provide clinics for anyone in the categories outlined in Phase 1.

CHS Water Testing: As part of the ongoing Town of Canton water testing and analysis program, it was recently confirmed that one water bubbler in the Canton High School has a lead level slightly above the Massachusetts Action Level for lead in drinking water at schools. The Massachusetts Action Level for lead in drinking water is 0.015 milligrams per liter (also known as parts per million). One Canton High School water bubbler tested at 0.02 milligrams per liter.

We had a similar issue back in 2017 after participating in a water testing program. A letter was sent to all CHS families which included FAQs.

***Prior to the start of the school year, all water bubblers in the district were turned off due to COVID-19.*** Additionally, we are participating in a Massachusetts School Water Improvement grant, which provides funds to replace water bubblers with water bottle filling stations. The bubbler in question was already scheduled to be replaced by a water filling station. ***Test results showed that all other water samples taken from all public access and management areas (coolers, kitchen sinks, etc.) across our school district are within normal limits.***

Flu Vaccination Requirement: On January 15, I received notice that the Massachusetts Department of Public Health is removing the requirement for flu vaccination for attendance in childcare/preschool, primary, secondary and postsecondary education. It was described that, to date, this has been a mild flu season, probably because people did get the flu vaccine earlier and have been wearing masks and social distancing to prevent the transmission of COVID-19. The Director of School Health Services stated in an email, “Given the intensive Commonwealth-wide efforts regarding COVID-19 vaccination, DPH wants to alleviate the burden to obtain flu vaccination and focus on continuing our COVID -19 vaccination efforts.”

Thank you to all the parents, guardians and staff members who met the earlier requirement and got the flu vaccine. With consideration of the CDC health recommendations, we wanted to offer two additional clinics.

Flu Clinic Monday 1/25, 4:00-7:00 pm

Flu Clinic Monday 2/8, 4:00-7:00 pm

Both clinics will be held in the Rodman building gymnasium and will have no pre-registration. We appreciate everyone’s efforts to keep themselves and each other safe and healthy.

Requests from Previous School Committee Meeting: At the last School Committee meeting, January 7, there was a request for information regarding literacy support in the elementary schools and Home Base at GMS and CHS. Our Director of Teaching and Learning and Director of Student Services will each share information on these topics following their future staff meetings in February.

### **Important Dates and Events**

|         |                                   |
|---------|-----------------------------------|
| Jan. 22 | CHS Virtual Talent Show, 6:30 pm  |
| Jan. 29 | End of Term 2, CHS and GMS        |
| Feb. 4  | School Committee Meeting, 7:00 pm |

|            |  |
|------------|--|
| Feb 9      | CHS Picture Day – Cohort A   |
| Feb. 10    | CHS Picture Day - RLP  |
| Feb. 11    | CHS Picture Day –Cohort B  |
| Feb. 11    | Course Selection Night, Grade 8, 6:00-6:45 Virtual (information forthcoming)     |
| Feb. 11    | Course Selection Night, Grade 9-11, 7:00-7:45, Virtual (information forthcoming) |
| Feb. 15-19 | February Vacation Week   |
| Feb. 25    | School Committee Meeting, 7:00 pm  |

|    | A   | B | I  | J            | K            | O   | P            | Q           |
|----|---|---|--|--------------|--------------|---|--------------|-------------|
| 1  | <b>Canton Public Schools</b>  |   |  |              |              |   |              |             |
| 2  | <b>FY22 Budget Request - Summary</b>  |   |  |              |              |   |              |             |
| 3  | (Grouped by FTE's and Supplies & Services)  |   | <b>FY22</b>  |              |              | <b>FY22</b>   |              |             |
| 4  |   |   | <b>Superintendent's Request<br/>(All Requests)</b> |              |              | <b>Superintendent's Request<br/>(SC Approved - 1/21/2021)</b> |              |             |
| 5  | <b>Section I - Prior Year's Budget - Sub-Total</b>                                |   | <b>\$46,186,351</b>                                |              |              | <b>\$46,186,351</b>   |              |             |
| 6  |   |   |  |              |              |   |              |             |
| 7  | <b>Section II Contract Obligations - Sub-Total</b>                                |   | <b>\$1,530,104</b>                                 | <b>3.31%</b> |              | <b>\$1,530,104</b>  | <b>3.31%</b> |             |
| 8  |   |   |  |              |              |   |              |             |
| 9  | <b>Section III Staff Reduction - Sub-Total</b>                                    |   | <b>\$0</b>   | <b>0.00%</b> | <b>0.00</b>  | <b>\$0</b>  | <b>0.00%</b> | <b>0.00</b> |
| 10 |   |   |  |              |              |   |              |             |
| 11 | <b>Section IV - FTE's - Sub Total</b>   |   | <b>\$1,086,910</b>                                 | <b>2.35%</b> | <b>16.80</b> | <b>\$601,956</b>  | <b>1.30%</b> | <b>9.00</b> |
| 12 |   |   |  |              |              |   |              |             |
| 13 | <b>Section V - Supplies &amp; Services - Sub-Total</b>                            |   | <b>\$319,826</b>                                   | <b>0.69%</b> | <b>0.00</b>  | <b>\$226,516</b>  | <b>0.49%</b> | <b>0.00</b> |
| 14 |   |   |  |              |              |   |              |             |
| 15 | Sub-Total - All Requests (Section IV + V)   |   | \$1,406,736  | 3.05%        | 16.80        | \$828,472   | 1.79%        | 9.00        |
| 16 |   |   |  |              |              |   |              |             |
| 17 | <b>Total Budget Requests (Section II + III + IV + V)</b>                          |   | <b>\$2,936,840</b>                                 | <b>6.36%</b> | <b>16.80</b> | <b>\$2,358,576</b>  | <b>5.11%</b> | <b>9.00</b> |
| 18 |   |   |  |              |              |   |              |             |
| 19 | <b>FY22 Budget Request (Section I + II + III + IV + V)</b>                        |   | <b>\$49,123,191</b>                                |              |              | <b>\$48,544,927</b>   |              |             |
| 20 |   |   |  |              |              |   |              |             |
| 21 | FY22 Target Budget Increase   |   | \$2,309,318  | 5.00%        |              | \$2,309,318   | 5.00%        |             |
| 22 |   |   |  |              |              |   |              |             |
| 23 | Over/Under Target   |   | (\$627,522)  |              |              | (\$49,258)  |              |             |
| 24 |   |   |  |              |              |   |              |             |
| 25 |   |   |  |              |              |   |              |             |
| 26 |   |   |  |              |              |   |              |             |
| 27 |   |   |  |              |              |   |              |             |
| 28 |   |   |  |              |              |   |              |             |
| 29 |   |   |  |              |              |   |              |             |
| 30 |   |   |  |              |              |   |              |             |
| 31 | <b>Canton Public Schools</b>  |   |  |              |              |   |              |             |
| 32 | <b>FY22 Budget Request - Summary</b>  |   |  |              |              |   |              |             |
| 33 | (Grouped by Required/Contractual, Maintenance of Quality & Quality Enhancements)) |   | <b>FY22</b>  |              |              | <b>FY22</b>   |              |             |
| 34 |   |   | <b>Superintendent's Request<br/>(All Requests)</b> |              |              | <b>Superintendent's Request<br/>(SC Approved - 1/21/2021)</b> |              |             |
| 35 | <b>Section I - Prior Year's Budget - Sub-Total</b>                                |   | <b>\$46,186,351</b>                                |              |              | <b>\$46,186,351</b>   |              |             |
| 36 |   |   |  |              |              |   |              |             |
| 37 | <b>Section II Contract Obligations - Sub-Total</b>                                |   | <b>\$1,530,104</b>                                 | <b>3.31%</b> |              | <b>\$1,530,104</b>  | <b>3.31%</b> |             |
| 38 |   |   |  |              |              |   |              |             |
| 39 | <b>Section III Staff Reduction - Sub-Total</b>                                    |   | <b>\$0</b>   | <b>0.00%</b> | <b>0.00</b>  | <b>\$0</b>  | <b>0.00%</b> | <b>0.00</b> |
| 40 |   |   |  |              |              |   |              |             |
| 41 | <b>Section IV &amp; V (FTE's &amp; Supplies &amp; Services)</b>                   |   |  |              |              |   |              |             |
| 42 | Requests Required/Contractual - Sub-Total   |   | \$50,000   | 0.11%        | 0.00         | \$50,000  | 0.11%        | 0.00        |
| 43 |   |   |  |              |              |   |              |             |
| 44 | Requests - Maintenance of Quality - Sub-Total                                     |   | \$1,084,320  | 2.94%        | 16.80        | \$606,056   | 1.31%        | 9.00        |
| 45 |   |   |  |              |              |   |              |             |
| 46 | Requests - Quality Enhancements - Sub-Total                                       |   | \$272,416  | 0.59%        | 0.20         | \$172,416   | 0.37%        | 0.00        |
| 47 |   |   |  |              |              |   |              |             |
| 48 | Sub-Total - All Requests (Section IV + V)   |   | \$1,406,736  | 3.19%        | 7.20         | \$828,472   | 1.79%        | 9.00        |
| 49 |   |   |  |              |              |   |              |             |
| 50 | <b>Total Budget Requests (Section II + III + IV + V)</b>                          |   | <b>\$2,936,840</b>                                 | <b>6.66%</b> | <b>7.20</b>  | <b>\$2,358,576</b>  | <b>5.11%</b> | <b>9.00</b> |
| 51 |   |   |  |              |              |   |              |             |
| 52 | <b>FY22 Budget Request (Section I + II + III + IV + V)</b>                        |   | <b>\$49,123,191</b>                                |              |              | <b>\$48,544,927</b>   |              |             |
| 53 |   |   |  |              |              |   |              |             |
| 54 | FY22 Target Budget Increase   |   | \$2,309,318  | 5.00%        |              | \$2,309,318   | 5.00%        |             |
| 55 |   |   |  |              |              |   |              |             |
| 56 | Over/Under Target   |   | (\$627,522)  |              |              | (\$49,258)  |              |             |

|    | A   | B  | C              | D     | E   | I            | J     | K    |
|----|---|----|----------------|-------|---|--------------|-------|------|
| 1  | Canton Public Schools   |    |                |       |   |              |       |      |
| 2  | FY22 Budget Request   |    | FY22           |       | FY22  |              |       |      |
| 3  |   |    | (All Requests) |       | Superintendent's Request<br>(SC Approved - 1/21/2021) |              |       |      |
| 5  |   |    |                |       |   |              |       |      |
| 6  | Section I - Prior Years Budget                                |    |                |       |   |              |       |      |
| 7  |   |    |                |       |   |              |       |      |
| 8  | Prior Year Operating Budget                                   |    | \$46,186,351   |       |   | \$46,186,351 |       |      |
| 9  |   |    |                |       |   |              |       |      |
| 10 |   |    |                |       |   |              |       |      |
| 11 | Decrease in Salaries  |    |                |       |   |              |       |      |
| 12 | Decrease in Operating Budget                                  |    | \$0            |       |   | \$0          |       |      |
| 13 |   |    |                |       |   |              |       |      |
| 14 | Section I - Prior Years Budget - Sub-Total                    |    | \$46,186,351   | 0.00% |   | \$46,186,351 | 0.00% |      |
| 15 |   |    |                |       |   |              |       |      |
| 16 | Section II - Contract Obligations                             |    |                |       |   |              |       |      |
| 17 |   |    |                |       |   |              |       |      |
| 19 | Contractual Obligations                                       |    | \$1,530,104    |       |   | \$1,530,104  |       |      |
| 23 |   |    |                |       |   |              |       |      |
| 24 | Section II - Contract Obligations - Sub-Total                 |    | \$1,530,104    | 3.31% |   | \$1,530,104  | 3.31% |      |
| 25 |   |    |                |       |   |              |       |      |
| 26 | Sub-Total - Contractual Obligations & Prior Years Budget      |    | \$47,716,455   |       |   | \$47,716,455 |       |      |
| 27 |   |    |                |       |   |              |       |      |
| 28 | Section III - Staff Reductions                                |    |                |       |   |              |       |      |
| 29 |   |    |                |       |   |              |       |      |
| 38 |   |    |                |       |   |              |       |      |
| 39 | Section III - Staff Reduction - Sub-Total                     |    | \$0            | 0.00% | 0.00  | \$0          | 0.00% | 0.00 |
| 40 |   |    |                |       |   |              |       |      |
| 42 |   |    |                |       |   |              |       |      |
| 43 | Section IV - FTE's  |    |                |       |   |              |       |      |
| 44 |   |    |                |       |   |              |       | FTE  |
| 45 | FTE Requests - Required/Contractual                           |    |                |       |   |              |       |      |
| 46 |   |    |                |       |   |              |       |      |
| 50 |   |    |                |       |   |              |       |      |
| 51 | FTE Requests - Required/Contractual - Sub-Total               |    | \$0            | 0.00% | 0.00  | \$0          | 0.00% | 0.00 |
| 52 |   |    |                |       |   |              |       |      |
| 53 | Requests - Maintenance of Quality - FTE's                     |    |                |       | FTE   |              |       | FTE  |
| 54 |   |    |                |       |   |              |       |      |
| 55 |   |    |                |       |   |              |       | 0.00 |
| 56 |   |    |                |       |   |              |       |      |
| 57 | Requests - Maintenance of Quality FTE's - Sub-Total           |    | \$0            | 0.00% | 0.00  | \$0          | 0.00% | 0.00 |
| 58 |   |    |                |       |   |              |       |      |
| 59 | Requests - Quality Enhancements FTE's                         |    |                |       |   |              |       |      |
| 60 |   |    |                |       |   |              |       |      |
| 61 | 0.2 FTE CHS Health Teacher                                    | RG | \$15,006       |       | 0.20  |              |       |      |
| 62 | 1.0 FTE CHS Adjustment Counselor                              | DM | \$75,032       |       | 1.00  |              |       |      |
| 63 | 1.0 FTE CHS Special Education Teacher                         | DM | \$75,032       |       | 1.00  |              |       |      |
| 64 | 0.6 FTE CHS Visual Arts Teacher                               | PP | \$45,019       |       | 0.60  |              |       |      |
| 65 | 1.0 FTE GMS Challenge & Enrichment Coach                      |    |                |       |   | \$75,032     |       | 1.00 |
| 66 | 1.0 FTE GMS Health Teacher                                    | RG | \$75,032       |       | 1.00  | \$75,032     |       | 1.00 |
| 67 | 1.0 FTE GMS Special Education Teacher                         | DM | \$75,032       |       | 1.00  | \$75,032     |       | 1.00 |
| 68 | 1.0 FTE GMS Adjustment Counselor                              | DM | \$75,032       |       | 1.00  | \$75,032     |       | 1.00 |
| 69 | 2.0 FTE GMS Lunch Aides                                       | SS | \$39,796       |       | 2.00  | \$39,796     |       | 2.00 |
| 70 | 3.0 FTE Elementary School Adjustment Counselors               | DM | \$225,096      |       | 3.00  | \$75,032     |       | 1.00 |
| 71 | 1.0 FTE Luce Special Education Teacher                        | YL | \$75,032       |       | 1.00  |              |       |      |
| 72 | 2.0 FTE JFK ED. Assistants                                    | ED | \$49,768       |       | 2.00  |              |       |      |
| 73 | 1.0 FTE DW Adapted PE Teacher and Pre-School Teacher          | RG | \$75,032       |       | 1.00  |              |       |      |
| 74 | 1.0 FTE District Data Specialist                              | JS | \$85,000       |       | 1.00  | \$85,000     |       | 1.00 |
| 75 | 1.0 FTE Humanities Coordinator                                | DR | \$102,000      |       | 1.00  | \$102,000    |       | 1.00 |
| 76 | Requests - Quality Enhancements FTE's - Sub-Total             |    | \$1,086,910    | 2.35% | 16.80   | \$601,956    | 1.30% | 9.00 |
| 77 |   |    |                |       |   |              |       |      |
| 78 | Section IV - FTE's - Sub Total                                |    | \$1,086,910    | 2.35% | 16.80   | \$601,956    | 1.30% | 9.00 |
| 79 |   |    |                |       |   |              |       |      |
| 80 | Section V - Supplies & Services                               |    |                |       |   |              |       |      |
| 81 |   |    |                |       |   |              |       |      |
| 82 | Supply & Services Requests - Required/Contractual             |    |                |       |   |              |       |      |
| 83 |   |    |                |       |   |              |       |      |
| 84 | Bus Contractual Increase                                      | BN | \$50,000       |       |   | \$50,000     |       |      |
| 85 |   |    |                |       |   |              |       |      |
| 89 | Supply & Services Requests - Required/Contractual - Sub-Total |    | \$50,000       | 0.11% |   | \$50,000     | 0.11% |      |

