

CANTON PUBLIC SCHOOLS

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Superintendent of Schools



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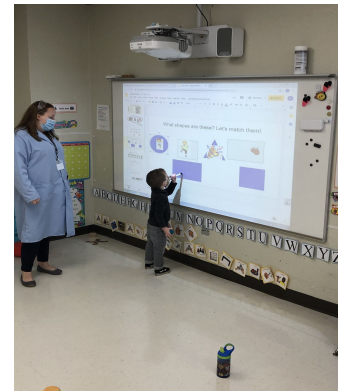
To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens

Interim Superintendent's Report School Committee Meeting of Thursday, December 3, 2020

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

Interim Superintendent Highlights

Rodman Preschool Visit: I had the opportunity to visit our Rodman Preschool program with Donna Kilday before Thanksgiving, and I was so impressed with the many great experiences of the students. We watched them interact with peers at home, read and sing together and complete corresponding activities, work with an interactive screen, engage in creative play, and practice good hygiene. We were so impressed with the learning -- major kudos to the staff, students and families.



DESE Grants: The Student Services Department is pleased to announce the return of the 274 and 298 DESE grants.

The 274 grant funds the improvement of high quality programs and provides services documented on students' IEPs. This year Canton has been awarded \$14,856. The following is the rationale we submitted regarding the priorities we intend to focus the funds on:

- Activities related to the provisions of COVID-19 Compensatory Services
 - The purchase of technology apps and support devices would support students' progress toward mastery of previously mastered goals prior to the school closure and then re-opening in a hybrid model. It will provide access to remote learning and in the hybrid model we currently have here in Canton.
- The integration of technology to support data collection and analysis, and progress monitoring to support instruction
 - The purchase of technology formats would facilitate data collection, analysis and progress monitoring to support instruction. Our special educators and BCBA consultants would utilize these tools to provide data-based support within the school and home settings and directly link with the activity listed above to assist with the mastery and generalization, across settings, of previously mastered skills.

The 298 grant is to fund the support of early childhood special education ages 3-5 to improve quality programs of students with IEP services. This year Canton has been awarded \$1,960. The following is the rationale we submitted regarding the priorities we intend to focus the funds on:

- The district is proposing the creation of systems to support family engagement and partnership in the area of social and emotional development. The content will reflect the social and emotional standards for play and learning as well as the CASEL model. This project will involve creating a parent library with both virtual resources and physical materials including games, take home activities, books, etc. accessible to all families. We will launch this resource during a parent training session on social and emotional learning to be hosted by the School Psychologist, Early Childhood Coordinator and Home to School Interventionist. Regular parent groups will be an additional component with a focus on outreach to, and inclusion of, all families. These groups will focus on specific, parent identified social and emotional needs within our preschool community. This connects directly to our school improvement plan which includes a focus on social and emotional learning as well as the district's strategic framework.

Kevin Praik and Signature Voice Productions: A special thank you to 2016 Canton High School graduate Kevin Praik for this wonderful broadcasting work throughout the fall. As you know, we need to significantly restrict attendance at athletic events this fall due to COVID protocols. In conjunction with CHS teacher and mentor Ed McDonough and athletic director Danny Erickson, Kevin was the voice of the live streaming of events. We are so thankful to have Kevin return to the Canton Community and give back through his passion -- television production and broadcasting. He has a YouTube channel Signature Voice Productions. Click on the link to access. <https://t.co/7xSCDCGN1N>

Updates

Assessment Data Update: Teachers have completed their fall benchmarking assessments and are using this information to provide additional supports for students who need it. The good news is that at all levels, our data indicates that students are performing well on the grade level standards. Principals will be sharing additional information at upcoming site council meetings. Also, for elementary parents, there will be information about the benchmark assessment coming in this week's newsletter and parent/guardian reports will be coming home at the end of next week for Cohort B and the beginning of the following week for Cohort A.

Elementary - This fall, our K-5 students were assessed using the Renaissance STAR Benchmark Assessment. Since this is our first time using this assessment, we are not able to compare it to past performance in our district. However, the assessment is nationally normed and we are able to analyze student performance in two ways; how students performed against peers nationally and how students performed against the standards expectations in Massachusetts. One of our hopes in giving this assessment was to determine if there were learning gaps in place due to school closures last spring. While it is difficult to determine the impact of the closures on individual student results, the data shared here is consistent with what we would have expected in a typical year in terms of student performance and the data does not indicate that there are large learning gaps.

When looking at the national average comparison:

In K-2, students took the Early Literacy Assessment with 66% of students performing at or above benchmark.

In grades 3-5 on the Reading Assessment, 74.5% of students were at or above benchmark.

In grades 1-5 on the Math Assessment, 78.2% of students were at or above benchmark.

Information for parents will be included in the newsletters this week, Principals will be sharing additional information at Site Council meetings, and the parent reports will be sent home December 10 for Cohort B and December 14 for Cohort A. Teachers will be working with grade level teams to further analyze the results and the academic flex block can be used to provide additional support for students who require intervention.

GMS and CHS - At GMS and CHS, the ELA and Math teachers used summer curriculum planning time to review the standards for each course and determine which of those standards were either a) not covered or b) not covered adequately due to Covid-19 and its effect on teaching/learning. The teachers then made a note of those standards and planned for ways to cover them for the fall.

GMS - Math: First assessment was given to all students as a benchmark. It will be given again in early January so we can assess which students are on target and which students need

additional intervention. Teachers will utilize tools such as Edulastic and Khan Academy to provide targeted remediation as well as support students during ODL as needed.

ELA: All students completed a benchmark assessment using CommonLit. Teachers are using the next few weeks to analyze the data to provide more targeted interventions for students who need it and to inform their instruction. Our average performance by class at each grade level exceeded the national average on the pre-assessment. Similar to math, teachers will use CommonLit and NewsELA for targeted remediation as well as support students during ODL as needed.

For all subjects, teachers will input into Plus Portals a progress rating to share with parents on each benchmark assessment. These progress ratings will be added to Plus Portals for communication purposes but will not count toward a student's average; they are being used to inform instruction and identify students who need interventions. This progress rating will be accompanied by a letter explaining the process and the progress rating as they will report out if a student is exceeding expectations, meeting expectations, partially meeting expectations, or not meeting expectations. This will all be shared with parents by the end of January.

CHS - ELA: Teachers used the Edulastic platform to gather data about current student performance. The good news is that no significant gaps were noted from the spring. The skills that need reteaching and reinforcement align with what we have seen in previous years and on MCAS.

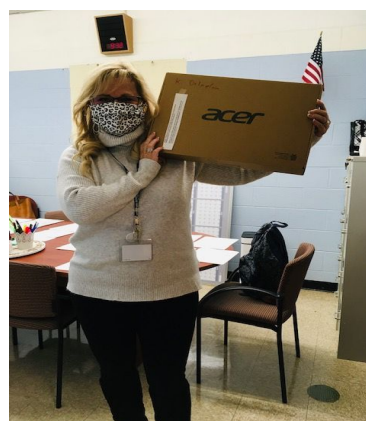
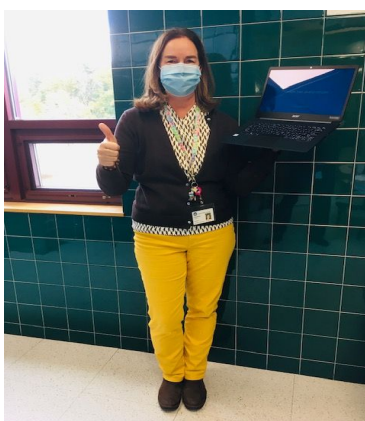
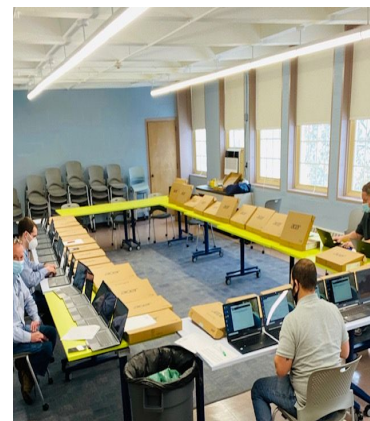
Math: Teachers used Edulastic to administer assessments based on these standards to help identify weaknesses in addition to the standards they already identified. Armed with this information the teachers have done/are doing the following steps for remediation: 1.) Start the year teaching a unit (not usually taught in those courses in a typical year) that they knew the students did not get to the prior year. 2.) Included warm up / do now questions that involved areas of weakness (fraction work, word problems, theoretical questions, etc.) 3.) Incorporate questions to reinforce practice for skills that have been identified as needing improvement.

Flu Shot Requirement and Reminder: As a reminder, all students are required to have a flu shot by December 31, 2020, unless a medical or religious exemption is provided. In conjunction with CVS, we recently held two successful Flu Shot Clinics on December 1 and 2. We have added two additional clinics on December 17 and December 29.

Indicators of Excellence

CPS Technology Team: A special shout out to the Canton Public Schools Technology Team and Director of Technology and Digital Learning Julie Shore. They are truly an example of excellence.

From the moment COVID changed our lives, this amazing team stepped into action to support staff, students and families at the highest level. Since September 1, the Technology Department has distributed 3,275 devices to students and staff! Mike Wentland and Kevin Sullivan have led their teams to provide incredible access and equipment and strong instructional experiences. All members of the Tech Team are constantly thinking about students and staff, problem solving, offering interactive training sessions and one-one-on help. They do their work quietly and yet have a profound impact on teaching and learning every single day.



School to Careers: The School to Career Partnership brings together schools, leading businesses in the Greater Boston area, legislative and nonprofit organizations to provide the students and teachers of CHS experiences that enhance what is learned in the classroom and prepares them for the world of work.

Over the years literally, THOUSANDS of students have been able to participate in ½ - full day work experiences in many different business clusters, nonprofits and public service. They have been able to participate in leadership seminars and internships over vacations and in the summer.

The knowledge gained through these endeavors are incredible extensions of what they learn in the classroom and assures that our students are fully prepared for the college and career readiness skills that are expected of a CHS graduate. We are proud to share that these experiences continue in a virtual and interactive fashion.

