

**Canton School Committee
Canton, MA**

AMENDED AGENDA

May 10, 2018	Canton High School Distance Learning Lab 900 Washington Street Canton, MA 02021	7:00 PM Open Session
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The Canton Public Schools strives to develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

A. Call to Order

B. Public Comments/Questions

C. Student Member Report No student report. Reception for students' last day.

D. Superintendent's Report Dr. Fischer-Mueller will provide an update on a variety of matters going on throughout the district.

E. New Business

1. World Language Awardees: Ms. Heidi Olson will introduce students who have earned national medals and other departmental awards in their languages of study.
2. Out of State Travel Request: The Dean S. Luce School is requesting approval to travel to the Roger Williams Zoo with the 1st Grade classes on May 17, 2018.
3. Policies:
 - a. **ADF** – Wellness Policy for 2nd read
4. Staff Culture and Climate Survey: Dr. Fischer-Mueller will present the results of the Staff Culture and Climate survey.
5. Disposal of Property: Mr. Nectow will request approval for disposal of surplus property.
6. Prep for Town Meeting: Mr. Nectow will review items for Annual Town Meeting

F. Old Business

1. FY19 Budget: Dr. Fischer-Mueller will present the FY19 budget for approval and vote.

G. Business Manager's Report Barry Nectow will present the Business Manager's Report.

H. Routine Matters

1. Approve Minutes dated April 26, 2018
2. Approve Executive Minutes dated April 26, 2018
3. Approve Bill Schedule dated May 17, 2018

I. Sub-Committee Reports

1. CPC – Nichola Gallagher
2. BRC – Mike Loughran
3. Wellness - Meg Gannon
4. Finance - Reuki Schutt/Meg Gannon
5. Policy - Kristin Mirliani

J. Future Business – Next School Committee Meeting will be held Monday, May 14, 2018 @ 6:00 in the CHS Cafeteria.

K. Other Business

L. Adjournment

CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller
Superintendent of Schools



Jennifer A. Henderson
*Assistant Superintendent
for Curriculum and Instruction*

Debra L. Bromfield
Director of Student Services

Patricia Kinsella
*Assistant Superintendent
for Special Projects*

Barry S. Nectow
School Business Administrator

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

Superintendent's Report School Committee Meeting of Thursday, May 10, 2018

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

Superintendent Activities Highlights

GMS Principal Search: This past Tuesday and Wednesday we hosted the two finalists for the Galvin Middle School Principal – Ms. Sarah Shannon and Ms. Angie Pepin. Each finalist met with an array of stakeholders, including parents, students, staff and other administrators. After each session, participants completed a feedback form that asked them to comment on the candidates' strengths, areas for further inquiry and areas in need of growth. Also on the feedback form, participants were asked if they felt the candidate would be a good match for GMS and why. These feedback forms have proven to be informative and valuable as we move into the final stage of the process – the site visits. Tomorrow, colleagues will join me on a visit to Ms. Pepin's South Shore Charter Public School in Norwell, MA and Ms. Shannon's former school, the Lester J. Gates Middle School in Scituate, MA.

I am very grateful for the work of the Search Committee and all of the participants in the small group sessions. Also, I want to specifically thank Mr. Jim Spillane for organizing and hosting each candidate at the Galvin Middle School, and Assistant Superintendent Kinsella for her outstanding facilitation of the process. I expect to present you with my choice for the next GMS principal at the May 24 School Committee meeting.

New Superintendents' Induction Program (NSIP): Thursday morning, May 3, 2018, I attended the last NSIP content day, ending the second year of this program. The morning focused on the advancement of our district improvement plans. I was pleased to share our work on the CPS district priorities of our Strategic Framework. This summer, I will share details with the School Committee and over the next two meetings, the public will see our system-wide improvements with the Principals' presentations of their School Improvement Plans.

Updates

Safety and Security Committee: The first Thursday of every month, the Safety and Security Committee meets to provide updates on our efforts to continue strengthening our practices, protocols and tools to enhance the safety of our schools. At the last meeting, the Committee reviewed new information on strategies for visitor access and updates on repairs and purchases. Also, the practice for recording all drills was reviewed and specifically, the language to be used across the district when announcing the drills. Letters will go home to parents/guardians of elementary school students informing them of the drills and how the incident will be communicated to children. A message to parents/guardians will be sent after each drill so that there can be follow up at home, if necessary. A tabletop drill for our MERP (Medical Emergency Response Plan) has been scheduled for May 23rd. This drill will include members from our police and fire departments, facilities, nursing, and building crisis team administrators.