|     | A  | B     | C                   | D             | E            | I   | J            | K           |
|-----|--|-------|---------------------|---------------|--------------|---|--------------|-------------|
| 1   | <b>Canton Public Schools</b>   |       |                     |               |              |   |              |             |
| 2   | <b>FY22 Budget Request</b>   |       | <b>FY22</b>         |               |              | <b>FY22</b>   |              |             |
| 3   |  |       | (All Requests)      |               |              | Superintendent's Request<br>(SC Approved - 1/21/2021) |              |             |
| 5   |  |       |                     |               |              |   |              |             |
| 90  |  |       |                     |               |              |   |              |             |
| 91  | <b>Requests - Maintenance of Quality - Supply &amp; Services</b>             |       |                     |               |              |   |              |             |
| 92  |  |       |                     |               |              |   |              |             |
| 93  | <b>Technology</b>  |       |                     |               |              |   |              |             |
| 97  |  |       |                     |               |              |   |              |             |
| 98  |  |       |                     |               |              |   |              |             |
| 100 | <b>Elementary</b>  |       |                     |               |              |   |              |             |
| 101 |  |       |                     |               |              |   |              |             |
| 102 | Eliminate Elementary School 504 Coordinators (\$2,230/each)                  | DM    | -\$6,690            |               |              |   |              |             |
| 103 |  |       |                     |               |              |   |              |             |
| 104 | <b>World Language</b>  |       |                     |               |              |   |              |             |
| 105 |  |       |                     |               |              |   |              |             |
| 108 |  |       |                     |               |              |   |              |             |
| 109 | <b>Visual Arts</b>   |       |                     |               |              |   |              |             |
| 110 |  |       |                     |               |              |   |              |             |
| 111 | Adobe Creative Suite Annual Subscription                                     | PP    | \$2,500             |               |              | \$2,500   |              |             |
| 112 | Supplies at CHS  | PP    | \$1,000             |               |              | \$1,000   |              |             |
| 113 | Supplies at GMS  | PP    | \$600               |               |              | \$600   |              |             |
| 114 |  |       |                     |               |              |   |              |             |
| 115 | <b>Performing Arts</b>   |       |                     |               |              |   |              |             |
| 116 |  |       |                     |               |              |   |              |             |
| 118 |  |       |                     |               |              |   |              |             |
| 119 | <b>Requests - Maintenance of Quality - Supply &amp; Services - Sub-Total</b> |       | <b>-\$2,590</b>     | <b>-0.01%</b> |              | <b>\$4,100</b>  | <b>0.01%</b> |             |
| 120 |  |       |                     |               |              |   |              |             |
| 121 | <b>Requests - Quality Enhancements Supply &amp; Services</b>                 |       |                     |               |              |   |              |             |
| 122 |  |       |                     |               |              |   |              |             |
| 123 | <b>Curriculum &amp; Instruction</b>  |       |                     |               |              |   |              |             |
| 124 |  |       |                     |               |              |   |              |             |
| 125 | Responsive Classroom Curriculum (PK-8)                                       | DM    | \$80,000            |               |              |   |              |             |
| 126 | Renaissance STAR Benchmark Assessment  | DR    | \$34,000            |               |              | \$34,000  |              |             |
| 127 |  |       |                     |               |              |   |              |             |
| 128 | <b>Technology &amp; Security</b>   |       |                     |               |              |   |              |             |
| 129 | Advanced Security Software   | JS/MW | \$25,000            |               |              | \$25,000  |              |             |
| 130 | Securly Licensed   | JS/MW | \$12,741            |               |              | \$12,741  |              |             |
| 131 | Network Monitoring   | JS/MW | \$40,000            |               |              | \$40,000  |              |             |
| 132 | Annual Licensing for 10Gb Fiber Internet w/ Fortinet 800D                    | JS/MW | \$31,000            |               |              | \$31,000  |              |             |
| 133 |  |       |                     |               |              |   |              |             |
| 134 | <b>CHS</b>   |       |                     |               |              |   |              |             |
| 135 |  |       |                     |               |              |   |              |             |
| 137 |  |       |                     |               |              |   |              |             |
| 138 | <b>GMS</b>   |       |                     |               |              |   |              |             |
| 139 | STEAM Curriculum Materials   | SS    | \$20,000            |               |              | \$20,000  |              |             |
| 140 | Novels - 7th Grade   | SS    | \$2,475             |               |              | \$2,475   |              |             |
| 141 | Novels - 8th Grade   | SS    | \$3,000             |               |              | \$3,000   |              |             |
| 142 |  |       |                     |               |              |   |              |             |
| 144 |  |       |                     |               |              |   |              |             |
| 145 | <b>Professional Development</b>  |       |                     |               |              |   |              |             |
| 146 |  |       |                     |               |              |   |              |             |
| 147 | Traning & Professional Development - Luce                                    | YL    | \$15,000            |               |              |   |              |             |
| 148 | SEL Supports (Pear Institute) - CHS  | DM    | \$5,000             |               |              |   |              |             |
| 149 | Renaissance STAR Professional Development                                    | DR    | \$4,200             |               |              | \$4,200   |              |             |
| 150 |  |       |                     |               |              |   |              |             |
| 151 | <b>Requests - Quality Enhancements Supplies and Services - Sub-Total</b>     |       | <b>\$272,416</b>    | <b>0.59%</b>  |              | <b>\$172,416</b>                                      | <b>0.37%</b> |             |
| 152 |  |       |                     |               |              |   |              |             |
| 153 | <b>Section V - Supplies &amp; Services - Sub-Total</b>                       |       | <b>\$319,826</b>    | <b>0.69%</b>  |              | <b>\$226,516</b>                                      | <b>0.49%</b> |             |
| 154 |  |       |                     |               |              |   |              |             |
| 155 | Sub-Total - All Requests (Section IV + V)                                    |       | \$1,406,736         | 3.05%         | 16.80        | \$828,472   | 1.79%        | 9.00        |
| 156 |  |       |                     |               |              |   |              |             |
| 157 | <b>Total Budget Requests (Section II + III + IV + V)</b>                     |       | <b>\$2,936,840</b>  | <b>6.36%</b>  | <b>16.80</b> | <b>\$2,358,576</b>                                    | <b>5.11%</b> | <b>9.00</b> |
| 158 |  |       |                     |               |              |   |              |             |
| 159 | <b>FY22 Budget Request (Section I + II + III + IV + V)</b>                   |       | <b>\$49,123,191</b> |               |              | <b>\$48,544,927</b>                                   |              |             |
| 160 |  |       |                     |               |              |   |              |             |
| 161 | FY22 Target Budget Increase  |       | \$2,309,318         | 5.00%         |              | \$2,309,318   | 5.00%        |             |
| 162 |  |       |                     |               |              |   |              |             |
| 163 | Over/Under Target  |       | (\$627,522)         |               |              | (\$49,258)  |              |             |
| 164 |  |       |                     |               |              |   |              |             |
| 165 | <b>Section Key</b>   |       |                     |               |              |   |              |             |
| 166 | Section I - Prior Year's Budget  |       |                     |               |              |   |              |             |
| 167 | Section II Contract Obligations  |       |                     |               |              |   |              |             |
| 168 | Section III Staff Reductions   |       |                     |               |              |   |              |             |
| 169 | Section IV - FTE's   |       |                     |               |              |   |              |             |
| 170 | Section V - Supplies & Services  |       |                     |               |              |   |              |             |



# Project H.O.P.E

Canton CmPS 2021

By: Ishita Jaiswal  
Grade 8th, GMS

# What is Project HOPE?



## Helping Ot People on Edge

Due to social distancing guidelines kids haven't been able to connect with one another.

**Goal:** Help kids in the community to connect with each other during the pandemic.

# Why did I start this project?



My little brother and I were struggling due to lack of social interaction



Kids in my neighborhood and school also felt low and depressed due to pandemic

## I realized that pandemic has resulted into:

- **Changes in their routines** (distance from family & friends)
- **Breaks in continuity of learning** (virtual learning, technology & connectivity issues)
- **Missed significant life events** (missing birthday celebrations & vacation plans)

I realized how important social interaction was for children.



## Based on The Harris Poll (May 4 – May 14, 2020):

- ❑ 70% of teens have experienced struggles with mental health.
- ❑ 55% of teens say they've experienced anxiety, 45% excessive stress, and 43% depression.
- ❑ 61% of teens said that COVID-19 pandemic has increased their feeling of loneliness.
- ❑ Teens today report spending 75% of their waking hours on screens during COVID-19.



# What is HOPE doing to address this?

Project HOPE is hosting a variety of events to increase social interaction



Biking to get kids out of the house and get some fresh air



Playing games on zoom to increase social interaction with their friends



Reading to increase their comprehension skills and interaction with other kids



Organizing virtual parties for kids with their friends



# BOOK CLUB



# CHARADES



# BIKE RIDING



# How can I help my community ?

- How I can improve my project?
- Is there anything we can do to help Canton community?



projecthope2021



projectcmps2021@gmail.com

# Objectives

1. Review factors that led to CHS schedule
2. Summarize feedback from parents, staff and students
3. Explain SWG 2.0 committee process & proposed schedule
4. Highlight potential benefits & challenges of schedule
5. Present recommendations



# What factors informed development of current CHS schedule?

- Promoting health & safety
- Fostering connections & students social-emotional health
- Maintaining depth & breadth of CHS courses
- Creating equitable experiences for Continuum & RLP students
- Managing staffing challenges

# Parent Feedback Themes (307 responses)

## Continuum Families

- *I would like to see a move to increasing in person learning. I feel strongly that two half days is not enough at all. Please try and make more in person learning available.*
- *I strongly believe CHS needs to have students in person for more time each week. It is academically and emotionally damaging for teenagers to be home this many hours.*
- *Both of my teens say they get more out of in person class time.*

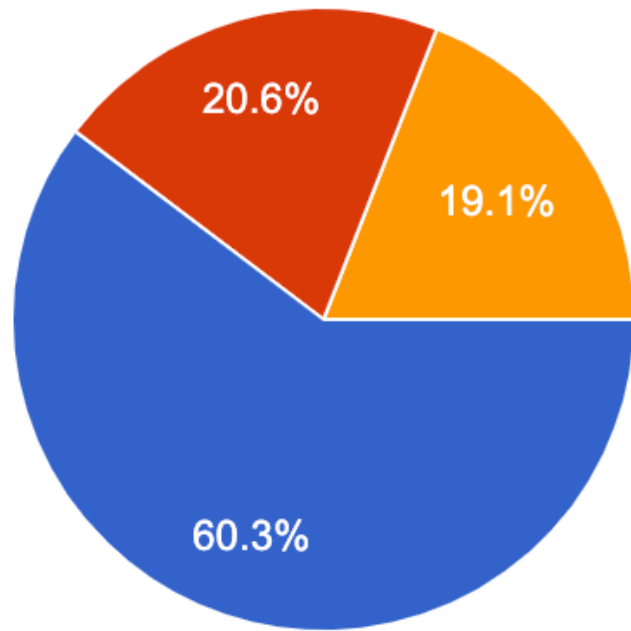
## Remote Learning Pathway Families

- *The current hybrid model has worked in not spreading the virus and I really hope the district doesn't push it.*
- *It is deeply irresponsible to be posing relaxing school restrictions in an environment that is significantly more dangerous than it was even in April.*
- *At home learning at CHS is consistent with in school learning and I do not feel like my child is missing out on anything*

# Staff Survey Themes (42 responses)

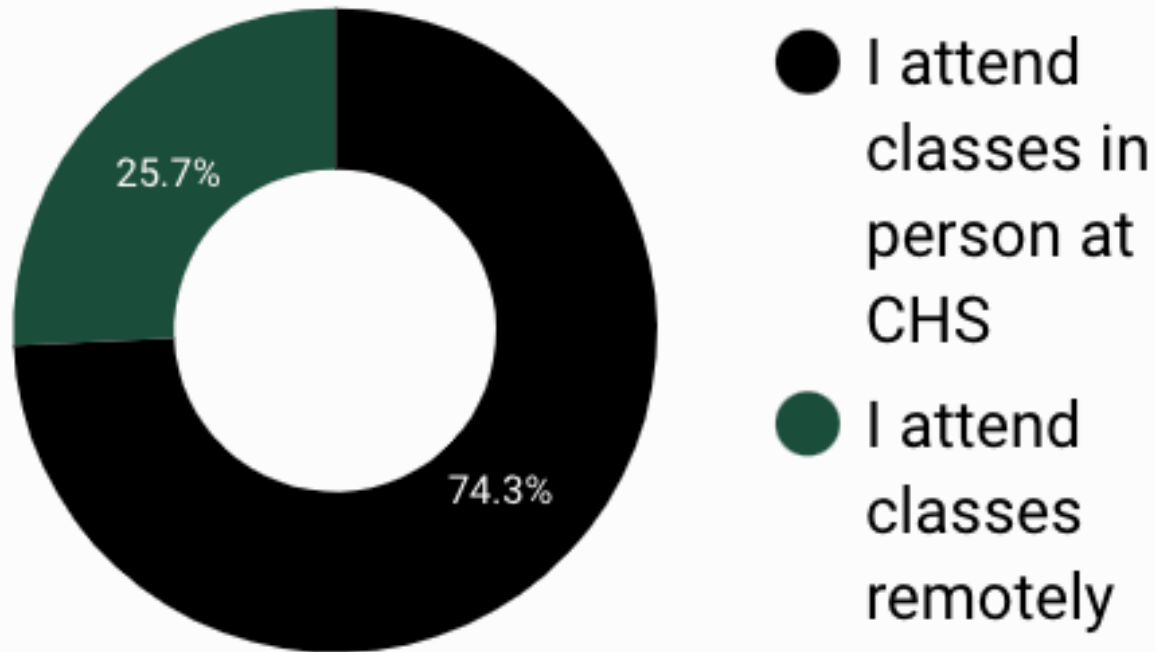
- *The current high school schedule should not change to more in person classes at this time due to the increase in positive cases in the community.*
- *With cases this high, I feel unsafe coming in everyday.*
- *I believe the procedures we have in school have been shown to work based on having no transmission in school*
- *Students are already deciding to stay home without notifying school.*
- *It's difficult to support kids in both models at the same time.*