CAPT: I once again had the pleasure of meeting with the CAPT presidents this month and they shared their wonderful work to honor teachers on a monthly basis. The Luce CAPT delivered gift bags with a mask, candy, and sanitizer. The Hansen staff received Table Talk pies, the JFK

received cookies and thank you notes, and the GMS CAPT offered up a great breakfast. The following pictures capture the food and messaging the CAPTs delivered to the schools before Thanksgiving.



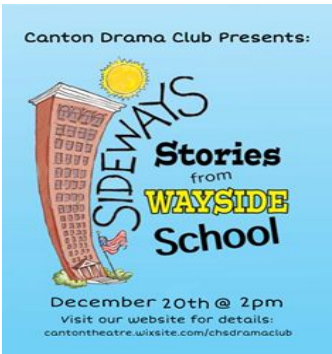
Virtual SHINE Assembly -- If you want to be inspired and see the creative and virtual ways traditions continue, please check out the Luce Virtual SHINE Assembly from December 2, 2020.

https://cantonma-org.zoom.us/rec/share/TKD6zvLbrRcOy5sZJuW4CcCYTPpKRtd2EHiw4N3478DASaem4h8CUVFe6HcAhls.XQA74yrm_TcoIwvX

Important Dates and Events

Dec.7	CHS National Honor Society, Virtual, 7:00 pm
Dec. 10	CHS World Language Honor Society, Virtual, 7:00 pm
Dec. 17	School Committee, 7:00 pm
Dec. 19	<p>CHS Drama Fall Play Production, Virtual, 7:00 pm "She Kills Monsters" by Qui Nguyen Rated PG-13 Tickets: \$10</p> <p>PURCHASE TICKETS HERE: https://www.showtix4u.com/event-details/43525</p> <p><u>Want to add even more fun to your show viewing experience?</u> Purchase a Sideways Stories goodie bag full of fun surprises for only \$10! Goodie bags will be brought to your school for you to pick up and take home to enjoy the night of the show! Each bag includes snacks, toys, an activity booklet, and more! Please email cantontheatre@gmail.com by December 15th to order!</p> <p><u>Want even MORE fun!?! Join us for a special Q&A with your favorite</u> characters right after the show! This special livestream event will be happening on our Youtube channel at 3:30 on Sunday December 20th, right after the show is over! Interact with all your favorite characters and learn all about how we brought this show to life!</p> <p>Link to our channel: https://www.youtube.com/channel/UCCYZI2hOpK550QPOetTdfRQ</p> <p><u>TICKET & VIEWING INFORMATION:</u> Tickets are \$10, per person, per show. Once tickets are purchased, patrons will be sent a private link and code in order to access the shows. The shows can only be viewed at their specific date and time, and the links/codes cannot be shared with anyone else. Please purchase one ticket for each person that is planning on watching the show. Unfortunately due to the nature of these shows, there can be no refunds or exchanges. All sales are final. We hope you find this to be a reasonable price considering the financial and technical challenges that we're facing during this time!</p> <p>Tickets for both shows can be purchased here: https://www.showtix4u.com/events/18818</p> <p><i>Our students have been working incredibly hard this year to make these shows happen with SO many new challenges. They are all incredibly dedicated,</i></p>



	<p><i>talented, passionate, resilient, creative, and simply inspirational! We hope you'll consider watching these shows (why not make it a family affair!) and support our wonderful students as they continue to participate in the performing arts while making a positive impact on their school community.</i></p>
Dec. 20	<p>CHS Drama Fall Play Production, Virtual, 2:00 pm "Sideways Stories from Wayside School" by Louis Sachar Sunday, December 20th at 2pm Rated G Tickets: \$10</p> <p>PURCHASE TICKETS HERE: https://www.showtix4u.com/event-details/43526</p> <p><u>Want to add even more fun to your show viewing experience?</u> Purchase a Sideways Stories goodie bag full of fun surprises for only \$10! Goodie bags will be brought to your school for you to pick up and take home to enjoy the night of the show! Each bag includes snacks, toys, an activity booklet, and more! Please email cantontheatre@gmail.com by December 15th to order!</p> <p><u>Want even MORE fun!?! Join us for a special Q&A with your favorite characters right after the show!</u> This special livestream event will be happening on our Youtube channel at 3:30 on Sunday December 20th, right after the show is over! Interact with all your favorite characters and learn all about how we brought this show to life!</p> <p>Link to our channel: https://www.youtube.com/channel/UCCYZI2hOpK550QPOetTdfRQ</p> <p>TICKET & VIEWING INFORMATION: Tickets are \$10, per person, per show. Once tickets are purchased, patrons will be sent a private link and code in order to access the shows. The shows can only be viewed at their specific date and time, and the links/codes cannot be shared with anyone else. Please purchase one ticket for each person that is planning on watching the show. Unfortunately due to the nature of these shows, there can be no refunds or exchanges. All sales are final. We hope you find this to be a reasonable price considering the financial and technical challenges that we're facing during this time!</p> <p>Tickets for both shows can be purchased here: https://www.showtix4u.com/events/18818</p> 
Dec. 23	Early Release, PreK-12 Winter Break
Dec. 24 - Jan.1	No School, Winter Break

Jan. 4	School Resumes
Jan. 7	School Committee, 7:00 pm
Jan. 18	No School, Martin Luther King Jr. Day



Canton High School Athletics 900 Washington St. Canton, MA 02021 @CantonAthletics 781-821-5050x6

MEMO

TO: Derek Folan
FROM: Danny Erickson
CC: Barry Nectow, David Turcotte
RE: CHS Athletics Winter Season- and beyond

This memo is a summary of my presentation that will be made to the School Committee on Thursday, December 3, 2020, regarding the commencement of the winter sports season at CHS.

Major Items to Highlight as we open up the Winter Season:

1. We will be offering Gymnastics, Boys and Girls Swim, Boys and Girls Hockey, Boys and Girls Basketball. We will be moving Indoor Track to "Fall 2", Wrestling to Spring and Winter Cheer to Spring.
2. The season will begin on Monday, December 14 and end no later than Sunday, February 21, 2021.
3. No contests will be played until January 2021.
4. We will once again primarily operate under contest schedules which feature "league only" competitions and which, whenever possible, limits competition in any given week to one, single opponent.
5. Detailed protocols which have been approved by the Canton Board of Health (pending) are included with this memo.
6. Most of the existing protocols that were in place for the CHS Athletics Fall season will continue with the following important updates-
 - a. Masks must be worn by all participants at ALL TIMES, not just when unable to socially distance.
 - b. An "Arrive. Play. Leave" protocol, which was in play for the fall will continue but be even further emphasized since our activities will be taking place indoors.
 - c. Just as in the fall, there will be no changing areas/locker rooms available at any of our facilities. (There could be some minor exceptions to this if the in-person school day is ever extended until 2:29pm.)
 - d. No CHS practice and meeting may last more than a combined 2.5 hours with no practice lasting more than 2 hours.

- e. No team social events may take place in person. This includes team dinners, banquets and tailgating.
 - f. As was the case in the fall season, no pre-game line up announcements or national anthem will be played pregame.
 - g. Spectators will be limited based on the facility. The expected policy at each venue is listed below but it is important to note that NO spectators will be allowed in from the visiting team. We will be live-streaming as many of our home contests as we are able to AND we will make live streaming available at away site contests whenever possible.
 - i. **Basketball Games at CHS-** No more than 2 immediate family members of each Canton High School basketball player involved in the game. There will be NO SPECTATORS from the visiting team allowed. The gym will be cleared of fans in between games in the event of multiple games in one day.
 - ii. **Swim Meets at Blue Hills Regional-** No Spectators allowed per BHRHS
 - iii. **Gymnastics Meets at Metro-South-** No Spectators allowed per MSGA.
 - iv. **Hockey games at Metropolis Rink-** No more than 2 immediate family members of each Canton High School hockey player involved in the game. There will be NO SPECTATORS from the visiting team allowed. The rink will be cleared of fans in between games in the event of multiple games in one day.
7. **USER FEE and FACILITY FEE-** I am recommending that the modified User Fee approved for fall sports be carried over to the Winter, Fall 2 and Spring as well. The winter athletic fee would be \$160 (adjusted from \$195). I further recommend that our existing Facility Fees for Ice Hockey, Swim and Gymnastics be adjusted as well. I am recommending the following adjustments to those fees for the winter season due to a shortening of the season:
- a. Ice Hockey Facility fee- \$300 (down from \$350)
 - b. Gymnastics Facility fee- \$125 (down from \$150)
 - c. Swim Facility fee- \$75- (down from 100)

Please let me know if you have any questions, comments or concerns.



Canton High School Athletics 900 Washington St. Canton, MA 02021 @CantonAthletics 781-821-5050x6

Canton High School Athletic Department COVID-19 Safety Standards for Winter/Fall II/Spring Sports Seasons

NOTE- These Safety Standards are in addition to the existing Canton Public Schools “Protocols for Responding to Covid-19 Scenarios” document

Winter Sport Offerings and Risk Categories

Massachusetts has specifically classified high school sports under three levels of risk:

- **Lower Risk**

- Sports or activities that can be done with social distancing and no physical contact
- Sports or activities that can be done individually
 - CHS intends to offer the following Lower Risk sports at some point in the remaining 2020-2021 seasons:
 - Boys Tennis and Girls Tennis- Spring
 - Gymnastics- Winter

- **Moderate Risk**

- Sports or activities that involve intermittent close proximity or limited, incidental physical contact between participants
 - CHS intends to offer the following Moderate Risk sports at some point in the remaining 2020-2021 seasons:
 - Baseball and Softball- Spring
 - Outdoor Track & Field- Spring
 - Indoor Track- Fall II
 - Boys and Girls Swimming- Winter
 - Girls Volleyball- Fall II
 - Girls Lacrosse- Spring
 - Unified Track & Field- Spring

- **Higher Risk**

- Sports or activities for which there is a requirement or a substantial likelihood of routine close and/or sustained proximity or deliberate physical contact between participants and a high probability that respiratory particles will be transmitted between participants.

- CHS intends to offer the following Higher Risk sports at some point in the remaining 2020-2021 seasons:
 - Boys Basketball and Girls Basketball- Winter
 - Boys Lacrosse- Spring
 - Boys Ice Hockey and Girls Ice Hockey- Winter
 - Football- Fall II
 - Competitive Cheer- Fall II & Spring
 - Unified Basketball- Fall II
 - Wrestling- Spring

In Phase III, Step 2, our sports are subject to the limitations and guidelines set forth below:

Type of Play: The following types of play are defined by level from least to greatest risk.