Indicators of Excellence

Journey North's Mystery Class: The third-grade students in Mrs. Durang and Ms. O'Connell's classrooms embarked on a global adventure this spring when they participated in Journey North's Mystery Class. Mystery Class is a global game of hide-and-seek. Students track seasonal changes in sunlight and then investigate other clues to find ten secret sites around the world. The students spent about an hour each week over the course of 10 weeks graphing sunrise and sunset times and developing map skills as they used weekly clues to narrow down the continent, country, region/state, and finally cities of the ten mystery classes. They submitted their answers, including latitude and longitude addresses, on April 13th. Their guesses included, Neenah, WI; Bonn, Germany; Kolkuta, India; Toamasina, Madagascar; Dili, East Timor; Tokyo, Japan; Sarajevo, Bosnia (where they also learned their towns are called Cantons); Montevideo, Uruguay; Port Lincoln, Australia; and Troll Station in Antarctica. On Friday, April 27th the students learned they were awarded a Gold Medal for finding Ten out of Ten of the mystery classes.



- Mrs. Brown's Brown's Brigade Class, Oakdale Elementary, Normal, IL
- Ms. Buchanan's Globetrotters Class, Heritage Elementary School, Highland Village, TX
- Mr. Buchholz's Class, Boscobel Elementary School, Boscobel, WI
- Ms. Clarke's Class, Colene Hoose School, Normal, IL
- Mrs. Culbert-Anderson's Class, Princeton Elementary, Orlando, FL
- Mrs. Durang's Room 14/23 WIN Block Class, Dean S. Luce Elem. School, Canton, MA
- Mrs. Dyer's HVE Leapland Class, Hebron Valley Elementary, Carrollton, TX
- Mrs. Ellison's Class, Colene Hoose Elementary, Normal, IL
- Mr. Kelly's Class, Angell Elementary School, Ann Arbor, MI
- Ms. Kovarik's Class, Western Avenue School, Geneva, IL
- Mrs. Hoder's Class, Colene Hoose Elementary, Normal, IL
- Mrs. Lane's Logical Leaping Leprechauns, Forest Vista Elem School, Flower Mound, TX
- Ms. Rathunde's Class, Western Avenue School, Geneva, IL
- Mrs. Reeves' Class, Colene Hoose Elementary, Normal, IL
- Mrs. Rountree's 3rd Grade GT Class, Garden Ridge Elementary, Flower Mound, TX
- Mrs. Rudberg's Class, Angell Elementary School, Ann Arbor, MI
- Mrs. Shaw's 3rd Grade Rockets Class, Southridge Elementary, Lewisville, TX
- Ms. Tinson's Focus Class, J.J. Flynn Elementary School, Burlington, VT
- Ms. VanMeter's Dr. Bravestones GT Squad, Old Settlers Elem. School, Flower Mound, TX
- Mrs. Ward's Class, Angell Elementary School, Ann Arbor, MI

Ms. Henderson and I were especially appreciative of the level of rigor and problem solving skills required of all the students during this fascinating activity, which incorporated geography, math and social studies. Congratulations to Mrs. Durang and Ms. O'Connell's third-grade classes at the Luce School!

Innovative and Creative Teaching and Learning: We continue to see increasing numbers of PBL projects and other innovative learning rising to the level of student "public presentation." Most recently, fourth grade students in Ms. Joslyn, Ms. Grogan and Ms. Pallotto's classes at JFK led their own parent conferences and English students in Ms. Ashley's senior classes presented Protest Poetry to an outside audience.

Robotics: As you know, recently the robotics team traveled to Detroit to participate at the FIRST World FTC Championship. They were tremendously successful, as outlined below:

- There were 5400 FTC teams world-wide this year. 128 made it to Detroit (less than 5%)
- There were 2 divisions of 64 teams at Worlds. We finished 15th in our division. Our record at Worlds was 6 wins 3 losses
- Our overall season record was 43 wins, 7 losses.
- There are 6 judged awards. We were finalists for the Connect Award. This award is given to teams who work to spread FIRST Robotics in their community and reach out to engineers and the business community.
- We competed with 2 international teams from China and Romania

We received these awards for the season:

- East Super Regional - runner up CONNECT Award
- MA State Championship INSPIRE AWARD, Captain semi-finalist alliance
- Sharon Qualifier - winning alliance Captain, INPSIRE AWARD
- Gann Qualifier - winning alliance Captain, Rockwell- Collins Innovate Award

The coach, Katie Healey, spoke of the team in a recent email. "... this team has left a legacy of excellence, grit and determination. They have grown the robotics program not only at the high school but throughout Canton

including the elementary schools. They have built connections to our community particularly at AccuRounds and IRobot.”

Congratulations, to all the participants and all the adults who helped to make this year such a tremendous success!