# All Students (592 responses): I Learn Best When.....

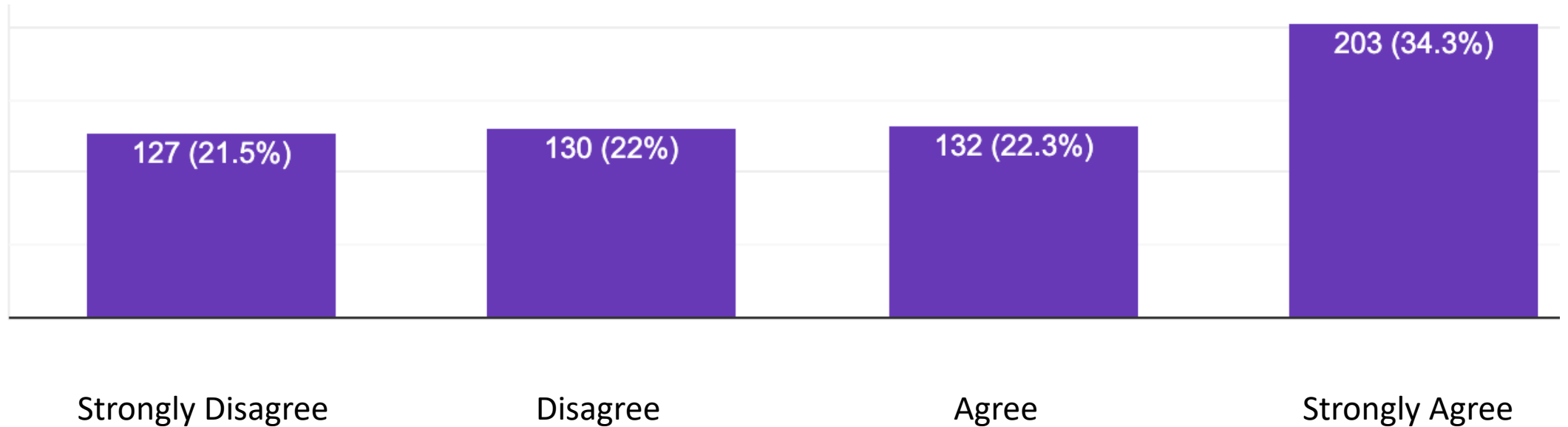


- I attend classes in person at CHS
- I attend classes remotely
- Not applicable: I am in the Remote Learning Pathway and I am always remote

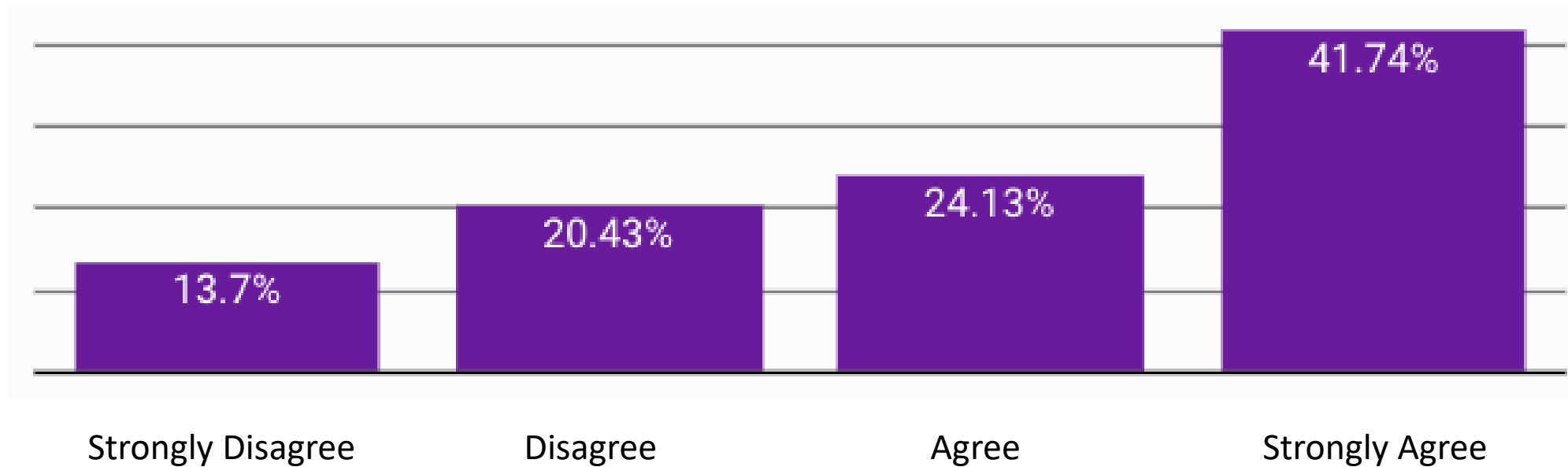
# Continuum Students (460 responses): I learn best when....



# All Students: I would like to increase in person learning time

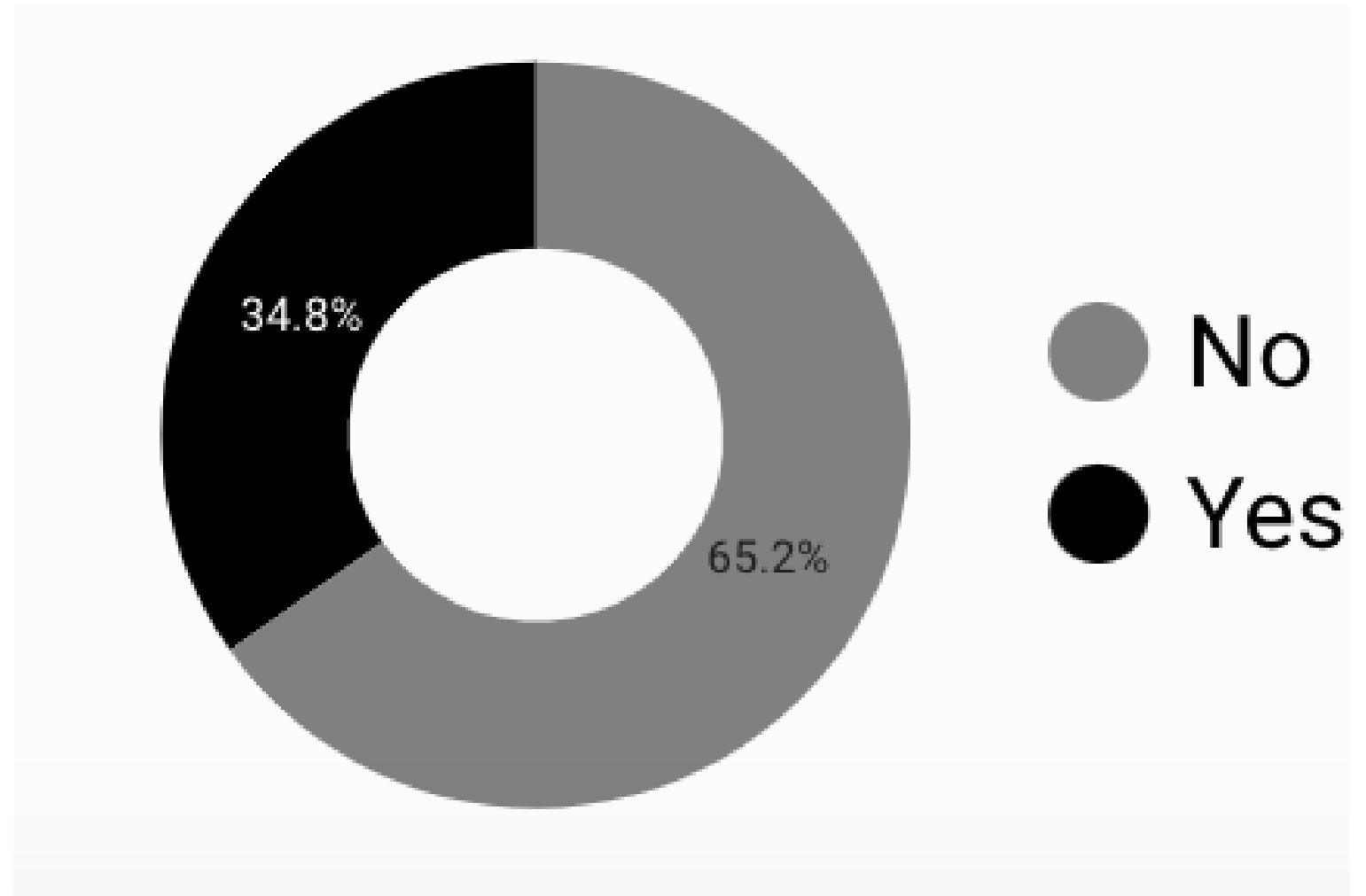


# Continuum Students: I would like to increase in person learning time



## Continuum Students:

During times  
when I am  
scheduled to  
attend classes  
at CHS,  
sometimes I  
stay home  
because I  
prefer to work  
remotely.





# How could the CHS be changed to improve your experience as a student?

- *I would like to do more in school learning because I think that is where I learn best and I like interacting with people in person.*
- *I tend to not be as focused in afternoon classes.*
- *I'm not really sure. This year is just harder.*
- *I think the only thing that should change is the lunch time. It feels rushed.*
- *I'd rather have 4 classes in the morning and 3 in the afternoon.*

# What process was used to create the new schedule?

- Convened Schedule Working Group 2.0
  - 2 Parents
  - 5 Teachers
  - 2 Department Heads
  - Principal & 2 Assistant Principals
  - EA (also a parent)
  - 2 Nurses (1, also a parent)
  - 3 Students
- During 3 meetings, we examined 4 schedules

|          |                  | Week 1                       |         |  |       |                              |         |
|----------|------------------|------------------------------|---------|--|-------|------------------------------|---------|
|          |                  | Monday                       | Tuesday | Wednesdays                                 |       | Monday                       | Tuesday |
|          | TIME             | DAY 1                        | DAY 2   | 8:00-8:20                                  | A1    | DAY 1                        | DAY 2   |
| PERIOD 1 | 8:00-8:50 (50)   | A1                           | D4      | 8:30-8:50                                  | B1    | A1                           | D4      |
|          | 7 min passing    |                              |         | 9:00-9:20                                  | C1    |                              |         |
| PERIOD 2 | 8:57-9:47 (50)   | B1                           | E4      | 9:30-9:50                                  | D1    | B1                           | E4      |
|          | 7 min passing    |                              |         | 10:00-10:20                                | E1    |                              |         |
| PERIOD 3 | 9:54-10:44 (50)  | C1                           | F4      | 10:30-10:50                                | F1    | C1                           | F4      |
|          | 7 min passing    |                              |         | 10:55-11:15                                | G1    |                              |         |
| PERIOD 4 | 10:51-11:41 (50) | D1                           | G4      | 11:15-11:45                                | LUNCH | D1                           | G4      |
|          | 11:41-12:30      | Grab & Go<br>Lunch/Dismissal |         | Students: Virtual Learning<br>Teachers: PD |       | Grab & Go<br>Lunch/Dismissal |         |
| PERIOD 5 | 12:30-1:10 (40)  | E1                           | A5      |  |       | E1                           | A5      |
| PERIOD 6 | 1:15-1:50 (35)   | F1                           | B5      |  |       | F1                           | B5      |
| PERIOD 7 | 1:55-2:29 (34)   | G7                           | C7      |  |       | G7                           | C7      |

# What are potential benefits and challenges of the new schedule?

## Potential Benefits

- Increase amount of in-person learning time
- For Continuum students who prefer in-person learning, new schedule increases that time
- Possibly reduce number of Continuum students who sometimes choose to study remotely
- For Continuum students, new schedule likely improves social-emotional health by increasing face-to-face interactions

## Potential Challenges

- Increase number of students mixing in the building
- New schedule increases time spent in instructional model most teachers find most challenging
- Possibly increase the number of Continuum students who choose to enter Remote Pathway
- To mitigate staffing coverage issues, which new schedule will increase, multiple classes taught by remote teachers will need to be combined in the library

## GRADUATION REQUIREMENTS

In order to graduate from and to participate in the graduation exercises at Canton High School, a student must earn 120 credits. **Twenty-seven (27) of these credits must be earned during the senior year, and students must have completed twenty (20) hours of community service learning each year for a total of eighty (80) hours.**

**The 120 credits necessary for graduation must include passing the following:**

- Four (4) years of English
- Three (3) years of Social Studies (one of which must be U.S. History)
- Three (3) years of Math
- Three (3) years of Science (two years must include a lab)
- Two (2) years of World Language (This requirement applies to the Class of 2019 and beyond)
- Four (4) years of Wellness/PE AND Health Dynamics
- Six credits (6) from courses in the Visual or Performing Arts or Engineering Technology
- Three credits (3) in courses using computers/technology (\*criteria for meeting this requirement is currently being reviewed)

**Students must also meet state law related to MCAS exams. Students completing the graduation requirements listed above, but not passing all MCAS exams required by the state may receive a Certificate of Attainment at graduation.**

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in CantonHigh School.

**NOTE: If there are test requirements for graduation, these should be noted in the policy on Graduation Requirements. However, a policy on competency testing is properly filed in category IL, Evaluation of Instructional Programs, or a special subcategory of that code.**

Approved: October 1, 2020  
Reviewed: Sept. 10, Sept. 17, 2020  
Revised: October 1, 2020

## **IMMUNIZATION OF STUDENTS**

Students entering school for the first time, whether at preschool, kindergarten, or through transfer from another school district, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time-to-time by the Department of Public Health. The only exceptions to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent/guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian, and in situations where students are homeschooled.