- **Level 1:** Individual or socially distanced group activities (no-contact workouts, aerobic conditioning, individual skill work, and drills)
- **Level 2:** Competitive Practices (Intra-team/group games, contact drills and scrimmages)
- **Level 3:** Competitions (Inter-team games, meets, matches, races, etc.)
- **Level 4:** Tournaments
- Sports in **Lower Risk** category can participate in **Level 1,2,3 and 4** type play as defined above.
- Sports in **Moderate Risk** category can participate in **Level 1** as traditionally played. Sports at CHS in Moderate Risk, may only participate in **Level 2 and 3** play. IF we agree to play them by the modified rules set forth by the MIAA.
- Sports in the **Higher Risk** category can participate in Level 1, 2 and 3 play IF we follow all sport modifications set out by the MIAA.

Given these criteria, Canton High School will offer the following sports this winter season:

- Boys and Girls Swimming
- Gymnastics
- Boys Ice Hockey
- Girls Ice Hockey
- Boys Basketball
- Girls Basketball

Given the guidelines and other considerations, Canton High School will move the following sports the the MIAA's-Floating Season (Fall II) from late February through mid-April:

- Football
- Volleyball
- Unified Basketball
- Indoor Track
- Competitive Cheer

Given the guidelines and other considerations, Canton High School intends to offer the following sports during the MIAA spring season (mid-April through June):

- Baseball and Softball
- Boys Tennis
- Girls Tennis
- Boys Lacrosse
- Girls Lacrosse
- Track and Field
- Wrestling
- Unified Track and Field

Protective Equipment and Facial Coverings for All Sports

Baseline Expectation Regarding Face Coverings-

All participants in CHS Athletic contests, practices and other activities must wear masks at all times with the following exceptions:

- During Swimming meets and practices while in the pool.
- During lower risk sports (Gymnastics and Singles Tennis) when a distance of at least 14 feet or more is CONSISTENTLY maintained between each participant during active play or performance.
- For individuals with a documented medical condition or disability that makes them unable to wear a face covering. In this case, a note from a physician must be provided to the Athletic Trainer prior to participating.

Further Detail Regarding Face Coverings-

Student Athletes must wear face coverings AT ALL TIMES during practice and competition. This includes while on the playing surface as well as in the bench area, pool deck, etc., during timeouts, or other stoppages in play,

Participants should take frequent mask breaks when they are out of proximity to others (more than 10 feet), using caution to avoid touching the front or inside of the face covering by using the ties or ear loops to remove and replace. Student athletes MUST clearly be able to identify their own face covering through markings, etc. It is highly recommended that CHS student athletes have multiple, labeled face coverings available to them at every practice or contest.

This requirement applies to all other participants as well (including spectators, chaperones, coaches, staff, referees, judges, umpires, and other officials.)

Canton Public Schools does not allow “gaiters” to be worn as face coverings. Masks are required.

Social Distancing-

- **WHENEVER POSSIBLE, all activities should take place OUTDOORS.** This is of course a seasonal protocol. ALL Spring Activities must take place outside (unless the

sport is a traditional indoor sport.) Fall II activities that traditionally take place outdoors should avoid indoor activities whenever possible.

- **LOCKER ROOMS:**

- NO CHS teams will have access to indoor changing facilities or locker rooms at any venue we use. Athletes must come to practices and contests venues or buses already dressed for competition. We will operate under the adage- *“Arrive. Play. Leave.”* The following exceptions may exist:
 - If the CHS academic schedule were to be amended to have student athletes finishing any school day in the building, locker rooms at CHS may be used to change in with no more than 6 students in a locker room at one time. Masks must be worn at all times while in the locker room and locker rooms may NOT be used for storing personal items. Those must be brought with the student athlete to the practice or contest. This applies to off-site locker rooms as well (including the number of 6 Bulldogs changing at a time.) At such off-site venue, no bags may be stored in locker rooms. CLARIFICATION- Locker rooms at off-site venues may NOT be used for changing of CHS Athletes UNLESS they are arriving directly from the end of the academic day at CHS.
 - Locker Rooms and other Meeting rooms may NOT be used by CHS teams for team meetings, pre-game, post-game, halftime, or other traditional team meeting activities. Coaches must utilize the playing area for such meetings. For “outdoor sports,” all meetings must be held outdoors unless the weather is dangerous.
 - No showers may be taken at any of our venues by any of our students.
- At no point may more than 25 persons be on a single playing surface. This includes coaches on the practice field. This applies to indoor and outdoor playing surfaces. If a full size outdoor field is being used, it may be divided into two practice areas where no more than 25 persons may be on either side (total of 50) but there must be at least 14 feet of space between the two areas AND coaches/players may not float back and forth from either group. Indoor facilities used for CHS Athletics may NOT be subdivided into two separate training spaces (as is allowed outside.) **This applies to TRYOUTS** as well.
 - Benches on the sidelines may be used but at least 6 feet of distancing must be kept between all in that area AND they must be wearing masks while there.
 - Sportsmanship should continue in a touchless manner- no handshakes, slaps, high five, fist bumps.
 - Individuals at practice sessions and contests may not congregate in common areas, before, during and after practices/contests.
 - There must be at least 15 minutes of time between users built into a field/facility schedule.
 - CHS Athletics facilities will institute “one-way pedestrian traffic flow” whenever possible at venues we utilize.
 - No single CHS athletic practice session, meeting,. etc. may extend beyond 2.5 hours in length. It is expected that no active practice session ever extend beyond 2 hours with 30 additional minutes allowed for off-field/ice/court, etc. meeting-type activity.

- There will be no pre-game introductions of players or playing of the national anthem. This is in the spirit of the EEA guidelines around minimizing line-ups and the length of the contest.
- No in-person team social events such as team dinners, banquets, tailgating and other social activities will be permitted until Covid-19 restrictions are lifted.
- It is important to recognize that holding “Captains Practices” for any CHS team is not permitted by the MIAA and is not recognized as a school sanctioned event. Canton High School Athletics reminds all student athletes and their parents/guardians to NOT schedule or participate in “Captains Practices.”

Hygiene Protocols

- There will be NO shared uniforms or other athletic clothing, pads or other athletic gear.
- Student athletes may NOT, at any time, swap things such as sticks, helmets, pads, practice vests (pinnies), etc.
- Participants and coaches must achieve proper hand hygiene at the beginning and end of all activities, either through hand washing with soap and water or by using alcohol-based hand sanitizer.
- CHS student athletes must arrive for all practices and contests already changed into their practice gear/uniform and ready to play.
- CHS will provide all sanitizing cleaners, sprays, wipes, hand sanitizers for all student athletes, coaches and athletic personnel.
- No shared food or drink may be provided during any activities.
- Student athletes, coaches and other participants may only drink from their own containers.

Staffing and Operations

- All student athletes, coaches, officials, spectators and other staff must fill out and submit the CHS Athletics Daily Health Screener each day in order to participate in activities on that day.
- Student athlete attendance must be kept by the person in charge of a practice so as to assist in contact tracing if needed.
- If any individual (student athlete, coach, other athletic personnel, etc.) develops symptoms of Covid-19 during the activity, they should promptly inform the coach or other person responsible for the activity, and must be removed from the activity and instructed to return home.
- If, at the time of the arrival check-in screening, or at any time during the program, a student athlete shows symptoms or acknowledges they have been exposed to Covid-19, that person will be immediately separated from all other people (other than a minor and their parent). The parent will be immediately contacted, and the student athlete will be sent home. If Covid-19 symptoms exist, we will immediately contact the Canton Board of Health.

- Any symptomatic student athlete will be isolated in a room pre-determined at each of our facilities. This will be the designated isolation area. It is off-limits to all others.

Cleaning and Disinfecting

- All high touch surface areas and heavy transit areas will be disinfected daily.
- **All cleaning activities require the cleaner to wear gloves and a mask.**
- **Bathrooms used by CHS Athletes on CHS grounds-** These bathrooms will be cleaned each day of use. They will be cleaned following all Best Practices laid out by the Executive Office of Energy and Environmental Affairs.
- In the event of a positive case, we will shut down the site for a deep cleaning and disinfecting of the area where the positive person was participating.
- **Inventory of cleaning products** will include but not be limited to: Disinfecting spray, Disinfecting wipes, bleach based bathroom cleaning product, paper towels, trash bags.
- The CHS gym will be cleared out and fully sanitized at the conclusion of each contest. This includes when there are back-to-back contests.

Hydration and Ice Protocols

- Each student athlete must bring their own filled water bottle- properly labeled with their name.
- In the case that a student athlete neglects to do so or needs to refill their water bottle, CHS will provide water in coolers that will only be operated by the Athletic Trainer.
- The CHS ice machine will not be accessible to any CHS students or coaches. Only the CHS Athletic Trainer and Athletic Director may access the ice machine.

Transportation

The CHS Athletic Department will follow all transportation guidelines established by the Canton Public Schools.

Beyond those guidelines, the CHS Athletic Department will follow all policies and protocols for athletic transportation as in the past, with the following amendments/additions:

1. With written permission, any parent/guardian (or other approved family member) who wishes to transport their child(ren) to/from an away contest may do so.
2. With the written permission of a parent/guardian, a student athlete who is legally licenced to drive, may transport themselves to/from an away contest. The driving student may NOT transport any other teammates, classmates, or other persons to the away contest

with the exception of a sibling who is also on the team who they are able to legally transport.

Protocols for on-bus activities:

1. Students and coaches/staff will be seated as shown in diagrams provided by the State Guidelines.
2. Students and coaches/staff will wear masks at all times on the bus.
3. Windows must be kept open at all times (weather permitting)
4. Coaches/staff may not address the team with “coaching” items while on the bus.
5. Students and coaches/staff may not move from their assigned seats unless there is an emergency.
6. Any student athlete exhibiting symptoms of Covid-19, will not be allowed to travel on the school bus.