SOURCE: MASC August 2020

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

**Note: Due to the COVID-19 pandemic, The Commonwealth of Massachusetts has updated the Massachusetts School Immunization Requirements to include a documented seasonal dose of the Influenza Vaccine by December 31, 2020. This requirement will remain in effect until rescinded by the Governor.**

Approved: October 29, 2020  
Reviewed: October 29, 2020  
Revised: October 29, 2020

## **HOMELESS STUDENT POLICY**

It is the policy of Canton Public Schools that the academic and educational programs offered to homeless children is no different from that of the general student population. Consistent with Public Law 100-77, the Stewart B. McKinney-Vento Homeless Education Assistance Act and Title VII of this Law which addresses the education of homeless children, procedures pertaining to registration, transportation, record(s) transfer, confidentiality and school choice may be different for individual homeless children. All personnel should be aware of the unique needs of homeless children, adolescents and their families and cooperate to provide a stable and consistent educational experience for the homeless student.

### **DEFINITION**

The Federal Government defines a homeless child or youth as one who lacks a "fixed regular and adequate residence or has a primary night-time residence not designated as a regular sleeping accommodation for human beings" (McKinney-Vento Homeless Assistance Act, Section 103 (A)(1)(2).

By this definition, the following children are considered homeless:

- Children/adolescents living in family, adolescent battered women and transitional housing shelters.
- Children/adolescents living in cars, abandoned buildings, and on the street.
- Children/adolescents awaiting foster care who are placed in foster homes temporarily, due to lack of shelter space, or as emergency and/or transitional placement.
- Sick or abandoned children. Adolescents in hospitals, who would otherwise be released if they had a place to go.
- Children/adolescents living temporarily in trailer parks or campgrounds because they lack a permanent place to live.
- Runaways and youths who have been "thrown out" of their own home environment or have left due to abuse and who are living in a shelter, on the street, or, who move from one friend's house to another in a cycle of transiency.
- Children/adolescents living in "doubled up" overcrowded situations, with or without their parents, with friends or relatives because they have been displaced from their previous residence due to an emergency situation.

### **OUTREACH**

- The Superintendent shall assign a Homeless Education Liaison.
- Public notice shall be made in school buildings and in places in the community where homeless students may receive services of the name and contact information for the Homeless Education Liaison.

- Public notice shall be made in school buildings and in places in the community where homeless students may receive services, of the rights of homeless students to equal access to the same free and appropriate public school education as other children and youth.
- The Homeless Liaison, Directors of Student Services, Early Childhood and Early Intervention programs will collaborate to ensure that homeless children are included in the "Child Find" process for early identification of children with special education needs.
- **STAFF EDUCATION**
- The building Principal, in collaboration with the Homeless Liaison, will review this policy with staff annually.

## **CONFIDENTIALITY**

- A student's homeless status shall remain a confidential matter.

## **REGISTRATION**

- The parent/guardian/social worker shall register the homeless student with the Office of the Superintendent and immediately enter school even though they may not have immunization records, medical records, school records or proof of residency at time of entry.
- Unaccompanied youth may enroll themselves or be enrolled by a parent, non-parent caretaker, caseworker, older sibling, or the homeless liaison.
- The Office of the Superintendent shall:
  - give written notice of the student's rights, programs available to the student and a list of referral agencies as well as contact information for the District's Homeless Liaison to the parent, guardian or unaccompanied youth at the time of registration.
  - notify the Homeless Liaison, in writing, that the student has enrolled.
  - immediately request school records from the last school of attendance.
- Within one month of enrollment the student/parent/guardian will present:
  - A letter of address verification giving evidence of homelessness
  - Evidence of immunization and physical exam, as required of all students

## **TRANSPORTATION**

- The Homeless Liaison will collaborate with the Director of Student Services to arrange for transportation of the student to and from school.
- The Homeless Liaison will ensure that the parent/guardian or unaccompanied youth is fully informed in the language of the home of all transportation services.
- The Director of Student Services will coordinate with the school of origin or school of attendance to coordinate and apportion costs of transportation.

## **STUDENT PLACEMENT/ASSIGNMENT**



- According to the best interest of the homeless student, the district either
  1. continues the student's education in the student's school of origin for the duration of homelessness and if the student becomes permanently housed during an academic year, for the remainder of that academic year: or
  2. enrolls the student in any public school that non homeless students who live in the attendance area where the student is actually living (with or without parent) are eligible to attend.
- The Homeless Liaison will coordinate with the Principal and other administrators to ensure equal access to programs.
- Placement in programs including Title I services, special education services, early intervention programs, pre-school services, and any other programs including co-curricular or extracurricular programs that would otherwise be available to the student if the student was not homeless, will be consistent with patterns of placement of students who are not homeless.
- The district Homeless Education Liaison and the Title I Director must collaborate to ensure that an assessment of the educational needs of the homeless student is conducted, and that services are designed to meet the identified needs of the student even if the student does not attend a Title I participating school.
- The Principal shall send written notice of opportunities for parent/guardian participation and other relevant information with the student unless the parent/guardian arranges for other means of communication with the school.

## **FOOD SERVICES**

- The Homeless Liaison will collaborate with the Director of Food Services to arrange for all homeless students to be included in the free lunch program.
- The child's name, the effective date and signature of the Homeless Liaison must be accepted in lieu of free and reduced meal eligibility application.
- Host families applying for free and reduced meals for their own children, may include the homeless student and family as "household members" if they are contributing to the financial support of the homeless individuals, however they must also report income from the homeless individuals.

## **HEALTH SERVICES**

- The Homeless Liaison will collaborate with the School Nurse to make referrals for dental, medical, or mental health services when appropriate.

## **STUDENT RECORDS (see registration above)**

- Cumulative School Records shall be maintained by the school of attendance.

## **DISPUTES OVER ENROLLMENT**

- When there is a dispute over the enrollment of the child or unaccompanied youth:

1. the school in which enrollment is sought immediately admits the homeless student pending resolution of the dispute.

1. On the day of the decision, the district will provide notice of the Enrollment decision using the "Massachusetts Department of Education, *Homeless Education Advisory 2003 - 7A: School District Notification of Enrollment Decision* "form, (attached)

- a. to the parent, guardian or unaccompanied youth,
- b. to the Homeless Education Liaison and
- c. to the Mass Dept of Education

1. The parent, guardian or unaccompanied youth, will be advised of the student's right to appeal the decision and will be referred to the Homeless Liaison, who will assist them in the dispute resolution process, including

- explaining in written clear, easy to understand language the details of the dispute process
- providing the option to obtain independent information including a list of Massachusetts Advocates for the Education of Homeless Children and Youths contacts, and
- and assistance completing and submitting the form, *Homeless Education Advisory 2003 - 7B: Appeal of School District's Enrollment Decision*. (attached)

LEGAL REF.: Public Law 100-77, The Stewart B. McKinney-Vento Homeless Education Assistance Act and Title VII of this Law.

Attachments:

1. Homeless Education Advisory 2003 - 7A: School District Notification of Enrollment Decision
2. Homeless Education Advisory 2003 - 7B: Appeal of School District Enrollment Decision  
(NOTE: NO ATTACHMENTS)

Approved:  
Reviewed:  
Revised:

## **HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES**

As required by law, the District will work with homeless children and youth and unaccompanied youth<sup>1</sup> (collectively, “homeless students”) as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided District services for which they are eligible, including pre-school programs, Title I, similar state programs, special education, bilingual education gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

### **Students Remaining in Schools of Origin**

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term “school of origin” shall also include the receiving school in the same school District educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the District. The District will transport students who are sheltered or temporarily residing within the District to the students’ school of origin. For homeless students attending a school of origin located outside the District in which the student is sheltered or temporarily residing, the District in which the school of origin is located will coordinate with the District in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these Districts

---

<sup>1</sup> “A homeless child or youth not in the physical custody of a parent or guardian.” 42 USC §11434a.

will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

### **Students Enrolling in District Where Sheltered or Temporarily Residing**

Parents or guardians may elect to enroll homeless students in the school District in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the District, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent/guardian or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the District liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with District policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the District will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-District choice options are available to homeless families on the same terms as families who reside in the District. Accordingly, the District will provide transportation services to school in a manner comparable to the transportation provided for all other students in the District.

### **Dispute Resolution**

If the District disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the District where the student is sheltered or temporarily residing to be in the student's best interest, the District will explain to the parent/guardian, in writing and in a language the parent/guardian can understand,<sup>2</sup> the rationale for its determination and provide parent/guardian with written notice of their rights to appeal the District's determination to the Massachusetts Department of Elementary and Secondary Education<sup>3</sup>. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent/guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal

---

<sup>2</sup> Translation of communications of this type is required by Title I, among other laws. See, e.g. 20 USC § 6312.

<sup>3</sup> Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

process. This advisory is available at the following link:  
<http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

### **Homeless Liaison**

The Superintendent shall designate an appropriate staff person to be the District's liaison for homeless students and their families. The District's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school Districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The District's liaison will also review and recommend amendments to District policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure District staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.:       The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC October 2019

## **EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE**

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin unless, after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the District in which the student resides in foster care. Enrollment of students in the District where they reside in foster care will take place immediately upon such a determination.

The District has designated a point of contact for students in foster care. The District and the point of contact will collaborate with the Department of Children and Families (DCF) to ensure that students can access transportation and the other services to which they may be entitled.

### **Best Interest Determination**

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and District of origin, and (when appropriate) the local District where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The District can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the District will ensure that a child remains in their school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

### **Transportation**

The District of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among Districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the District and DCF, the District of origin is responsible for providing transportation to and from the school of origin.

### **Immediate Enrollment**

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the District in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the District with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the District liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with District policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the District will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-District choice options are available to students in foster care (homeless families) on the same terms as families who reside in the District. Accordingly, the District will provide transportation services to school in a manner comparable to the transportation provided for all other students in the District.

LEGAL REFS:       Every Student Succeeds Act (ESSA);  
                          Fostering Connections to Success and Increasing Adoptions Act of 2008  
                          (Fostering Connections Act)

SOURCE: MASC October 2019

## **EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN**

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The District believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

### **Definitions**

**Children of military families:** School aged children, enrolled in pre-kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

**Deployment:** The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

**Education(al) records:** Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).



- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, gifted and talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the District will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

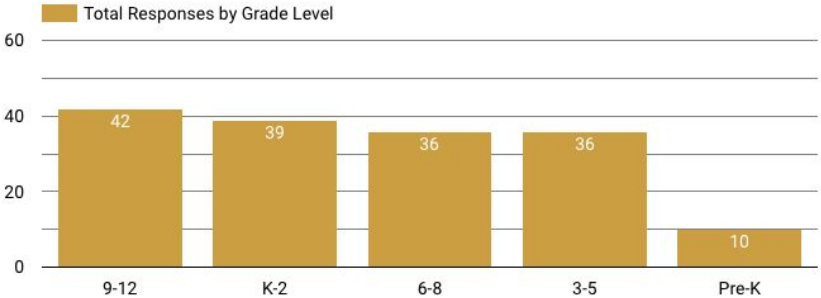
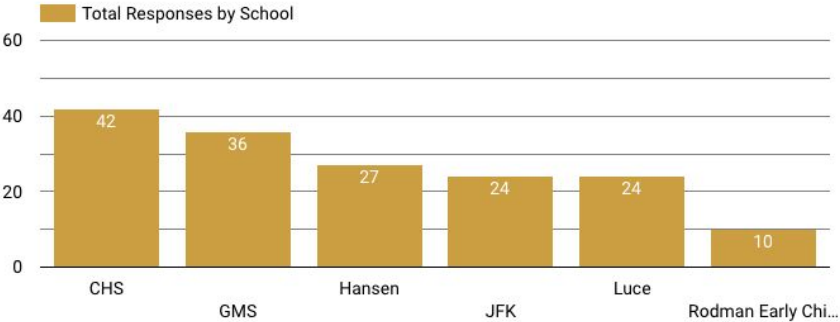
LEGAL REFS: M.G. L. [15E](#);

SOURCE: MASC October 2019

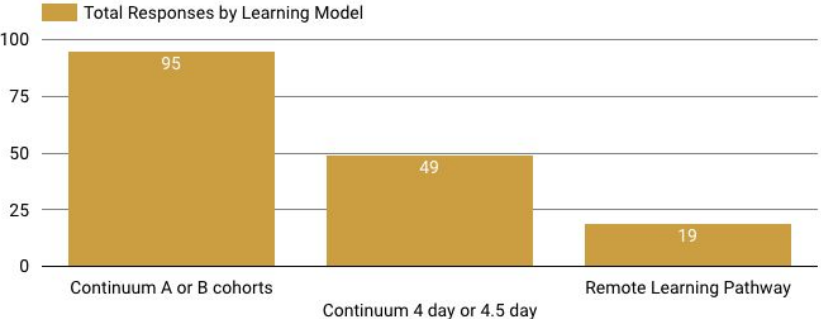
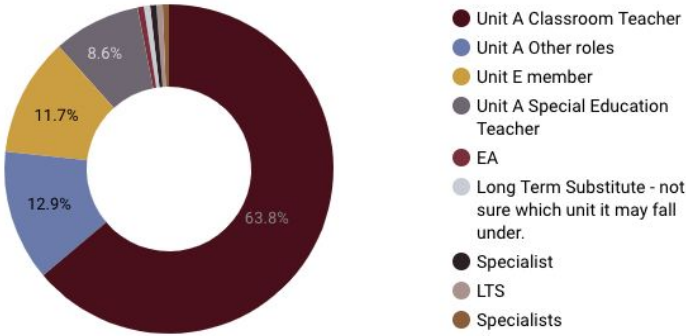
# Conditions for Learning Staff Survey #2

January 2021

# Survey Responses: 163



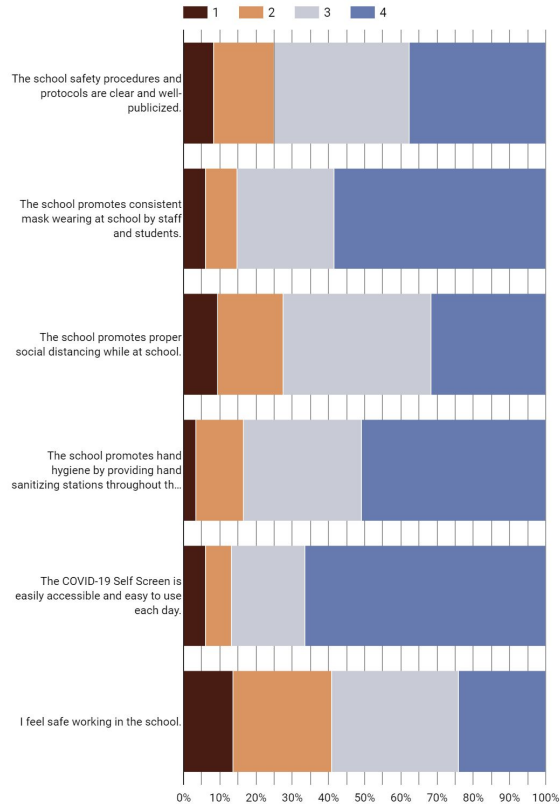
Staff Member Role



# Safety

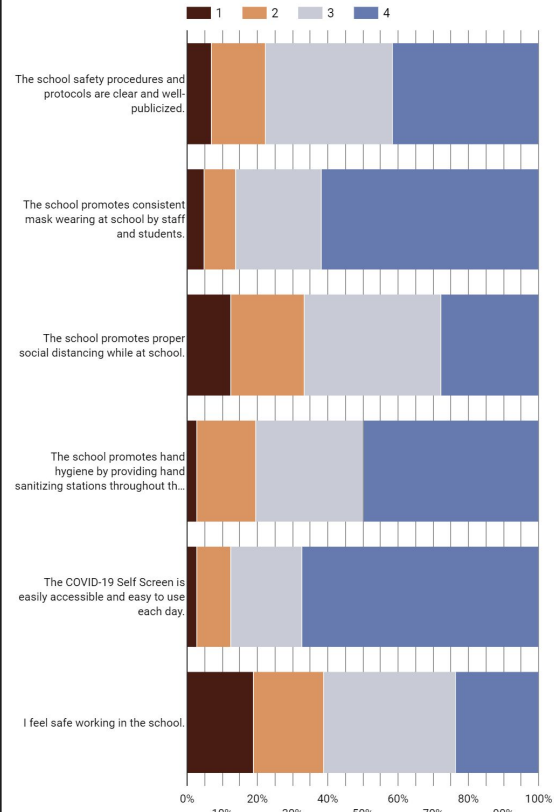
October, 2020 Survey Data

Total Responses  
291



December, 2020 Survey Data

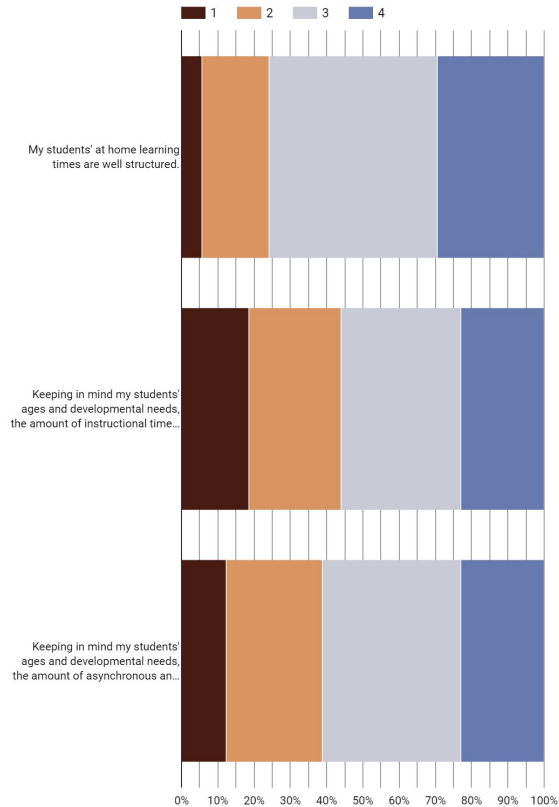
Total Responses  
163  
-44.0%



# Teaching and Learning

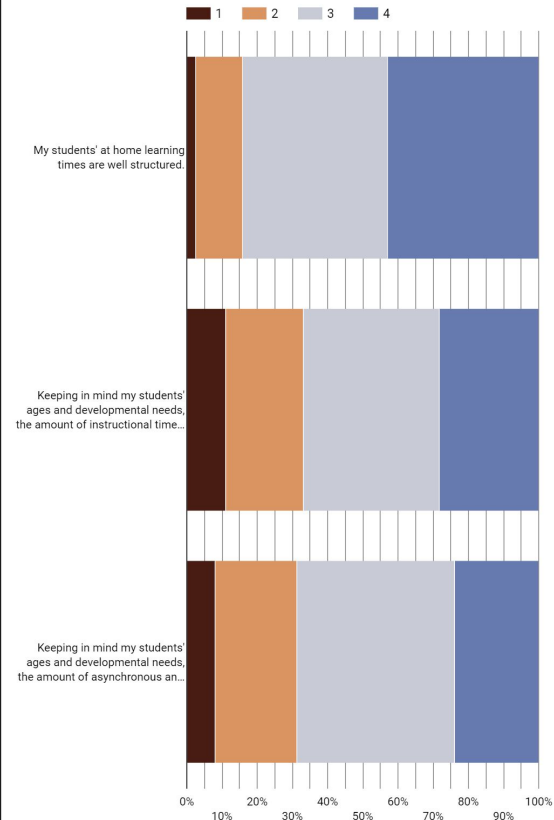
October, 2020 Survey Data

Total Responses  
291

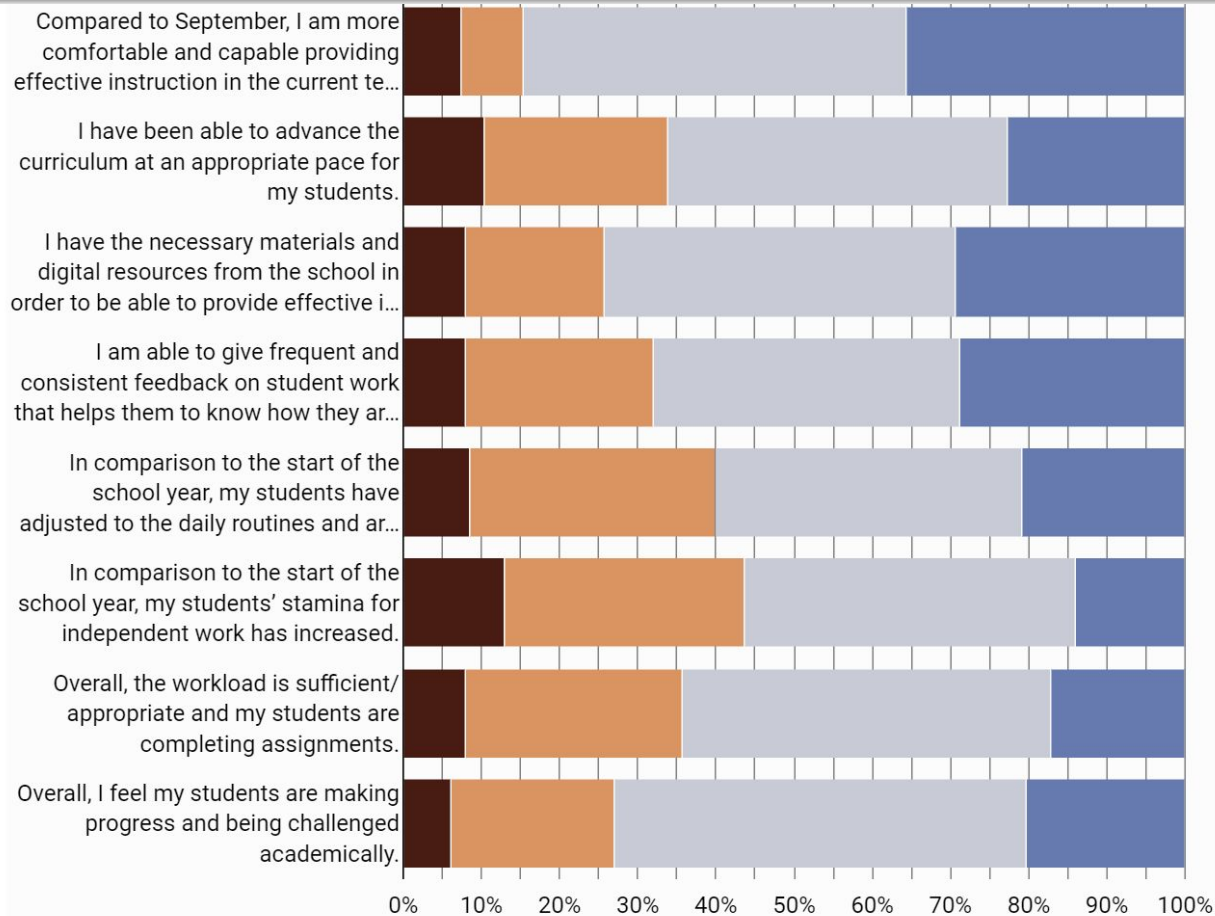


December, 2020 Survey Data

Total Responses  
163  
↓ -44.0%



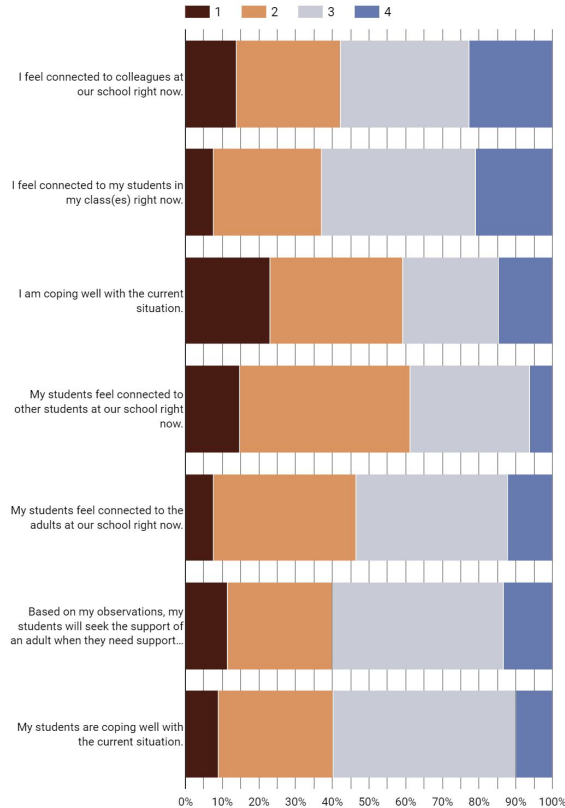
# Teaching and Learning: New Questions



# Social Emotional Learning

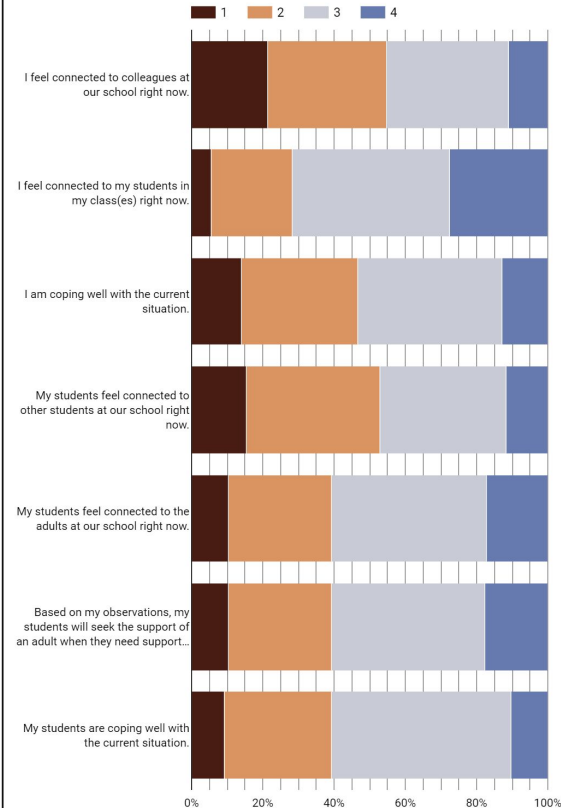
October, 2020 Survey Data

Total Responses  
291



December, 2020 Survey Data

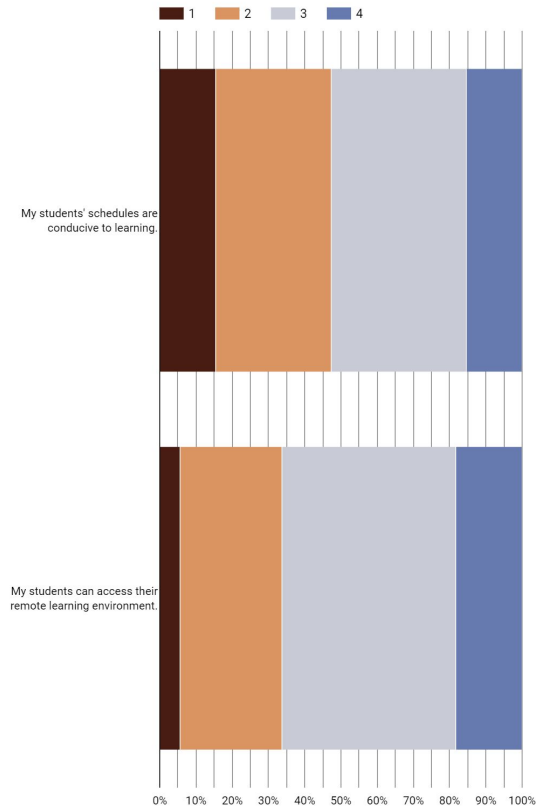
Total Responses  
163  
-44.0%



# Structural Supports

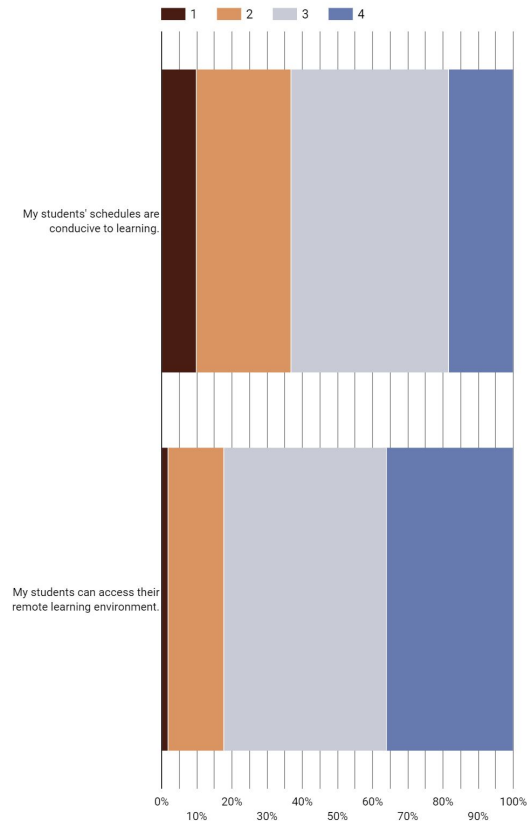
October, 2020 Survey Data

Total Responses  
291



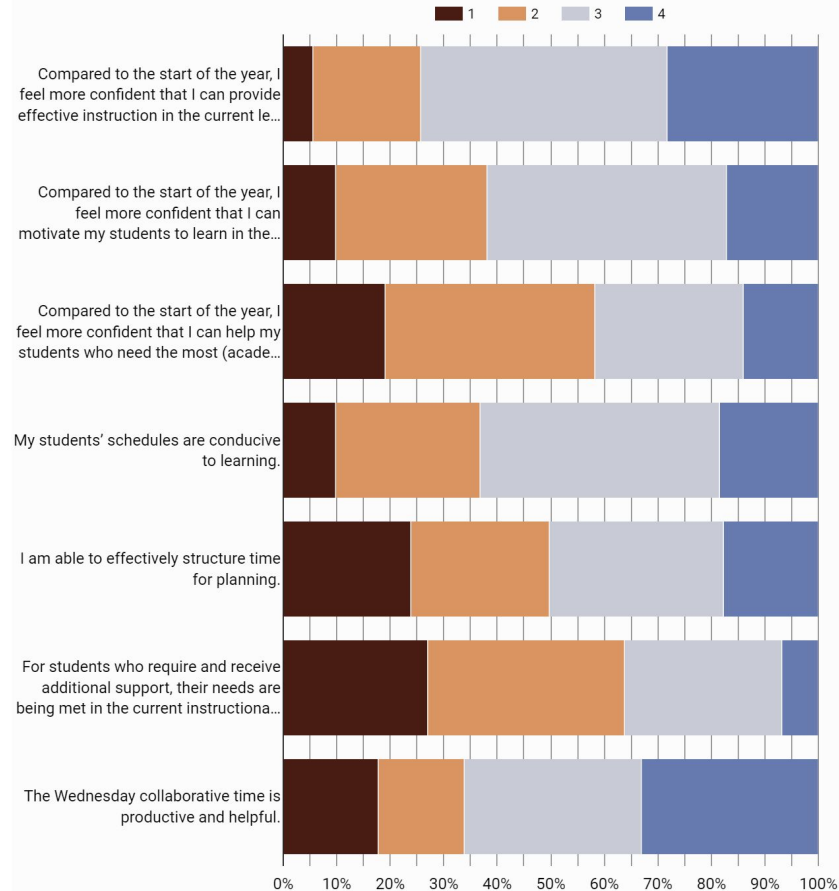
December, 2020 Survey Data

Total Responses  
163  
↓ -44.0%





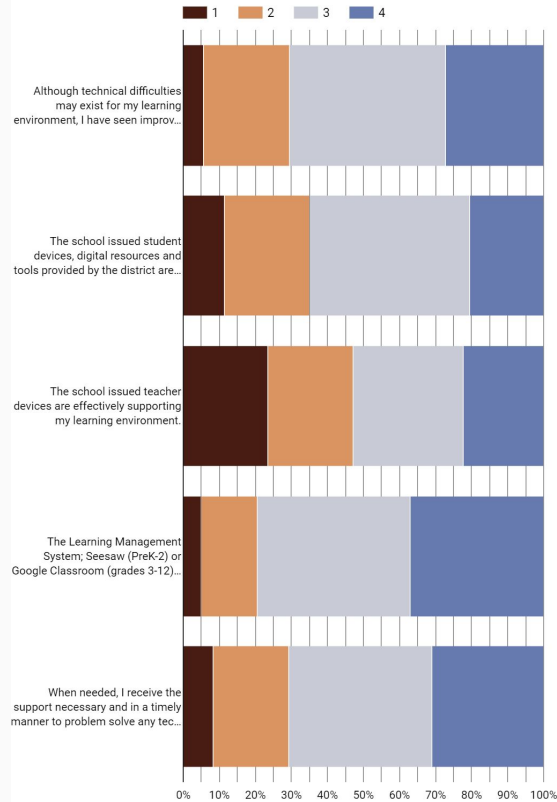
# Structural Supports: New questions



# Technology and Digital Learning

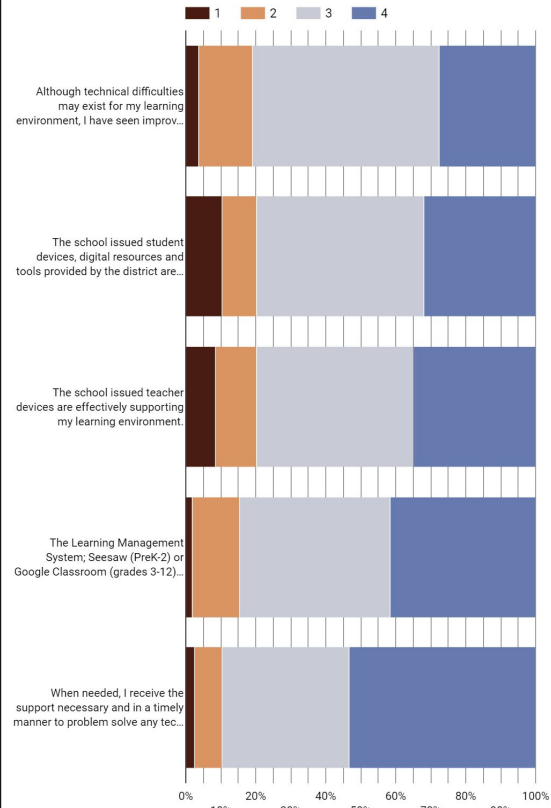
October, 2020 Survey Data

Total Responses  
291



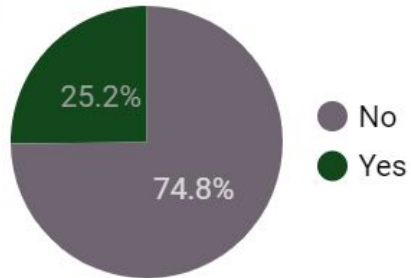
December, 2020 Survey Data

Total Responses  
163  
-44.0%

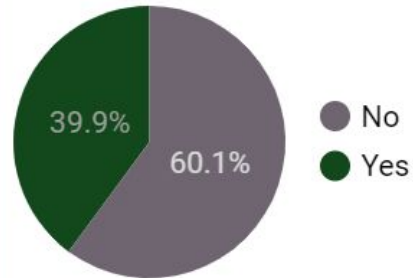


# Learning Models: District

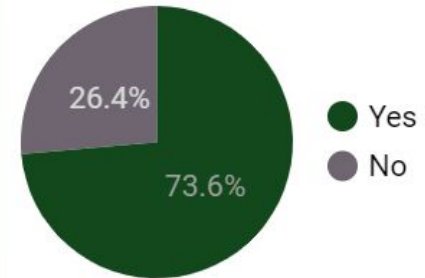
**If the district were to adjust to a 4.5-foot social distancing, I would feel safe working in the school.**



**In my personal opinion, my students would be best served in an "All in" model, even if that means less social distancing.**



**Although I agree that students would be best served learning in school, I do not think it would be safe with less than 6-foot social distancing.**



# Trends and Patterns

- Although overall staff feel safe in the buildings, staff share concerns around the maintaining of the consistent 6' social distancing during all aspects of the day
- Staff provided many examples of best practices and strategies that are working.
- However, many staff report that instructional design in the Hybrid model is extremely challenging to plan for and effectively implement -- with students two different places
- Although improvements have been made, technology can still be a challenge
- Concerns over screen time -- especially our youngest learners
- Student engagement concerns
- Assess and preserve collaboration time
- Staff exhaustion remains a concern, but many staff are settling into to the routine and creating new versions of their best practices to adapt to this teaching style
- With rising Covid numbers, staff request more transparency with COVID numbers within the schools
- Even with concerns of bringing more students into the building, staff is advocating to bring struggling students into the building more

# Next Steps

- Building-based analysis of the data
- March Survey Conditions for Learning
- Review of safety protocols
- Develop mechanisms to share COVID data
- Engage in continued discussions around instructional design



| Remote Pathway Enrollment |                |                |                |                |                |
|---------------------------|----------------|----------------|----------------|----------------|----------------|
| as of 01/08/2021          |                |                |                |                |                |
|                           |                |                |                |                |                |
|                           |                |                |                |                |                |
|                           | Remote Pathway | Remote Pathway | Remote Pathway | Remote Pathway | Remote Pathway |
|                           | 1/8/2021       | 12/10/2020     | 11/1/2020      | 10/20/2020     | 9/17/2020      |
| Hansen                    |                |                |                |                |                |
| K                         | 17             | 17             | 17             | 17             | 14             |
| 1                         | 12             | 11             | 12             | 11             | 12             |
| 2                         | 17             | 18             | 18             | 16             | 18             |
| 3                         | 24             | 24             | 23             | 21             | 23             |
| 4                         | 18             | 18             | 18             | 18             | 18             |
| 5                         | 8              | 10             | 11             | 10             | 9              |
| Total                     | 96             | 98             | 99             | 93             | 94             |
|                           |                |                |                |                |                |
| JFK                       |                |                |                |                |                |
| K                         | 8              | 8              | 8              | 10             | 9              |
| 1                         | 20             | 20             | 20             | 23             | 21             |
| 2                         | 14             | 14             | 14             | 16             | 15             |