Spectators

- All spectators must practice social distancing AND wear a mask at all times.
- All spectators must sign in at the event and provide at least two methods to contact them (email, cell, etc.).
- All spectators must take the CHS Athletics Daily Screening test.
- Under no circumstances may a spectator approach a coach, official or other CHS athletic personnel within six feet at any time.
- The Hockomock League will only be allowing spectators associated with the host school into their facility. All spectators are strongly discouraged from traveling to away games, especially since they will not be allowed into the host school’s facility when they arrive. CHS will limit spectators as follows below for the winter sports season:
 - **Basketball Games at CHS-** No more than 2 immediate family members of each Canton High School basketball player involved in the game. There will be NO SPECTATORS from the visiting team allowed. The gym will be cleared of fans in between games in the event of multiple games in one day.
 - **Swim Meets at Blue Hills Regional-** No Spectators allowed per BHRHS
 - **Gymnastics Meets at Metro-South-** No Spectators allowed per MSGA.
 - **Hockey games at Metropolis Rink-** No more than 2 immediate family members of each Canton High School hockey player involved in the game There will be NO SPECTATORS from the visiting team allowed. The rink will be cleared of fans in between games in the event of multiple games in one day.
- Every effort will be made by CHS Athletics to have as many home contests streamed live as is possible. Most other schools in the league will be doing the same and making those streams available to us.

Sports Specific guidelines

For any sport where rules modifications were approved by the MIAA, CHS will follow all rules as laid out and approved per EEA. Furthermore, all rules modifications for in-game play will be translated and followed during practices/training sessions. We will follow all Hockomock League mandates in each sport as well. Beyond all of these modifications, CHS Winter teams will following the additional protocols:

Ice Hockey:

- No large hockey bags will be allowed on the school bus for away games. Players must be dressed for the game prior to getting on the bus. A smaller bag may be brought that is only large enough to carry skates, gloves, and water bottle.
- Coaches and administrators must ensure that there are spots selected outside the traditional bench area for any player who is unable to socially distance on the bench.
- No players will be allowed to “swing” from one team to another for games or practices unless done for a complete calendar week. This means that if a JV hockey player is “brought up to varsity” it must be for a week at a time. They cannot bounce back and forth from roster to roster on a day-to-day basis.

Basketball:

- No players will be allowed to “swing” from one team to another for games or practices unless done for a complete calendar week. This means that if a JV basketball player is “brought up to varsity” it must be for a week at a time. They cannot bounce back and forth from roster to roster on a day-to-day basis.
- Only one team may practice in a gym at one time. There can be no combining of two teams (Freshmen/JV or JV/Varsity) for practices. This is to ensure that our cohorts are not compromised.

Swimming:

- All meets with other schools will be held “virtually” with CHS swimming at Blue Hills Regional while our opponent is swimming at their home pool.

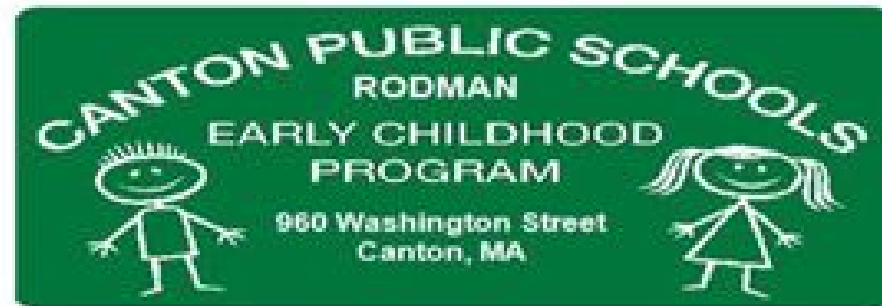
Gymnastics:

- All participants must use hand sanitizer prior to and after each use of apparatus.

Updated- 11/30/2020

Rodman Early Childhood Program 2020-2021 School Improvement Plan

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
December 3, 2020

2020-2021 School Council		
Name	Position	Term End Date
Donna Kilday*	Early Childhood Coordinator	Permanent
Rich Azulay*	Student Services Coordinator/BCBA	Permanent
Kerry Emde	Classroom Teacher	June 2021
Ashlie LaCivita	Classroom Teacher	June 2022
Katie Doherty	Home to School Interventionist	June 2021
Kerry Caulfield	Parent	June 2021
Sara Ryan	Parent	June 2021
Council Co-Chairs*		

School Demographics

27 students currently enrolled

29% of families report speaking more than one language at home (Creole, Spanish, Vietnamese, Mandarin, Cantonese)

3 students attend under special circumstances(EL determination)

24 students will transition to CPS kindergarten in September 2021

- Enrollment by race/ethnicity:
 - 62% White
 - 14% Black or African American
 - 14% Asian
 - .3% Hispanic or Latino
 - .3% White & American Indian or Alaska Native
 - .3% Black or African American and Hispanic or Latino

Program Overview:

Our program is responsible for servicing young children with disabilities ages 3-5 years old. Typically this occurs in an integrated setting, however due to safety guidelines in place due to the pandemic we are currently only serving students with disabilities who require specialized instruction. Our program is also required to service English learners falling at levels 1-3 based on a screening with the English Language Specialists. Students on an IEP attend 4.5 days per week and students here because they have been determined to be English learners attend 4 days. All special education services are provided within the classroom environment.

School Improvement Priorities for 2020-21:

Upon review of progress toward our 2019-2020 goals and the current needs of our students, we have chosen the following priority areas for the 2020-2021 school year; increased literacy instruction resulting in strengthened early literacy skills in students, increased focus on the social science and history standards with a lens toward equity, and embarking on an analysis of our students current social emotional needs and the efficacy of our curriculum.

2020-21 Rodman Early Childhood Program School Priority #1: Transforming Teaching & Learning

Increase student achievement in early literacy skills.

Rationale: As early literacy skills are foundational for student success in the elementary years, we must provide effective and explicit literacy instruction in the preschool years. There is a direct correlation between strong early literacy skills and third grade reading proficiency. (National Early Literacy Panel Study 2002)

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvements

3.1 Designing student learning and growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Receive training to understand phonological awareness development and the importance of these skills.	Early Childhood Coordinator Reading Specialist	Nov.-Mar	Professional Development Time Funding	Training sign in sheets. Observations of increased phonological awareness instruction.
Implement Heggerty Phonological and Phonemic Awareness Curriculum in all classrooms.	Classroom Staff	Nov.-June	Heggerty Curriculum Manuals	Observations of instruction being delivered Increased skills development in students.
Receive training and implement Lively Letters phonics curriculum.	Early Childhood Coordinator Lively Letters Trainer	Nov.	Professional Development Manual and supporting materials	Observations of instruction being delivered. Increased skill development in students.
Conduct progress monitoring using Heggerty Phonemic Awareness Screener and curriculum based measures.	Classroom Teachers	Dec. Feb. Apr. June	Screener	Documentation of progress monitoring showing student performance.
Analyze results of progress monitoring and deliver data driven instruction appropriate for students based on results of progress monitoring.	Classroom Staff SLP Student Services Coordinator Early Childhood Coordinator	Dec. Feb. Apr. June	Time	Observation of instruction differentiated by need. Data on student progress.

Support student learning by increasing family literacy access with take home bags and lending library.	Classroom Staff	January-June	Material Bags Additional Books	Sign Up sheets for materials. Student progress data.
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2020-21 Rodman Early Childhood Program Priority #2: Achieving Educational Excellence & Ensuring Educational Equity

Increase student awareness and respect for differences in race and culture utilizing the social science and history common core standards.

Rationale : “An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.” -DESE. Young children develop bias by the age of four. Students must engage with a curriculum designed to positively portray people of all race, culture, ability, age and gender in order to address the developing bias.

Strategic Areas of Focus:

- 1.1 Educational equity
- 1.4 Equitable access to high quality instruction

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Review and implement a unit of study designed to meet the Social Science and History common core standards with a focus on helping students see themselves as important members of our preschool and Canton community.	Classroom Staff	Nov.-June	Identified pieces of children's literature	Curriculum noted in lesson plans and observations.
Increase access of books within the classroom to positively reflect people of all race, culture, ability, age and gender	Early Childhood Coordinator Classroom Staff	Nov.-June	Funding	Review of classroom libraries will reflect all identified groups with no group represented in the majority of literature.
Develop students' self awareness of their own family, race and culture.by incorporating monthly family projects to be shared and displayed at school.	Classroom Staff Early Childhood Coordinator	Dec.-June	Planning Time Materials	Participation rates of family projects. Observations of students during time of read alouds reflecting various races and cultures. Increased social and emotional development in the area of self awareness as demonstrated in social thinking curriculum and data.

Develop students' understanding of fairness, friendship, responsibility and respect.	Classroom Staff	Nov.-June	Children's Literature Time	Increased social and emotional skills within the classroom including student's ability to form meaningful friendships and begin to navigate conflict.
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2020-21 Rodman Early Childhood Program School Priority #3 Social/Emotional Learning

Review and analyze current SEL needs and effectiveness of programming within the preschool resulting in a tiered system of instruction for preschoolers.

Rationale: Social emotional development is key to success in life. Having strong social emotional skills assists students in accessing curriculum, developing relationships with peers and ensuring mental health wellness.

Strategic Areas of Focus:

2.1 Social and emotional learning

2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Implement the Behavior and Emotional (BESS) screener to identify student needs.	School Psychologist Early Childhood Coordinator Classroom Staff	January-February	Screener Time	Data from screener completed by classroom staff and families. Analysis of data concludes with strategic classroom instruction.
Educate parents/guardians on the importance of and stages of social emotional development.	School Psychologist Early Childhood Coordinator Home To School Interventionist	January	Presentation Materials to share with families.	Parent Sign in sheet for parent training to be held virtually.
Host monthly parent support groups.	Early Childhood Coordinator Home to School Interventionist	Dec.-June	Materials & Resources	Notes from the meeting. Analysis of discussion. Participation and attendance.
Survey parents to gain understanding of student SEL needs.	School Psychologist Early Childhood Coordinator	January	Survey	Written summary of survey results including analysis and action steps.
Increase availability of parent resources.	Home to School Interventionist School Psychologist	Jan.-June	Virtual materials	Creation of a virtual library with resources on a variety of social emotional and behavioral topics easily accessible to families.
Identify data points to assess within the current SEL curriculum.	School Psychologist	Dec.-Jan.	Curriculum Collaborative Time	Identified points for data collection to occur within the social thinking curriculum.

	Classroom Staff			Plan for how data will be collected. (observation, student product etc.)
Collect and analyze data based on identified points resulting in changes to instruction and programming.	School Psychologist Classroom Staff Early Childhood Coordinator	Feb.-June	Collaborative Time	Written analysis on data collected with recommendations for any necessary changes.