| 3                         | 15             | 15             | 15             | 15             | 15             |
| 4                         | 10             | 10             | 10             | 10             | 10             |
| 5                         | 18             | 19             | 16             | 18             | 17             |
| Total                     | 85             | 86             | 83             | 92             | 87             |
|                           |                |                |                |                |                |
| Luce                      |                |                |                |                |                |
| K                         | 11             | 11             | 12             | 11             | 12             |
| 1                         | 19             | 19             | 19             | 19             | 19             |
| 2                         | 19             | 19             | 20             | 19             | 20             |
| 3                         | 9              | 10             | 10             | 11             | 9              |
| 4                         | 15             | 15             | 14             | 11             | 14             |
| 5                         | 13             | 12             | 12             | 14             | 14             |
| Total                     | 86             | 86             | 87             | 85             | 88             |
|                           |                |                |                |                |                |
| Total Elementary          | 267            | 270            | 269            | 270            | 269            |
|                           |                |                |                |                |                |
| GMS                       |                |                |                |                |                |
| 6                         | 48             | 47             | 47             | 45             | 47             |
| 7                         | 47             | 48             | 51             | 53             | 53             |
| 8                         | 38             | 38             | 38             | 37             | 43             |
| Total                     | 133            | 133            | 136            | 135            | 143            |
|                           |                |                |                |                |                |
| CHS                       |                |                |                |                |                |
| 9                         | 48             | 44             | 35             | 24             | 25             |
| 10                        | 38             | 36             | 29             | 27             | 27             |
| 11                        | 65             | 62             | 50             | 40             | 41             |
| 12                        | 74             | 69             | 67             | 44             | 37             |
| Total                     | 225            | 211            | 181            | 135            | 130            |
|                           |                |                |                |                |                |
| Sub-Total - K-12          | 625            | 614            | 586            | 540            | 542            |
|                           |                |                |                |                |                |
| Preschool                 | 3              | 3              | 3              | 9              | 9              |
|                           |                |                |                |                |                |
| OOD                       |                |                |                |                |                |
|                           |                |                |                |                |                |
| Grand Total               | 628            | 617            | 589            | 549            | 551            |
| Total CPS Enrollment      | 3235           | 3243           | 3240           | 3201           | 3201           |
|                           | 19.41%         | 19.03%         | 18.18%         | 17.15%         | 17.21%         |
|                           |                |                |                |                |                |
| Remote Enrollment Summary |                |                |                |                |                |
|                           |                |                |                |                |                |
|                           | 1/8/2021       | 12/10/2020     | 11/1/2020      | 10/20/2020     | 9/17/2020      |
| PreK                      | 3              | 3              | 3              | 9              | 9              |
| K-5                       | 267            | 270            | 269            | 270            | 269            |
| 6-8                       | 133            | 133            | 136            | 135            | 143            |
| 9-12                      | 225            | 211            | 181            | 135            | 130            |
|                           | 628            | 617            | 589            | 549            | 551            |

|                                     |                           |                 |                           |                                 |           |           |           |           |           |
|-------------------------------------|---------------------------|-----------------|---------------------------|---------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Kindergarten</b>                 |                           |                 |                           |                                 |           |           |           |           |           |
|                                     | 20/21                     | 20/21           | 20/21                     | 20/21                           | 20/21     | 20/21     | 20/21     | 20/21     | 19/20     |
|                                     | 1/8/2021                  | 12/10/2020      | 11/1/2020                 | 9/23/2020                       | 9/1/2020  | 6/29/2020 | 6/17/2020 | 5/17/2020 | 3/1/2020  |
| Hansen                              | 86                        | 83              | 83                        | 91                              | 91        | 90        | 90        | 88        | 83        |
| Luce                                | 80                        | 79              | 79                        | 92                              | 92        | 85        | 87        | 79        | 83        |
| JFK                                 | <u>59</u>                 | <u>58</u>       | <u>58</u>                 | <u>71</u>                       | <u>72</u> | <u>67</u> | <u>68</u> | <u>66</u> | <u>88</u> |
|                                     | 225                       | 220             | 220                       | 254                             | 255       | 242       | 245       | 233       | 254       |
|                                     |                           |                 |                           |                                 |           |           |           |           |           |
|                                     |                           |                 |                           |                                 |           |           |           |           |           |
| <b>District-Wide Enrollment</b>     |                           |                 |                           |                                 |           |           |           |           |           |
| <b>Total Enrollment</b>             | <b>Continuum</b>          | <b>Remote</b>   | <b>Total</b>              |                                 |           |           |           |           |           |
| PreK                                | 27                        | 3               | 30                        |                                 |           |           |           |           |           |
| K-5                                 | 1165                      | 267             | 1432                      |                                 |           |           |           |           |           |
| 6-8                                 | 638                       | 133             | 771                       |                                 |           |           |           |           |           |
| 9-12                                | 726                       | 225             | 951                       |                                 |           |           |           |           |           |
|                                     | 2556                      | 628             | 3184                      |                                 |           |           |           |           |           |
|                                     |                           |                 |                           |                                 |           |           |           |           |           |
|                                     |                           |                 |                           |                                 |           |           |           |           |           |
| <b>Elementary Remote Pathway</b>    |                           |                 |                           |                                 |           |           |           |           |           |
| Grade                               | Remote Pathway Enrollment | Sections        | Aver. Class Size          |                                 |           |           |           |           |           |
| K                                   | 36                        | 2               | 18                        |                                 |           |           |           |           |           |
| 1                                   | 51                        | 2               | 26                        |                                 |           |           |           |           |           |
| 2                                   | 50                        | 2               | 25                        |                                 |           |           |           |           |           |
| 3                                   | 48                        | 2               | 24                        |                                 |           |           |           |           |           |
| 4                                   | 43                        | 2               | 22                        |                                 |           |           |           |           |           |
| 5                                   | <u>39</u>                 | <u>2</u>        | <u>20</u>                 |                                 |           |           |           |           |           |
|                                     | 267                       | 12              | 22                        |                                 |           |           |           |           |           |
|                                     |                           |                 |                           |                                 |           |           |           |           |           |
| <b>Elementary School Enrollment</b> |                           |                 |                           |                                 |           |           |           |           |           |
|                                     | <b>Continuum</b>          | <b>Sections</b> | <b>Average Class Size</b> | <b>SC Class Size Guidelines</b> |           |           |           |           |           |
| Hansen                              |                           |                 |                           |                                 |           |           |           |           |           |
| K                                   | 69                        | 4               | 17                        | 16-20                           |           |           |           |           |           |
| 1                                   | 77                        | 4               | 19                        | 18-20                           |           |           |           |           |           |
| 2                                   | 61                        | 3               | 20                        | 18-20                           |           |           |           |           |           |
| 3                                   | 56                        | 3               | 19                        | 20-24                           |           |           |           |           |           |
| 4                                   | 71                        | 3               | 24                        | 20-24                           |           |           |           |           |           |
| 5                                   | 75                        | 4               | 19                        | 20-24                           |           |           |           |           |           |
| Total                               | 409                       | 21              | 19                        |                                 |           |           |           |           |           |
| JFK                                 |                           |                 |                           |                                 |           |           |           |           |           |
| K                                   | 51                        | 4               | 13                        | 16-20                           |           |           |           |           |           |
| 1                                   | 61                        | 4               | 15                        | 18-20                           |           |           |           |           |           |
| 2                                   | 63                        | 4               | 16                        | 18-20                           |           |           |           |           |           |
| 3                                   | 68                        | 4               | 17                        | 20-24                           |           |           |           |           |           |
| 4                                   | 67                        | 4               | 17                        | 20-24                           |           |           |           |           |           |
| 5                                   | 70                        | 4               | 18                        | 20-24                           |           |           |           |           |           |
| Total                               | 380                       | 24              | 16                        |                                 |           |           |           |           |           |
| Luce                                |                           |                 |                           |                                 |           |           |           |           |           |
| K                                   | 69                        | 4               | 17                        | 16-20                           |           |           |           |           |           |
| 1                                   | 53                        | 4               | 13                        | 18-20                           |           |           |           |           |           |
| 2                                   | 59                        | 3               | 20                        | 18-20                           |           |           |           |           |           |
| 3                                   | 52                        | 3               | 17                        | 20-24                           |           |           |           |           |           |
| 4                                   | 79                        | 4               | 20                        | 20-24                           |           |           |           |           |           |
| 5                                   | 64                        | 3               | 21                        | 20-24                           |           |           |           |           |           |
| Total                               | 376                       | 21              | 18                        |                                 |           |           |           |           |           |
| RLP                                 |                           |                 |                           |                                 |           |           |           |           |           |
| K                                   | 36                        | 2               | 18                        | 16-20                           |           |           |           |           |           |
| 1                                   | 51                        | 2               | 26                        | 18-20                           |           |           |           |           |           |
| 2                                   | 50                        | 2               | 25                        | 18-20                           |           |           |           |           |           |
| 3                                   | 48                        | 2               | 24                        | 20-24                           |           |           |           |           |           |
| 4                                   | 43                        | 2               | 22                        | 20-24                           |           |           |           |           |           |
| 5                                   | 39                        | 2               | 20                        | 20-24                           |           |           |           |           |           |
|                                     | 267                       | 12              | 22                        |                                 |           |           |           |           |           |
|                                     |                           |                 |                           |                                 |           |           |           |           |           |
|                                     | 1432                      | 78              | 19                        |                                 |           |           |           |           |           |



# CANTON PUBLIC SCHOOLS



Dr. Jennifer Fischer-Mueller  
*Superintendent of Schools*

Derek F. Folan, M.Ed.  
*Assistant Superintendent*

Dianna Mullen, M.Ed.  
*Director of Student Services*

960 Washington Street, Canton, MA 02021  
Telephone: 781-821-5060  
Fax: 781-575-6500  
[www.cantonma.org](http://www.cantonma.org)

Barry S. Nectow  
*School Business Administrator*

---

TO: Canton School Committee

FROM: Barry S. Nectow

SUBJECT: Award Recommendation for an Independent Third Party Administrator (TPA) for 403B

DATE: January 19, 2021

---

We recently participated in a Collective Purchasing Group (CPG) bid to replace our independent Third Party Administrator (TPA) for our 403B offering.

I recommend we award a contract to TSA Consulting Group, Inc., our current TPA. TSA has been our TPA since 2018, when they acquired our previous TPA, Mid-America.

Anne Gulati, the Assistant Superintendent for Finance and Operations in Needham, led the CPG. Attached is: 1) the award recommendation from the Needham Public Schools; 2) the Bid Comparison for the two bidders from the Needham Public Schools and 3) a draft of the Canton Public Schools contract with TSA.

If you have any questions, please let me know.

Thank you.



Anne Gulati  
Assistant Superintendent for Finance and Operations  
1330 Highland Avenue • Needham, MA 02492  
781-455-0400 ext 11206 • 781-455-0417 (fax)  
anne\_gulati@needham.k12.ma.us

October 20, 2020

To: Daniel Gutekanst, Superintendent  
From: Anne Gulati, Assistant Superintendent for Finance and Operations  
RE: Award Recommendation for an Independent Third Party Administrators (TPA) for 403(b)

In March, 2020, the Needham Public Schools, acting in conjunction with the Massachusetts Association of School Business Officials (MASBO), released a Request for Proposals (RFP) independent third-party administration (TPA) services for 403(b) benefit programs. The new contract will cover the period beginning January 1, 2021 – December 31, 2023.

Needham is the Lead District for the Collective Purchasing Group (CPG), which consists of the following MASBO member school districts and educational collaboratives: Acton-Boxborough Regional, Arlington, Ashland, Assabet Valley Collaborative, Ayer Shirley Regional, Blackstone Valley Vocational Regional, Brookline, Canton, Carlisle, Carver, Concord, Concord-Carlisle Regional, Danvers, Essex North Shore Agricultural & Technical School District, Everett, Farmington River Regional School District, Fitchburg, Franklin, Greater Lawrence Technical, Greater Lowell Technical, King Philip Regional School District, Lee, Lexington, Lincoln-Sudbury Regional, Lowell, Lunenburg, Lynnfield, Manchester-Essex Regional, Marblehead, Marlborough, Martha's Vineyard Regional High, Milford, Narragansett Regional School District, Nashoba Valley Technical School District, Natick, Needham, North Middlesex Regional, Northampton, Northborough, Northborough-Southborough Regional School District, North Central Charter Essential Schools, Norwood, Pittsfield, Plainville, Reading, Saugus, Silver Lake Regional, South Middlesex Regional Vocational Technical School District/ Joseph P. Keefe Technical School, Southborough, Southeastern MA Educational Collaborative, Stoughton, Sudbury, Swampscott, Tewksbury, Up-Island Regional, Wellesley, Westford, Weston, Whittier Regional Vocational Technical High School, Wilmington, Winchendon, Winchester, and Woburn.

As Lead District, Needham will execute a Master Agreement with the winning bidder. Each CPG member district that chooses to access the services of the bidder under the Master Agreement will execute a separate participation agreement with the successful bidder. Under this arrangement, each participating district is liable only for the services it procures for itself; Needham is not responsible for the actions or obligations created by the other participating districts.

Proposals were received from two bidders: OMNI Financial Group Inc., and TSA Consulting Group, Inc.. Both bidders met the minimum requirements as responsive and responsible bidders. A Technical Review Committee consisting of the following individuals reviewed the RFPs against the comparative bid criteria: Caron Ketchum, Plainville Public Schools; Brian Higgins, Needham Assistant Director of Human Resources; Robert Havdala, Needham Assistant Director of Financial Operations; and Melane Bisbas, Needham School Business & Operations Coordinator. The comparative criteria evaluation categories included the following: overall proposal, plan of service, 403B experience, 403B plans, participant capacity, key individuals,

individuals to assist with vendor selection or advisement, communications protocols, software infrastructure and references. The criterion "key individuals, individuals to assist with vendor selection or advisement" was subsequently determined to be not applicable, given the requirement that the third party administrator procured under this bid not also provide investment services to clients.

As evident from the Bid Comparison in attachment D, the proposal from TSA Consulting Group, Inc. was the most highly rated bid, as it received a "highly advantageous" ranking in the most categories. TSA was also the lowest price proposal with a bid price of \$27.50/year per person (including \$5.00/person common remitter fee) compared to the \$36.00/year per person proposal from OMNI.

The bid results are summarized in the table below:

|      | <u>Non-Price Specifications</u>       | <u>Common Remittance Fee</u> | <u>Plan Compliance Fee</u> | <u>Total Cost Per Person</u> |
|------|---------------------------------------|------------------------------|----------------------------|------------------------------|
| OMNI | HA- 7 Cat.<br>A – 2 Cat.<br>NA - Cat. | One Fee                      | One Fee                    | \$36.00/year per person      |
| TSA  | HA-8 Cat.<br>A -1 Cat.<br>NA - Cat.   | \$5.00/year per person       | \$17.50/year per person    | \$22.50/year per person      |

Based on the recommendation by the Review committee and the lower price proposal I recommend that the contract be awarded to TSA Consulting Group, Inc. for the period January 1, 2021 to December 31, 2023.

#### Supporting Data

Attachment A: Vendor Responses  
Attachment B: RFP released by the Needham Public Schools  
Attachment C: Addenda issued  
Attachment D: Bid Comparison

Respectfully Submitted,



Anne Gulati  
School Procurement Officer

**Award Certification:**

**"Based on a review of the attached bid documents, I endorse the recommendation of the School Procurement Officer to award the contract for an Independent Third Party Administrators (TPA) to TSA Consulting Group, Inc. for the period January 1, 2020 to December 31, 2023."**

Signed,

  
Daniel Gutekanst, Superintendent

  
Date

## 2020 Comparative Criteria 403b TPA

| Category            | Overall Proposal | Plan Of Service | 403 B Experience | 403 B Plans | Participant Capacity | Key Individuals | Individuals to Assist with Vendor Selection or Advancement | Communications Protocols | Software Infrastructure | References | Comments   |
|---------------------|------------------|-----------------|------------------|-------------|----------------------|-----------------|--|--------------------------|-------------------------|------------|--|
| <b>TSACG</b>        |                  |                 |                  |             |                      |                 |  |                          |                         |            | <p>The proposal provided by TSA was clear, and addressed all the requirements. TSA has founded in 1996 has over 4,300 plans with 1,700,000 participants. The key individuals have more than 10 years experience and are currently the people we work with. Communications protocols meet or exceed the minimum standards. Vendor reports they are able to take on additional clients. References provided were excellent.</p>  |
| Evaluator 1         | HA               | HA              | HA               | HA          | A                    | HA              | XXX  | HA                       | HA                      | HA         |  |
| Evaluator 2         | HA               | HA              | HA               | HA          | A                    | XXX             | XXX  | HA                       | HA                      | HA         |  |
| Evaluator 3         | A                | A               | HA               | HA          | A                    | HA              | XXX  | HA                       | HA                      | A          |  |
| Evaluator 4         | HA               | HA              | HA               | HA          | A                    | HA              | XXX  | HA                       | HA                      | HA         |  |
|                     |                  |                 |                  |             |                      |                 |  |                          |                         |            |  |
| <b>Consolidated</b> | HA               | HA              | HA               | HA          | A                    | HA              | XXX  | HA                       | HA                      | HA         |  |
| <b>Omni</b>         |                  |                 |                  |             |                      |                 |  |                          |                         |            | <p>The proposal provided by Omni was clear, and addressed all the requirements. The company has 20 years experience in this industry with over 3,000 plans and currently 374,000 participants. Would be able to take on 20,000 new clients. The key individuals that would be dedicated to this implementation had between 5-10 years experience. Many examples of communications were provided as well as a visual of their portal view. References were excellent.</p> |
| Evaluator 1         | HA               | HA              | HA               | HA          | A                    | A               | XXX  | HA                       | HA                      | HA         |  |
| Evaluator 2         | HA               | HA              | HA               | HA          | A                    | A               | XXX  | HA                       | HA                      | HA         |  |
| Evaluator 3         | A                | A               | HA               | HA          | A                    | A               | XXX  | HA                       | HA                      | A          |  |
| Evaluator 4         | HA               | HA              | HA               | HA          | A                    | A               | XXX  | HA                       | HA                      | HA         |  |
|                     |                  |                 |                  |             |                      |                 |  |                          |                         |            |  |
| <b>Consolidated</b> | HA               | HA              | HA               | HA          | A                    | A               | XXX  | HA                       | HA                      | HA         |  |

## **DISTRICT AGREEMENT**

**THIS AGREEMENT** for **Third Party Administration of 403(b) Compliance Program** is made the 24th day of November 24, 2020, by and between **TSA Consulting Group, Inc.**, a corporation organized under the laws of the State of Florida, with a usual place of business at **28 Ferry Road SE, Fort Walton Beach, FL 32548**, hereinafter called the Contractor, and the **Town of Canton, Canton Public Schools**, a municipal corporation duly organized under the laws of the Commonwealth of Massachusetts with a usual place of business at **960 Washington Street, Canton, MA 02021**, hereinafter called the “District.”

**WHEREAS**, the Lead District for a collective purchasing group comprised of approximately forty individual school districts/collaboratives, each hereinafter referred to as a “School District”, invited the submission of proposals for 403b Third Party Administration (hereinafter the “Program”); and

**WHEREAS**, the Contractor submitted a proposal to provide the Program required, and the Lead District has decided to award the contract therefore to the Contractor.

**NOW THEREFORE**, the School District and Contractor agree as follows:

### **ARTICLE 1. AGREEMENT DOCUMENTS**

The Agreement consists of the following, and in the event of conflicts or discrepancies among them, they shall be interpreted on the basis of the following priorities:

1. The Master Agreement between the Lead District and Contractor;
2. This District Agreement between the School District and Contractor;
3. The Request For Proposals, dated **March 2020**;
4. The accepted terms and conditions of the Contractor’s Proposal, dated **June 3, 2020**; and
5. Copies of all required bonds, certificates of insurance and licenses required under the contract;

EACH OF WHICH IS ATTACHED HERETO. These documents form the entire agreement between the parties and there are no other agreements between the parties. Any amendment or modification to this agreement must be in writing and signed by an official with the authority to bind the School District.

### **ARTICLE 2. SCOPE OF THE WORK**

The Contractor shall furnish all supplies, materials and equipment, and perform all labor, services and work shown on the Agreement documents, and the Contractor agrees to do everything required by this Agreement and the documents.

### **ARTICLE 3. TERM OF AGREEMENT**

This Agreement shall be for a term of three year(s), commencing on **January 1, 2021** and ending on **December 31, 2023**, unless sooner completed and subject to annual appropriation. This Agreement shall not be renewed or extended unless provisions for renewal or extension were contained in the Request for Proposals, in which event the Agreement may be extended or renewed at the sole option of the School District, and upon the terms described therein.