Dean S. Luce Elementary School School Improvement Plan, 2020-21

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
December 3, 2020

2020-21 School Council		
Name	Position	Term End Date
Yeshi Gaskin*	Principal	Permanent
Michael Green	Interim Principal	Temporary
Nicki Farrington	Parent	June, 2021
Jammie Carty	Parent	June , 2021
TBD	Parent	June, 2021
Heather Lazaro	Educator	June, 2021
Susan Olsen	Educator	June, 2021
Anne Cohen	Educator	June, 2021
*Council Co-Chairs-TBD; elections for School Council to be held in Fall 2020.		

School Improvement Priorities for 2020-21

Upon review of the school community survey and feedback, along with a review of progress toward our 2020-21 goals, we have chosen to focus for the coming school year on increasing educators' ability to learn from one another. This will include peer-to-peer learning, teacher voice and choice regarding targeted and intentional professional development, and teacher collaboration and planning time. It will include continued opportunities for educators to meet with one another and dedicated professional development focused on assessment, pedagogy and increasing the rigor of instructional practices during teacher planning and collaboration time.

2020-21 Luce School Priority #1: Achieving Educational Excellence & Ensuring Equity

Create a culture of achievement, academic excellence, and equity.

Rationale: Educators share ownership for student learning. It is our collective responsibility to create a culture of high expectations for all students and staff. We believe it is critical to have high expectations for all learners; to provide students with access to high-quality, standards-aligned, and culturally robust instruction that is driven by data.

Strategic Areas of Focus

- 1.2 Educational Excellence and Continuous Improvement
- 2.3 Professional Culture
- 3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress (talk to group for consensus)
Utilize faculty meetings, teacher planning and collaboration time, and common planning opportunities to investigate structures related to advancing rigor of instructional practices	<ul style="list-style-type: none"> ● Building Admin Team ● Faculty 	<ul style="list-style-type: none"> ● Fall 2020 & beyond 	<ul style="list-style-type: none"> ● PD Time ● Prof. resources 	<ul style="list-style-type: none"> ● Feedback and observation cycles ● Provide teachers with weekly collaborative planning time
Engage teachers in data analysis to provide data driven instruction to meet the academic needs of all learners	<ul style="list-style-type: none"> ● Principal ● Reading Specialists ● Director of T&L ● Teachers 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● STAR reports ● Informal student data 	<ul style="list-style-type: none"> ● STAR Assessment Data Meetings (TBD) ● Planning & Collaboration Time ● Self-Guided Curriculum unit planning ● Backwards design planning
Create a Student Support Team (SST)	<ul style="list-style-type: none"> ● Luce Administration ● Student Response Team (SRT) ● Reading & Math Specialist ● Teachers & EAs 	<ul style="list-style-type: none"> ● Jan '21 & Beyond ● Multi-year goal 	<ul style="list-style-type: none"> ● SST structure ● Time (Wednesday afternoon) ● Planning time ● Research-based interventions 	<ul style="list-style-type: none"> ● Toolkit of research-based interventions ● Schedule of SST ● 4-6 week intervention cycles ● Data collection

2020-21 Luce Elementary School Priority #2: Transforming Teaching & Learning

Develop capacity to support opportunities for innovative teaching and learning along with educator capacity to deliver high quality, standards based instruction so that all students meet year end expectations. Improve educator instructional and technological practices by creating structured opportunities for educators to plan and discuss each other's instructional practices

Rationale: Research supports that when educators can engage colleagues in collaborative conversation, informed by the professional knowledge based on pedagogy, about how to improve instructional practices and informed by data-based inquiry processes, student achievement increases.

Strategic Areas of Focus:

- 1.3 Excellent Educators for Every Student, Every Day
- 2.3 Professional Culture
- 3.1 Designed Student Learning & Growth
- 3.3 Educators' Creativity & Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Provide targeted professional development in standards aligned core ELA curriculum	<ul style="list-style-type: none"> Director of T&L, PreK-8 Principal Teachers Reading Specialists 	<ul style="list-style-type: none"> September & Beyond Multi-year goal 	<ul style="list-style-type: none"> Curriculum PD Time Asynchronous Content Videos 	<ul style="list-style-type: none"> Ongoing PD for teachers on the Readers and Writer's Workshop
Leverage teacher leaders to increase opportunities for peer-to-peer learning.	<ul style="list-style-type: none"> Director of T&L, PreK-8 Principal Teachers Reading Specialists Digital Tech Specialist 	<ul style="list-style-type: none"> September & Beyond Multi-year goal 	<ul style="list-style-type: none"> Planning & Collaboration Time Curriculum units Asynchronous Content Videos PD time 	<ul style="list-style-type: none"> Teacher leaders will create and provide high quality professional development sessions aligned to the goals of the SIP.
Provide teachers voice and choice for high quality professional development options	<ul style="list-style-type: none"> Director of T&L, PreK-8 Principal Teachers Reading Specialists 	<ul style="list-style-type: none"> September & Beyond Multi-year goal 	<ul style="list-style-type: none"> Planning & Collaboration Time Curriculum units Asynchronous Content Videos Digital Tech Specialist PD time 	<ul style="list-style-type: none"> Asynchronous PD Choices Teacher solicited PD options

Increase teacher proficiency in educational technology applications to augment remote and hybrid learning	<ul style="list-style-type: none"> Digital Technology Specialist Principal Director of Technology Teachers 	<ul style="list-style-type: none"> September through June 	<ul style="list-style-type: none"> Asynchronous Content Videos PD time 	<ul style="list-style-type: none"> Ongoing training on digital apps: SeeSaw, Nearpod, and Google Suite apps Training on Zoom
Provide targeted professional development in the workshop model in phonics and phonemic awareness	<ul style="list-style-type: none"> Director of T&L, PreK-8 Principal Teachers Reading Specialists TLA Consultants 	<ul style="list-style-type: none"> September & Beyond Multi-year goal 	<ul style="list-style-type: none"> Planning & Collaboration Time Curriculum units Asynchronous Content Videos PD time 	<ul style="list-style-type: none"> Ongoing training on Heggerty Phonemic Awareness Ongoing training on Lucy Calkins Phonics Units of Study
Provide students with voice and choice during literacy instruction	<ul style="list-style-type: none"> Students Teachers 	<ul style="list-style-type: none"> September & Beyond 	<ul style="list-style-type: none"> Instructional Materials Access to Culturally relevant texts 	<ul style="list-style-type: none"> Book shopping Independent reading time

2020-21 Luce Elementary School Priority #3: Cultivating School Climate and Culture

Create the conditions required to develop staff's ability to create high quality instruction, and support structures to meet the academic, and social/emotional needs of all learners.

Rationale: Because student learning is inextricably linked to a school's social environment, we must pay careful attention to and provide explicit instruction in social-emotional skills and positive behavior reinforcement strategies. Both contribute to a healthy climate and culture and support overall student well-being and success. It is also critical to provide a sense of connectedness to all stakeholders to maintain a healthy school community.

Strategic Areas of Focus:

1.1 Educational Equity; 1.2 Educational Excellence and Continuous Improvement; 1.4 Equitable Access to High Quality Instruction;
2.1 Social and Emotional Learning; 2.2 Behavioral Intervention; 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
Build teacher/staff capacity to provide standards-aligned Social Emotional Learning (SEL) curriculum	<ul style="list-style-type: none"> Team Chair Principal Teachers/Staff 	<ul style="list-style-type: none"> Sept-June 	<ul style="list-style-type: none"> Second Step Curriculum Responsive Classroom Playworks 	<ul style="list-style-type: none"> Second Step training Morning Meeting training Playworks Training
Provide students with explicit SEL instruction and supports both in person and remotely through morning and closing meetings	<ul style="list-style-type: none"> Team Chair Principal Teachers 	<ul style="list-style-type: none"> Sept-June 	<ul style="list-style-type: none"> Second Step Curriculum PD Time Ongoing Support and Feedback 	<ul style="list-style-type: none"> Implement SEL lessons weekly from resources including Second Step, Responsive Classroom, Playworks to support the morning meeting structure Virtual Morning Meetings
Implement social events and structures (i.e. virtual clubs) to promote social connectedness for staff and students	<ul style="list-style-type: none"> Principal Digital Technology Specialist Teachers 	<ul style="list-style-type: none"> Dec, Feb, and April 	<ul style="list-style-type: none"> Zoom webinar Student voices 	<ul style="list-style-type: none"> Continue to implement Bucket Fillers Student Recognition Weekly Program Virtual Assemblies Virtual Clubs

John F. Kennedy School School Improvement Plan 2020-21

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
December 3, 2020

2020-21 School Council

Name	Position	Term
Emily DiDonna*	Principal	Permanent
Kim Bennett	Parent	June, 2022
Melanie Omar	Teacher	June, 2021
Maria Magazzu	Teacher	June, 2021
Stephanie Berman	Parent	June, 2021
Elizabeth Dixon	Teacher	June, 2022
Leanne Hannon	Parent	June, 2022
Ken Gaytan**	Parent	June, 2021
Kim MacKay**	Teacher	June 2021

**Council Co-Chairs*

***Alternate Representative*

Elections for 2020-2021 School Council were held in Fall 2020; terms are still under negotiation.

School Improvement Priorities for 2020-21

Upon review of progress toward our 2019-2020 goals, feedback from staff and families, and within the context of a global pandemic and all of its implications, the JFK Elementary School has chosen to focus the 2020-2021 school year on three areas: promoting a more equitable and inclusive environment for all students, staff, and families so that everyone feels welcome and accepted; supporting students and staff in their social and emotional learning and development by creating and maintaining a safe, caring, supportive, connected and responsive community; and supporting teachers in implementing new and innovative ways of teaching- particularly within a challenging educational landscape- in order to provide meaningful instruction to all students.

2020-21 JFK School Priority #1: Achieving Educational Excellence & Ensuring Equity

Promote an inclusive environment that benefits all students, staff, and families so that everyone has access to learning and feels safe and valued as a member of the school community.

Rationale: Inclusive schools support diversity, engage in respectful relationships, and provide an equitable opportunity for everyone.

Strategic Areas of Focus:

- 1.1 Educational Equity
- 1.3 Excellent Education for Every Student, Every Day
- 1.4 Equitable Access to High Quality Instruction

Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Create Equity & Inclusion Committee and construct a vision for our school, as part of a multi-year commitment to creating a school that is equitable and inclusive for all students, families and staff members	<ul style="list-style-type: none"> Administration Staff 	Ongoing 2020-21	<ul style="list-style-type: none"> Collaborative time Teacher PD Professional resources on equity and inclusive schools Model schools 	<ul style="list-style-type: none"> Diverse Committee membership Vision Statement Identified Areas of Focus for SY2021 and SY2022 Observation and interaction with model schools, best practices Observation of inclusive practices Agendas from monthly meetings with specialists and grade level teams Student and staff surveys
Provide monthly, themed events/office hours for families in order to foster conversations, promote awareness, and build community	<ul style="list-style-type: none"> Administration Equity & Inclusion Committee Families 	Ongoing 2020-21	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Attendance sign in sheets Family feedback/surveys
Raise staff awareness about equity and diversity in everyday practice by beginning the work with educators	<ul style="list-style-type: none"> Administration Equity & Inclusion Committee 	Ongoing 2020-21	<ul style="list-style-type: none"> Time Professional Development & resources in the area of equity 	<ul style="list-style-type: none"> Meeting agendas Curriculum review

2020-21 JFK School Priority #2: Cultivating School Climate and Culture

Build and maintain a school culture and climate that supports the social and emotional needs of all students and staff, with an emphasis on caring, connectedness and safety.

Rationale: Helping students develop the habits and skills of self-regulation and social and emotional efficacy is vital to their overall learning experience. Common language and routines provide a framework that is shared by everyone when addressing student behavioral challenges, creating a more positive school experience for all students. Students and staff alike need social-emotional support and connectedness during this challenging time for our community.

Strategic Areas of Focus:

- 2.1 Social Emotional Learning
- 2.2 Behavioral Intervention
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Continue Culture & Climate Committee and construct a vision for school culture for this year and beyond	<ul style="list-style-type: none"> Administration Staff 	Fall-Early Winter 2020	<ul style="list-style-type: none"> Collaborative time 	<ul style="list-style-type: none"> Diverse Committee membership Vision Statement Identified Areas of Focus for SY2021 and SY2022
Revise Schoolwide Expectations to include common language to be used by all staff	<ul style="list-style-type: none"> Culture and Climate Committee 	Fall- Early Winter 2020	<ul style="list-style-type: none"> Collaborative time 	<ul style="list-style-type: none"> Revised Schoolwide Expectations Document
Increase capacity to support teachers to implement SEL lessons and infuse SEL components into their instruction across content areas (Morning Meeting, Social Thinking, Responsive Classroom, Collaborative Problem Solving, Playworks, etc.)	<ul style="list-style-type: none"> Administration Culture and Climate Committee School Psychologist & SLP 	Ongoing 2020-21	<ul style="list-style-type: none"> Support from Culture and Climate Committee Common Planning time with School Psychologist and SLP 	<ul style="list-style-type: none"> Observation of practice Teacher feedback Office referrals

Create opportunities for connectedness and community for all stakeholders	<ul style="list-style-type: none"> • Administration • Culture and Climate Committee 	Ongoing 2020-21	<ul style="list-style-type: none"> • Support from Culture and Climate Committee • Consultation with School Psychologist, outside resources • Tapping into families as funds of knowledge, partners 	<ul style="list-style-type: none"> • Events that focus on SEL for students, staff, community • Formal and informal feedback
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2020-21 JFK School Priority #3: Transforming Teaching and Learning

Build the capacity to support opportunities for innovative teaching and learning, particularly within this challenging educational landscape.

Rationale: Teaching, lessons, and environments should be flexible in order to allow for student centered collaborative learning experiences and ownership of learning. Curriculum, instructional methods and technology should support remote and hybrid learning for all students.

Strategic Areas of Focus:

- 3.1 Designing Student Learning and Growth
- 3.2 Student Agency, Voice, and Ownership of Learning
- 3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Continue Teaching & Learning Committee and construct a vision for the work this year and beyond	<ul style="list-style-type: none"> Administration Staff 	Fall-Early Winter 2020	<ul style="list-style-type: none"> Collaborative time 	<ul style="list-style-type: none"> Diverse Committee membership Vision Statement Identified Areas of Focus for SY2021 and SY2022
Support teachers in implementing the workshop model in K-5 Reading and K-2 Phonics	<ul style="list-style-type: none"> Administration Consultants Dir. Teaching & Learning Reading Specialists 	Ongoing 2020-21	<ul style="list-style-type: none"> District PD Time for peer observations and collaboration Time for planning with ELA and math specialists 	<ul style="list-style-type: none"> Teacher feedback from PD Observations of practice
Support teachers in effectively planning for diverse learners through data-driven instruction	<ul style="list-style-type: none"> Administration Dir. Of Teaching & Learning Reading and Math Specialists Teachers 	Ongoing 2020-21	<ul style="list-style-type: none"> STAR benchmark Assessment Digital Toolkit Data PD 	<ul style="list-style-type: none"> STAR data reports Informal database Use of multiple data points across skills/standards Data-informed instructional planning sessions Observation of practice
Cultivate classroom environments that ensure student voice and choice, collaboration, flexibility, and ownership of learning	<ul style="list-style-type: none"> Administration Teaching & Learning Committee Teachers 	Ongoing 2020-21	<ul style="list-style-type: none"> PD on Workshop model Literacy materials 	<ul style="list-style-type: none"> Observations and Feedback

Enhance instruction to meet the needs of diverse learners with resources from the digital toolkit and access to supportive technology	<ul style="list-style-type: none"> • Administration • Teaching & Learning Committee • Technology Specialists • Teachers 	Ongoing 2020-21	<ul style="list-style-type: none"> • Digital Toolkit • Technology PD 	<ul style="list-style-type: none"> • Data from STAR assessment • Teacher feedback from PD • Student feedback from surveys
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Lt. Peter M. Hansen School School Improvement Plan, 2020-21

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
December 3, 2020

2020-21 School Council		
Name	Position	Term End Date
David Brauninger	Principal	Permanent
Amanda Dart	Teacher	June, 2022
Julie Gelerman	Teacher	June, 2022
Christine Giglio	Teacher	June, 2021
Corinne Coates	Parent	June, 2021
Joshua Layne	Parent	June, 2021
Kristen Newton	Community Rep.	June, 2022

School Improvement Priorities for 2020-21

As we consider the complex dynamics and conditions thrust upon us due to the global pandemic since March, it is important that we balance our big picture and long-term Hansen School goals with the immediate school priorities and needs of our Hansen community. Upon review of our progress towards our 2019-20 goals, and in conjunction with the unique considerations of the 2020-21 school year, we have chosen to focus on transforming teaching and learning through continuing to support teachers in developing and sustaining the instructional and environmental conditions to meet the diverse needs of our learners, achieving educational excellence and ensuring equity, and cultivating school climate and culture through supporting the social and emotional needs of students and staff.

Specifically, our teaching and learning goal is to focus on supporting teachers in learning and implementing the workshop model of instruction in reading and phonics and for planning for the needs of diverse learners through data driven instruction. In addition, there will be a focus on growing and enhancing our classroom environments so that student voice, choice, collaboration, flexibility, and ownership over one's own learning are consistently present elements. Our goal related to educational excellence and equity is focused on providing all students access to academic curriculum and social opportunities regardless of one's current learning path. In addition, we hope to grow our own understanding around the complex issues relating to social justice, bias, and equity so that we can support all students and families through a lens of respect and empathy. Finally, our goal related to cultivating school climate and culture is to support the social and emotional needs of students and staff through creating and sustaining strong relationships forged through purposeful and ongoing connections.

2020-21 Hansen Elementary School Priority #1: Transforming Teaching & Learning

Develop capacity to support opportunities for innovative teaching and learning along with educator capacity to deliver high quality, standards based instruction so that all students meet year end expectations.

Rationale: Teaching, lessons, and environments should be flexible in order to allow for student centered collaborative learning experiences and ownership of learning.

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvement; 1.3 Excellent Educators for Every Student, Every Day

1.4 Equitable Access to High Quality Instruction; 3.1 Designed Student Learning & Growth

3.2 Students' Ownership of Learning and Demonstration of Learning and Growth; 3.3 Educators' Creativity & Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
Support teachers in implementing the workshop model in K-5 Reading and K-2 Phonics	<ul style="list-style-type: none"> Administration Consultants Dir. Teaching and Learning Reading Specialists 	Ongoing 2020-21	<ul style="list-style-type: none"> District PD Time for Peer Observation and Collaboration Time for Planning with Reading and Math Specialists Staff leaders in district 	<ul style="list-style-type: none"> Teacher Feedback from PD Observations of practice
Support teachers in effectively planning for diverse learners through data driven instruction	<ul style="list-style-type: none"> Administration Dir. Teaching and Learning Reading and Math Specialists Teachers 	Ongoing 2020-21	<ul style="list-style-type: none"> STAR Benchmark Assessment Digital Toolkit Data PD 	<ul style="list-style-type: none"> STAR Data Reports Informal Database Observation of Practice
Cultivate classroom environments that ensure student voice and choice, collaboration, flexibility, and ownership of learning	<ul style="list-style-type: none"> Administration Teachers 	Ongoing 2020-21	<ul style="list-style-type: none"> PD on Workshop Model Literacy Materials 	<ul style="list-style-type: none"> Observations and feedback
Enhance instruction to meet the needs of diverse learners with resources from the digital toolkit	<ul style="list-style-type: none"> Administration Teachers 	Ongoing 2020-21	<ul style="list-style-type: none"> Digital Toolkit Technology PD 	<ul style="list-style-type: none"> Data from STAR assessment Teacher feedback from PD Student feedback from surveys

2020-21 Hansen School Priority #2: Achieving Educational Excellence & Ensuring Equity

Promote an equitable school experience for all students by creating the structures that allow all students access to academic and social opportunities supported through strong relationships, respect, and empathy.

Rationale: The connection between school and home is critical, and therefore it is imperative that all students and families have access, feel welcomed, included, and respected. When these conditions exist for all, it will ensure equal access and opportunity and an equitable school experience for students and families.