#### **ARTICLE 4. THE AGREEMENT SUM**

Each School District shall pay the prices specified in the Contractor's Price Proposal for items and/or services furnished and delivered in carrying out this Agreement.

#### **ARTICLE 5. PAYMENT**

Each School District shall make payment within thirty (30) days after its receipt of an invoice. With any invoice, the Contractor shall submit evidence satisfactory to the Lead District or School District that the goods or supplies have been delivered, or that the work has been completed and that all payrolls, material bills and other indebtedness connected with the work has been paid. The billings shall include, if applicable, all charges for consultants, subcontractors, plans, equipment, models, renderings, travel, reproductions, postage and delivery, and all other expenses. There shall not be any markup for overhead, administration or profit for any of the above-listed services.

If for any reason the School District makes a payment under this Agreement in error, the District may recover the amount overpaid or, if applicable, may apply any overpayment to a future installment payment.

#### **ARTICLE 6. LIABILITY OF THE DISTRICT**

Each School District's liability hereunder shall be to make all payments when they shall become due, and the Lead District shall be under no further obligation or liability. Nothing in this Agreement shall be construed to render any elected or appointed official or employee of the Lead District or of any School District, or their successors in office, personally liable for any obligation under this Agreement.

#### **ARTICLE 7. TAX EXEMPT STATUS**

The School District represents that it is exempt from federal excise, state, and local taxes, and that sales to it are exempted from Massachusetts sales and use tax.

#### **ARTICLE 8. NONPERFORMANCE**

In the case of any default on the part of the Contractor with respect to any of the terms of this Agreement, the School District shall give written notice thereof, and if said default is not made good within such time as the School District shall specify in writing, the School District shall notify the Contractor in writing that there has been a breach of the Agreement and thereafter the School District shall have the right to terminate this Agreement, in which case the School District may procure the services from other sources. The defaulting Contractor shall be liable for any and all losses in excess of the contract price occasioned by or resulting from such default.

#### **ARTICLE 9. TERMINATION**

1. Termination for Non-Appropriation. In addition to the provisions of Article 8, the School District shall have the right to terminate this District Agreement if funds are not appropriated by the School District or otherwise made available to support the continuation of this Agreement after the first year.
2. Termination for Cause: If at any time during the term of this Agreement the School District determines that the Contractor has breached the terms of this Agreement by negligently or incompetently performing the work, or any part thereof, or by failing to perform the work in a

timely fashion, or by failing to perform the work to the satisfaction of the School District, or by not complying with the direction of the School District or its agents, or by otherwise failing to perform this Agreement in accordance with all of its terms and provisions, the School District shall notify the Contractor in writing stating therein the nature of the alleged breach and directing the Contractor to cure such breach within ten (10) days. The Contractor specifically agrees that it shall indemnify and hold the Lead District and any collective purchasing group member School District harmless from any loss, damage, cost, charge, expense or claim arising out of or resulting from such breach regardless of its knowledge or authorization of the actions resulting in the breach. If the Contractor fails to cure said breach within ten (10) days, the School District may, at its election at any time after the expiration of said ten (10) days, terminate this Agreement by giving written notice thereof to the Contractor specifying the effective date of the termination. Upon receipt of said notice, the Contractor shall cease to incur additional expenses in connection with this Agreement. Upon the date specified in said notice, this Agreement shall terminate. Such termination shall not prejudice or waive any rights or action which the School District may have against the Contractor up to the date of such termination. Upon such termination, the Contractor shall be entitled to compensation for all satisfactory work completed prior to the termination date, as determined by the School District.

3. Termination for Convenience. The School District may terminate this Agreement at any time for convenience by providing the Contractor written notice specifying therein the termination date which shall not be sooner than sixty (60) days from the issuance of said notice. Upon receipt of said notice, the Contractor shall cease to incur additional expenses in connection with this Agreement. Upon such termination, the Contractor shall be entitled to compensation for all satisfactory work completed prior to the termination date, as determined by the School District, such payment not to exceed the fair value of the services provided
4. Only the Lead District shall have the right to terminate the Master Agreement. Termination of a District Agreement by any School District shall not invalidate the Master Agreement between the Lead District and the Contractor.

## **ARTICLE 10. CHANGE IN SCOPE OF SERVICES**

Pursuant to M.G.L. Ch. 30B, the Lead District may increase the quantity of supplies or services or both specified in this Agreement provided:

1. the unit prices remain the same or less;
2. the procurement officer has specified in writing that an increase is necessary to fulfill the actual needs of the Lead District and/or and is more economical and practical than awarding another contract;
3. the Lead District and Contractor agree to the increase in writing;
4. the increase in the total Agreement price does not exceed 25 percent; and
5. the Lead District, with the agreement of the Contractor, may reduce the unit price for supplies or services or both specified in an Agreement to be paid by the Lead District or any School District at any time during the term of the Agreement or when an option to renew, extend or purchase is exercised.



## **ARTICLE 11. NOTICE**

All notices required to be given under this Agreement shall be given in writing and shall be effective upon receipt by hand delivery or certified mail to:

The District :

**Barry S. Nectow, School Business Administrator**  
**Canton Public Schools**  
**960 Washington Street**  
**Canton, MA 02021**

The Contractor:

**Janet Williamson**  
**Senior Vice President Chief Financial Officer TSA Consulting Group, Inc.**  
**28 Ferry Rd SE,**  
**Fort Walton Beach, FL. 32548**

## **ARTICLE 12. INSURANCE**

1. The Contractor shall carry professional malpractice or Errors and Omissions liability insurance with minimum limits of \$1,000,000 per occurrence, \$2,000,000 aggregate, with a maximum deductible of \$ 25,000.
2. All insurance coverage shall be in force from the time of the Agreement to the date when all work under the Agreement is completed and accepted by the Lead District. Since this insurance is normally written on a year-to-year basis, the Contractor shall notify the Lead District should coverage become unavailable or if its policy should change.
3. The Contractor shall, before commencing performance of this contract, provide for the payment of compensation and the furnishing of other benefits by an insurance company duly licensed to do business in accordance with Massachusetts General Laws, Chapter 152, as amended, to all employed under the Agreement and shall continue such insurance in full force and effect during the term of the contract.
4. Certificates and any and all renewals substantiating that required insurance coverage is in effect shall be filed with the contract. Any cancellation of insurance whether by the insurers or by the insured shall not be valid unless written notice thereof is given by the party proposing cancellation to the other party and to the Lead District at least fifteen days prior to the intended effective date thereof, which date should be expressed in said notice.
5. All policies (except Workers' Compensation) shall identify the Lead District as an additional insured and shall provide that the Lead District shall receive written notification at least 30 days prior to the effective date of any amendment or cancellation. Certificates evidencing all such coverages shall be provided to the Lead District upon the execution of the Master Agreement. Each such certificate shall specifically refer to the Master Agreement and shall state that such insurance is as required by the Master Agreement. Failure to provide or to continue in force such insurance shall be deemed a material breach of this Agreement and shall be grounds for immediate termination.

### **ARTICLE 13. INDEMNIFICATION**

The Contractor shall indemnify, defend, and save harmless the Lead District and any collective purchasing group member School District from any claim, demand, lawsuit, judgment, or expense, including reasonable attorney's fees, which may arise from any negligent act or omission by the Contractor in the performance of services under this agreement. The Contractor shall have no obligations or liability under this section with respect to the time period before it signs a contract hereunder; the Contractor shall not be responsible for determining the propriety of contributions made after an employee's termination of employment with the Lead District or any School District; the Contractor shall not be responsible for implementing its recommendations resulting from its compliance review and the Contractor shall not be responsible for any act or omission by the Lead District or any School District which adversely affects the Contractor's ability to act as remitter for the Districts' 403(b.)

### **ARTICLE 14. CORI CERTIFICATION**

☐ Services Do Require a CORI check      ☒ Services Do Not Require a CORI check

If the above certification is checked "Services Do require CORI check," the Contractor hereby acknowledges the right of the Lead District and/or collective purchasing group member districts to conduct a criminal background check on all individuals providing such services under this contract, in accordance with state law.

### **ARTICLE 15. SUBCONTRACTING**

The Contractor shall not subcontract any of the work, which it is required to perform under this Agreement to any corporation, entity or person without the prior written approval of the Lead District.

### **ARTICLE 16. INDEPENDENT CONTRACTOR**

All of the services to be performed under the terms of this Agreement will be rendered by the Contractor as an independent contractor. None of the terms of this Agreement shall create a principle-agent, master-servant or employer-employee relationship between the School District and the Contractor.

### **ARTICLE 17. BINDING AGREEMENT AND ASSIGNMENT OF INTEREST**

This Agreement shall be binding upon the School District and the Contractor and the partners, successors, heirs, executors, administrators, assigns and legal representatives of the Town and the Contractor. Neither the School District nor the Contractor shall assign, sublet or transfer any interest in this Agreement without the written consent of each other, and such consent shall not be unreasonably withheld.

### **ARTICLE 18. CONFLICT OF INTEREST**

By execution of this Agreement, the Contractor acknowledges that the School District is a municipality for the purposes of Massachusetts General Law Chapter 268A (the Massachusetts conflict of interest statute), and agrees, as circumstances require, to take actions and to forbear from taking actions so as to be in compliance at all times with the obligations of the Contractor based on said statute.

## **ARTICLE 19. CONFIDENTIALITY**

The Contractor shall comply with Massachusetts General Law Chapter 66A if the Contractor becomes a "holder" of "personal data". The Contractor shall also protect the physical security and restrict any access to personal or other District data in the Contractor's possession, or used by the Contractor in the performance of this Contract, which shall include, but is not limited to the School District's public records, documents, files, software, equipment or systems.

## **ARTICLE 20. RECORD-KEEPING AND RETENTION, INSPECTION OF RECORDS.**

The School District shall have the right at any time to inspect the work of the Contractor. Whenever requested, Contractor shall immediately furnish to the Lead District full and complete written reports of his operation under this Contract in such detail and with such information as the District may request.

## **ARTICLE 29. SEVERABILITY**

If a court declares one or more of the provisions of this Agreement invalid, the validity of the remaining provision of this Agreement shall not be affected thereby.

## **ARTICLE 21. CERTIFICATIONS**

By executing this Agreement, the Contractor under the pains and penalties of perjury, makes all certifications required under the certifications listed below, and has provided all required documentation and disclosures, or shall provide any required documentation upon request.

The Contractor is qualified and shall at all times remain qualified to perform this Agreement; that performance shall be timely and meet or exceed industry standards, including obtaining requisite licenses, registrations, permits and resources for performance; and that the Contractor shall provide access to records to the School; and the Contractor certifies that the Contractor and any of its subcontractors are not currently debarred or suspended by the federal or state government under any law or regulation.

The Contractor shall comply with all applicable federal, state, and local laws and regulations.

The Contractor certifies it has not been in bankruptcy and/or receivership within the last three calendar years, and the Contractor certifies that it will immediately notify the Lead District in writing if there is any risk to the solvency of the Contractor that may impact the Contractor's ability to timely fulfill the terms of this Agreement.

The Contractor shall affirmatively disclose the details of any pertinent judgment, criminal conviction, investigation or litigation pending against the Contractor or any of its officers, directors, employees, agents, or subcontractors of which the Contractor has knowledge, or learns of during the Agreement term. Contractors must affirmatively disclose any potential structural change in its organization at least 45 days prior to the change.

If incorporated, the Contractor certifies that it has identified the Contractor's state of incorporation, and the Contractor certifies compliance with all filing requirements of both the incorporating state and the Massachusetts Secretary of State. If the Contractor is a foreign corporation, the Contractor certifies compliance with all requirements for certification, reporting, filing of documents and service of process.

If an employer, the Contractor certifies compliance with applicable state and federal employment laws

or regulations, including but not limited to minimum wages and prevailing wage programs and payments; unemployment insurance and contributions; workers' compensation and insurance, child labor laws, AGO fair labor practices; G.L. c. 149 (Labor and Industries); G.L. c. 150A (Labor Relations); G.L. c. 151 and 455 CMR 2.00 (Minimum Fair Wages); G.L. c. 5, s. 1 (Prevailing Wages for Printing and Distribution of Public Documents); G.L. c. 151A (Employment and Training); G. L. c. 151B (Unlawful Discrimination); G.L. c. 151E (Business Discrimination); G.L. c. 152 (Workers' Compensation); G.L. c.153 (Liability for Injuries); 29 USC c. 8 (Federal Fair Labor Standards); 29 USC c. 28 (Federal Family and Medical Leave Act; AGO Consumers and Civil Rights.

Federal And State Laws And Regulations Prohibiting Discrimination including but not limited to the Americans with Disabilities Act; 42 U.S.C Sec. 12,101, et seq., Disability Law Resources; the Rehabilitation Act, 29 USC c. 16 s. 794; 29 USC c. 16. s. 701; 29 USC c. 14, 623; the 42 USC c. 45; (Federal Fair Housing Act); G. L. c. 151B (Unlawful Discrimination); G.L. c. 151E (Business Discrimination); the Public Accommodations Law G.L. c. 272, s. 92A; G.L. c. 272, s. 98 and G.L. c. 272 s. 98A; the Massachusetts Constitution Article CXIV and G.L. c. 93, s. 103; 47 USC c. 5, sc. II, Part II, s. 255 (Telecommunication Act; Chapter 149, Section 105D, G.L. c. 151C, G.L. c. 272, Section 92A, Section 98 and Section 98A, and G.L. c. 111, Section 199A.

## **ARTICLE 22. CERTIFICATE OF COMPLIANCE WITH MASSACHUSETTS TAX LAWS**

The Contractor certifies Tax Compliance with Federal tax laws; State tax laws including G.L. c. 62C, G.L. c. 62C, s. 49A (the Contractor has complied with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting of child support and is in good standing with respect to all returns due and taxes payable to the commissioner of revenue); reporting of employees and contractors under G.L. c. 62E, withholding and remitting child support including G.L. c. 119A, s. 12;

\_\_\_\_\_  
Social Security Number or  
Federal Identification Number

\_\_\_\_\_  
Signature of Individual  
or Corporate Name

BY: \_\_\_\_\_

Corporate Officer (if applicable)

IN WITNESS WHEREOF the parties hereto have executed THREE (3) copies of this Agreement the day and year first above written.

CONTRACTOR: \_\_\_\_\_

By\*: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

*\* My signature above certifies that I am duly authorized, or that I have attached a signed Certificate of Vote from my Board of Directors giving me authority, to sign this Contract.*

TOWN OF CANTON, MASSACHUSETTS  
By and through its School Committee

---

Kristin Mirliani, Chairperson

---

Print Name

---

Date

---

Barry S. Nectow  
Chief Procurement Officer  
Canton School Department

---

Date