Strategic Areas of Focus:

- 1.1 Educational Equity
- 1.2 Educational Excellence and Continuous Improvement
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> Ensure all students have access to technology and software that allows each student to maximize their ability to participate and engage in learning and classroom activities. 	<ul style="list-style-type: none"> Dir. of Technology/Tech. staff School and District Admin. 	Ongoing 2020-21	<ul style="list-style-type: none"> PD/Training for students, staff, and families Funds for Tech. purchases 	<ul style="list-style-type: none"> Student Attendance and Participation Technology Use and Distribution Tracking Hot Spots Provided and Tracked
<ul style="list-style-type: none"> Ensure students, families, and staff that are part of the Remote Learning Pathway are included in school communications and events. 	<ul style="list-style-type: none"> School and District Admin. 	Ongoing 2020-21	<ul style="list-style-type: none"> Time Consistent vehicles for communication 	<ul style="list-style-type: none"> Feedback through surveys of students/families Participation by RLP in school events
<ul style="list-style-type: none"> Continue our adult learning relating to issues of equity, bias, race, and issues of social justice by engaging staff in a year long book club (reading 'So You Want to Talk About Race?' by Ijeoma Oluo 	<ul style="list-style-type: none"> Principal Hansen Staff 	Ongoing 2020-21	<ul style="list-style-type: none"> Copies of the text for each staff member Time 	<ul style="list-style-type: none"> Faculty Meeting Agendas Steady participation and staff engagement Emergence of a clear vision and purpose i.e. how do these conversations translate to our work with students at the Hansen?

2020-21 Hansen School Priority #3: Cultivating School Climate and Culture

Grow and enrich our professional climate and culture so that we are able to meet the social and emotional needs of all students and staff.

Rationale: Because student learning is inextricably linked to a school's social environment, we must pay careful attention to and provide explicit instruction in social-emotional skills while purposefully engaging both staff and students in opportunities for ongoing connections that create and sustain meaningful and positive relationships. This contributes to a healthy climate and culture that supports overall student and staff well-being and success.

Strategic Areas of Focus:

1.1 Educational Equity; 1.2 Educational Excellence and Continuous Improvement; 1.4 Equitable Access to High Quality Instruction;
2.1 Social and Emotional Learning; 2.2 Behavioral Intervention; 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> • Maintain consistent and scheduled opportunities for students to connect and build relationships with peers and staff (morning meeting, closing circle etc.) 	<ul style="list-style-type: none"> • School Admin. • Hansen Staff 	Ongoing 2020-21	<ul style="list-style-type: none"> • Time • Training in SEL Curricula 	<ul style="list-style-type: none"> • Master Schedule • Observation of practice (morning meetings, friendship lunches/recesses, closing circle etc.)
<ul style="list-style-type: none"> • Design and implement opportunities for students to participate and engage in virtual clubs and extracurricular areas of interest 	<ul style="list-style-type: none"> • Principal • Hansen Staff • Community Resources/Contacts 	Ongoing 2020-21	<ul style="list-style-type: none"> • Time • Staff/Community Volunteers 	<ul style="list-style-type: none"> • Club enrollment and attendance • Staff volunteering as advisors
<ul style="list-style-type: none"> • Continue to reflect upon our instructional models and refine our practices within the models to support the academic, social, and emotional needs of students and staff 	<ul style="list-style-type: none"> • District Admin. • School Admin. • Staff 	Ongoing 2020-2021	<ul style="list-style-type: none"> • Collaborative Time • Structures for receiving ongoing feedback from stakeholders 	<ul style="list-style-type: none"> • Creation of instructional advisory groups (district admin., school admin., teachers, parents/guardians) • Consistent engagement and demonstration of academic progress • Staff Survey

Galvin Middle School 2020-21 Improvement Plan

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
December 3, 2020

2020-2021 GMS School Council

Name	Position	Term
Sarah Shannon	Principal	Permanent
Julie Ghostlaw	Teacher	Sept. 2021
Kim Seaver	Teacher	Sept. 2021
Camille Killian	Teacher	Sept. 2021
Tenille Brennan	Parent	Sept. 2021
Melanie Greitzer	Parent	Sept. 2021
Stacey Bucci	Parent	Sept. 2021

The GMS 2020 - 2021 School Improvement Plan

How do we stay true to who we want to be as a school and to supporting the development of the GMS Learner during this year of COVID, pandemic learning? This is the question that has guided our work as a school and the development of the Galvin Middle School Improvement Plan for the 2020 - 2021. Our identified goals and action items continue to move us forward in the direction of our vision: to become a deeper learning school that prioritizes equity, social emotional learning and a purposeful culture of belonging so our students can realize their academic and personal potential while meeting the specific needs of this year. We are fortunate that our broader vision for the GMS Learner is very much aligned with the student learning experience and the community we are working to build to support students and families through the pandemic.

GMS 2020-21 School Priority #1: School Culture and the Student Experience

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

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

Strategic Areas of Focus:

1.1 Educational Equity
2.1 Social Emotional Learning

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

1.4 Equitable Access to High Quality Instruction
2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
Increase the number of students who have a trusted adult in the building	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators GMS Staff 	2020 - 2021	<ul style="list-style-type: none"> Faculty meeting time and PD SEL curriculum and lessons 	<ul style="list-style-type: none"> Community Block structure & use SEL lessons Recess: Engagement between students and teachers The Power of Being Seen Survey Data
Identify and implement strategies to build community between students and foster a sense of belonging at GMS during the current school year	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators Staff 	2020 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time 	<ul style="list-style-type: none"> Virtual Club Program Cross-cohort connection opportunities that exists within the school day Survey Data
Strengthen professional communities and culture by creating and implementing structures, systems, and strategies that increase the adult sense of belonging at school	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators 	2019 - 2021	<ul style="list-style-type: none"> PD for dept coordinators PD for team leaders PD and Faculty meeting time 	<ul style="list-style-type: none"> CPT and Department PLC agendas Workshop, faculty meeting and PD agendas Staff SEL focus and events

GMS 2020 - 21 School Priority #2: Transformational Teaching and Learning

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

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

Strategic Areas of Focus

1.1 Educational Equity

1.2 Educational Excellence and Continuous Improvement

3.1 Designing Student Learning and Growth

3.2 Student Agency, Voice and Ownership of Learning

3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
Guided by the GMS Learner, Create the student learning experience we want for all students at GMS during COVID learning	<ul style="list-style-type: none"> Principal Administrators Dept. Coordinators 	2020 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time Department meeting time 	<ul style="list-style-type: none"> Evaluate practices for how they support the desired student learning experience and develop the GMS Learner Student-centered instruction evidence in classroom walkthroughs Survey data
Focus building-based professional development on instructional strategies that foster deeper learning during COVID learning	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators 	2020 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time Department meeting time 	<ul style="list-style-type: none"> Evidence of remote and hybrid learning strategies in classrooms and lesson plans Evidence of student centered and deeper learning strategies in classrooms and lesson plans Curriculum units and lesson plans Survey Data
Provide all students with at least two interdisciplinary, project-based learning opportunities this year, including the 8th grade Civics Action Project	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators 	2020 - 2021	<ul style="list-style-type: none"> Team and PLC meeting time PD and Faculty meetings 	<ul style="list-style-type: none"> PBL unit plans PBL student products

GMS 2020 - 21 School Priority #3: Educational Equity

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

Rationale:

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

Strategic Areas of Focus

1.1 Educational Equity

1.2 Educational Excellence and Continuous Improvement

3.1 Designing Student Learning and Growth

3.2 Student Agency, Voice and Ownership of Learning

3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
<ul style="list-style-type: none"> Continue to adjust the existing English and Reading curriculum to address bias and to increase diversity in authors, characters, and points of view 	<ul style="list-style-type: none"> Principal Administrators Dept. Coordinator Department staff 	2019 - 2021	<ul style="list-style-type: none"> Summer PD time Departmental PLC and department meeting time 	<ul style="list-style-type: none"> Texts with significant bias eliminated from curriculum New texts added to curriculum Newly-designed curriculum units Student survey data confirm that students feel a greater sense of representation in ELA literature
<ul style="list-style-type: none"> Introduce and implement the CPS Instructional Materials Evaluation Tool in other content areas 	<ul style="list-style-type: none"> Principal Administrators Dept. Coordinator Department staff 	2020 - 2021		<ul style="list-style-type: none"> Meeting agendas Revised and newly-designed curriculum
<ul style="list-style-type: none"> Examine the leveled math curriculum and student placement processes in grades 7 and 8 for structural inequities and/or tracking practices; determine whether changes are needed 	<ul style="list-style-type: none"> Principal Administrators Dept. Coordinator Dept. staff 	2020 - 2022	<ul style="list-style-type: none"> Departmental PLC and department meeting time 	<ul style="list-style-type: none"> Effective method for reviewing math curriculum and placement processes for bias identified or developed Results of review of math curriculum and placement process List of recommendations and changes, if needed
<ul style="list-style-type: none"> Increase capacity of educators to provide a more equitable learning experience for students by providing staff with continued PD in equity 	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators 	2019 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time 	<ul style="list-style-type: none"> PD agendas confirm focus on equity Book groups established to discuss issues of equity in education Establishment and ongoing work of the Galvin Equity Committee Changed processes, programs, curriculum,

				etc. based on equity work
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GMS 2020 - 21 School Priority #4: Schedule and Structure

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

Rationale:

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

Strategic Areas of Focus

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

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
Design a new schedule that meets goals and priorities identified by students and staff	<ul style="list-style-type: none"> Principal Administrators Team Leaders Department Coordinators Committee Members 	2020 - 2021	<ul style="list-style-type: none"> Schedule committee meeting time 	<ul style="list-style-type: none"> Developed list of students' and staff goals and priorities Draft schedules New schedule decided upon New schedule implemented Survey data to assess schedule implementation confirm goals and priorities have been met

Canton High School School Improvement Plan, 2020-21

CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee
December 3, 2020

School Council Members

CHS Staff

Paul Fitzgerald, School Adjustment Counselor
Adam Hughes, Wellness Teacher
Anne Malmquist, English Teacher
Christine Trendell, School Nurse (and parent)
Dave Turcotte, School Principal

CHS Parents

Alan Abend
Julie Beckham
Jennifer Brathwaite
Gloriann Moroney
Ken Wertz

CHS Students

Nidhi Chanchlani
Shayan Jeanty
Emmett Jereb

School Improvement Priorities for 2020-2021

Because this school year is taking place during a global pandemic, much of this plan focuses on addressing short-term challenges presented by the health crisis and the subsequent changes to the CHS teaching and learning environment. Many action steps are designed to help staff and students adapt to remote and hybrid teaching models, and they also are intended to increase staff and students' sense of connectedness. In addition, the plan also includes longer term goals with an emphasis on achieving excellence and equity, by examining the CHS graduation requirements and redoubling efforts to address school issues pertaining to diversity, equity and inclusion.

CHS 2020-21 School Priority #1: Achieving Educational Excellence & Equity

Provide students with effective, engaging instruction in remote and/or hybrid learning environments by building the capacity of CHS staff and broadening the scope of their instructional and technological practices.

Rationale: Teachers and students are currently working in a new learning environment which has changed typical teaching and learning practices. Successful adaptation to this environment will have a powerful influence on student learning.

Strategic Areas of Focus:

1.1 Educational equity

1.2 Educational excellence and continuous improvement

1.3 Excellent educators for every student every day

2.3 Professional culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Develop a professional culture of <i>Teaming*</i> in which CHS educators act as scientists of learning, develop hypotheses, experiment with instructional strategies, and collaborate with peers to share results	Principal Assistant Principals Department Heads Every CHS educator	2020-2023	PD and faculty meeting time Wednesday afternoons (SY 2020-2021)	PD & Faculty/Dept. Meeting agendas Staff feedback & interviews Structures of collaboration, such as faculty and/or dept. meetings dedicated to sharing practices Conversations during faculty & department meetings
Focus building-based PD to promote collaboration and build staff capacity to engage students and utilize technology in remote and hybrid environments	Principal Assistant Principals Department Heads Every CHS educator	2020-2021	PD and faculty meeting time	PD & Faculty/Dept. Meeting agendas Data from anonymous staff & student surveys Classroom observations Educators' student-learning & professional practice goals
Monitor data for achievement gaps and develop targeted interventions to support underperforming students	Principal Assistant Principals Department Heads Every CHS educator	2020-2023	Time & staff support for data analysis Flexibility to implement interventions and/or modify practices	Creation and implementation of interventions to support students Data from report cards and standardized tests (i.e., MCAS)
Establish committee to examine graduation requirements	Principal	2020-2021	Time & community volunteers	Committee mtg. agenda & minutes

*Edmondson, A. (2012). *Teaming: How organizations learn, innovate and compete in the knowledge economy*. Jossey-Bass.

CHS 2020-23 School Priority #2: Cultivating School Climate & Culture

Create an inclusive school environment in which both students and staff feel connected, engaged, valued and supported.

Rationale: Social distancing and the remote and hybrid learning models have decreased the amount of time CHS students spend studying and socializing in person, and many students report feeling disconnected to staff and/or students. In addition, throughout 2020, events nationwide have put a spotlight on systemic racism. In keeping with practices of other organizations, CHS would benefit from a multi-year process of self-reflection and action, by examining and addressing achievement gaps, ensuring implementation of a culturally responsive curriculum, and continuing the ongoing work of nurturing a culture of affirmation and inclusivity.

Strategic Areas of Focus

2.1 Social emotional learning

3.2 Student agency, voice and ownership of learning

1.4 Equitable access to high quality instruction

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Create a CHS Diversity, Equity & Inclusion (DEI) committee to examine CHS practices and school culture and to develop a multi-year action plan	Principal Assistant Principals Department Heads Every CHS educator	2020-2023	Support from district leadership to engage community in challenging conversations	DEI committee meeting agenda and minutes Creation of a DEI action plan for 2021-2022 and/or future years
Solicit feedback from CHS students & student leadership groups in order to obtain and execute ideas to improve connectedness	Principal Assistant Principals Department Heads Every CHS educator	2020-2021	Time with students	Data from student focus groups and/or anonymous student surveys Interviews with student leadership groups Events/interventions to increase connectedness
Develop new events and/or safe alternatives to CHS school traditions that build a sense of community and connect students to peers and staff	Principal Assistant Principals Class & Student Council Advisors	2020-2021	Flexible & creative thinking	Schoolwide activities Student survey data



2020-21 School Year Calendar

August 2020						
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Key						
No school						
Early release PreK-12						
Remote Learning day						
First & last days of school; parent conf.						
Teacher PD days						

2020-21 CPS No school days, early release days, and other important dates

Aug. 25/26	New Educator Orientation	Dec. 23	Early release: PreK-12 (winter break)
Aug. 28	Substitute Educator Orientation	Dec. 24-31	No school: Winter break
Sept. 1	All staff report to school (no students)	Jan. 1	No school: New Year's Day*
Sept. 2-15	Staff report to work (no students)	Jan. 18	No school: Martin Luther King, Jr. Day*
Sept. 7	No school: Labor Day*	Feb. 15-19	No school: February Vacation
Sept. 16	First day of students Gr 1-12	March 2-4	Kindergarten registration
Sept. 16	First day for students PreK-K	March 10	Early release: PreK-5 parent conferences
Sept. 19	Rosh Hashanah	March 11	Parent conferences: PreK-5 (evening)
Sept. 28	No school: Yom Kippur	April 2	No school: Good Friday*
Oct. 12	No school: Columbus Day*	April 19-23	No school: April vacation
Nov. 3	No school: Election Day; PD day for all staff	May 31	No school: Memorial Day*
Nov. 11	No school: Veterans' Day*	June 4	CHS Graduation
Nov. 18	PreK-8 (parent conferences) & GMS Evening	June 18	Last day of school Gr. PreK-11, early release (180 th day)
Nov. 19	Parent conferences: PreK-5	June 25	185 th day of school (for snow day purposes)
Nov. 23	Parent conferences: CHS		
Nov. 25	Early release: Thanksgiving break		
Nov. 26-27	No school: Thanksgiving break*		

GUIDELINES FOR PUBLIC COMMENT

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

The School Committee believes that the School District community should have an opportunity to comment to the School Committee on issues that affect the District and are within the scope of the School Committee's responsibilities. We would like the opportunity to understand the wishes and ideas of the community during our meeting through presentation and public comment. In addition, if the Committee believes that an issue requires a dialogue with the school district community, the Committee may schedule a separate public hearing on that issue.

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

- Be in writing and should be received by the Superintendent of Schools at least one week prior to the date of the meeting.
- Contain background statements that would explain the scope and intent of the agenda item.

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

Such a request should The Chair of the Committee works with the Superintendent to formulate the meeting agendas. Together they will determine whether or not to place an item on the agenda Here are the general rules for the Committee's public comment period:

In addition, the School Committee has set aside a period of time at each School Committee meeting to hear from the public via public comment. Public comment provides a brief forum for an individual to express an opinion on issues within the School Committee's authority. It is not an opportunity for discussion, debate, or dialogue between individuals and the School Committee. To ensure the ability of the School Committee to conduct the Canton School District's business in an orderly manner, the following rules and procedures for public comment are adopted:

1. Prior to the start of each regularly scheduled School Committee meeting, individuals or group representatives will be invited to sign-up to address the School Committee. All speakers are encouraged to present their remarks respectfully.

2. Topics for discussion must be limited to items listed on the School Committee meeting agenda for that evening or those within the School Committee's scope of responsibility. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.
3. Public comment shall generally not exceed 30 minutes. The presiding Chair may permit an extension of this time limit in extenuating circumstances.
4. It shall generally occur after priority business items on the agenda have been addressed to provide as current information and context to the speakers as possible.
5. Any citizen wishing to speak before the School Committee shall identify themselves by name and be allowed five (5) minutes to present their material. The Chairperson may permit an extension of this time limit.
6. All citizens shall speak to the full School Committee through the Chair and shall not address individual members or administrators.
7. Any School Committee member may direct questions to the speaker through the Chair to clarify comments of the speaker.
8. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session, the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
9. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes genuine threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.
10. No citizen may speak more than once without permission of the Chair.
11. Written comments longer than five (5) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.

1. ~~Public Comment shall be for a period of 20 minutes and shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters.~~
2. ~~Any citizen wishing to speak before the Committee shall identify themselves by name and address and shall speak for no longer than 3 minutes. No citizen may speak more than once without permission of the Chair. All citizens shall speak to the full Committee through the Chair and shall not address individual members or administrators.~~
3. ~~Individuals may address topics on the agenda, items specified for public comment, or items within the scope of responsibility of the School Committee. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.~~
-
4. ~~Any Committee member may direct questions to the speaker through the Chair in order to clarify the comments of the speaker.~~

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

Massachusetts General Laws Chapter 30A Section 20(f) governs public participation at open meetings covering all public bodies. **Chapter 30A:20 [Notice, Remote Participation, Public Participation, Certification]** The text below is a change only in location in document and added bullets

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

Approved:
Reviewed:
Revised:

SCHOOL/FAMILY RELATIONS GOALS

It is the general goal of the Canton School District to foster relationships with families that encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While ~~parents~~ families are individually responsible for their children, the District provides direct services of education and indirect services of ~~child~~care for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the student's maturity of the student, members of the school staff will consult with ~~parents~~ families regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, ~~parental~~ family involvement in the schools is encouraged through regular communication with the school Principal and staff, the family/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

PUBLIC COMPLAINTS

The School Committee believes that complaints are best handled and resolved as close to their origin as possible and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the School Committee.

Although no member of the community will be denied the right to bring their complaints to the School Committee, they will be referred through the proper administrative channels for investigation and resolution. ~~solution before investigation or action by the Committee.~~ The School Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

Whether a complaint is made directly to the School Committee as a whole or to a School Committee member as an individual, it will be referred to the Superintendent or designee, who in turn, will direct the complaint to the appropriate building administrator or staff member. Exceptions will be made when the complaints concern School Committee actions or operations only.

~~Therefore,~~ The proper channeling of complaints ~~involving instruction, discipline or learning materials is~~ generally as follows:

1. Teacher
2. ~~School building administrator~~ Principal
3. Superintendent or designee
4. ~~School Committee~~

Complaints about school personnel will be investigated thoroughly and fairly. However, before any such complaint is examined, the complainant must submit their complaint in writing. Anonymous complaints will be disregarded except as defined by law.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired. The Superintendent will develop uniform complaint procedures that assure prompt and fair attention to complaints.

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted and it comes back to the School Committee, a report of the disposition of the matter will be made to the School Committee and then placed in the official files.

LEGAL REFS.: M.G.L. 76:5

CROSS REFS.: BEC, Executive Sessions