Art Show: The PreK – 12 Coordinator, Patricia Palmer, is working closely with staff to finalize all the arrangements for the upcoming Canton Public Schools Art Show. The open studios will provide families with a host of activities every evening, Monday, May 21 – Thursday, May 24. I encourage you to treat yourself to this amazing event!



STEAM: The last STEAM PLC meeting for the year occurred on Monday, May 7th. I would like to thank the members of the 2017-18 STEAM PLC for their many contributions to Canton Public Schools programming. Many of the members have been on this PLC for five years. Members include:

Teachers/Staff:	Lori Mooney	Danette McGovern
Steve Bauer	Heidi Olsen	Katie Healey
Elisa Blanchard	Carolyn Owens	Adam Hughes
Jennifer Brish	Patricia Palmer	
Bonnie Bousquet	Kirk Pantos	Students:
Catherine Eckersley	Shachi Risbud	Jamie MacGregor
Erica Fitzgerald	Joyce Stenmon	Amanda Duffin
April Goran	Nancy Stockwell-Albert	Cordeiro Genny
Jennifer Henderson	Ryan Gordy	Margaret Polsgrove
Donna Kilday	Claire Lund	Anvitha Addanki
Martha Lawless	Sarah Joncas	

Old Colony YMCA, Rise Up: On May 15th an open house will be co-sponsored by the Old Colony YMCA and our elementary schools to provide additional information about the *Rise Up* program which will be held at the YMCA this summer. *Rise Up* is a program provided to children who are entering second or third grade and are in danger of “summer slide.” Scholarships are made available to up to 40 students in our district.

Middle School Girls STEM Meet Up: On May 22nd, 35 GMS middle school girls will attend the School to Careers STEM Meet up. The morning will include hands-on activities and presentations by STEM professionals from leading companies. Connections to classroom content and real life applications will be made. Rebecca Baturin, a NASA Engineer, will be the featured speaker. Our students will be accompanied to the STEM Meet Up at Avon Middle School by GMS science and technology teachers Steve Bauer, Matt Liebman and Andrea Stuart.

German Exchange: Twenty four CHS students returned from Bucholt, Germany on April 26th. A special thank you to Elsa Nicolovius for her 40 years of service to make this exchange possible and to Johanna Haver for all of her hard work. I received a note from a chaperone who attended the trip. I would like to share some of her words with you. “This was my third time to chaperone a group from CHS. I am just so happy to be associated

with the caliber of students that chooses to go on these trips. I count myself as one lucky person to have had the privilege of meeting and working with Elsa in Canton.”

Important Dates and Events

- May 11 Sophomore Semi-Formal, 7:00pm - 10:00pm
- May 16 CFED Monthly Meeting, CHS Library Conference Room, 7:00pm - 8:00pm
- May 17 Cabaret, Public Welcome, 7:00pm CHS Auditorium
- May 18 CHS Pops Concert, Public Welcome, 7:00pm CHS Auditorium
- May 20 Luce School Fun Run, Public Welcome, *Starts at 10:00am*
- May 21 -24 Pre K-12 Annual Art Show, CHS Gymnasium, 6:00pm - 8:00pm
- May 24 GMS Memorial Day/Revolutionary War Reenactment, 12:30pm - 2:00pm
Rain Date is Friday, May 25th
- May 28 No School: Memorial Day
- May 29 Performing Arts Gala, 6pm CHS Auditorium- High school celebration of student achievements
- May 30 GMS Spring Concert, Public Welcome, 6:30pm CHS Auditorium
- June 1 CHS Class of 2018 Graduation
- June 4 GMS Small Ensemble Concert, Public Welcome, 7:00pm CHS Auditorium
- June 5 - 8 Grade 8 Trip to Washington/New York
- June 5 Artists Reception - Probate & Family Court, 4:30pm - 6:00pm
- June 6 Grades PreK-5 Early Release-Common Planning
- June 7 Unity Day
- June 7 Concert, All Welcome- CHS Auditorium, 6:30pm - 8:00pm
- June 11 End of 3rd Trimester for Grades K-5
- June 12 (Rain Day for Unity Day)
- June 12 Elementary Band and Strings Concert, All Welcome- CHS Auditorium, 7:00pm - 8:30pm
- June 13 GMS Cultural Heritage Night #CHN2018, 6:00pm - 8:00pm
- June 13 Kindergarten screening information meeting, Hansen and Luce 6:30pm - 7:30pm
JFK 6:00-7:00

CANTON PUBLIC SCHOOLS

Administrative Field Trip Request Form

CHS ☐ GMS ☐ HANSEN ☐ JFK ☐ LUCE ☒

GRADE: 1 TEACHER(S) IN CHARGE: Bedkowitz, Gaspa, McManus, Olsen

1. Submit to Nursing and Administration a minimum of TWO WEEKS prior to trip departure date.
2. Complete all of the following information.

Program Information:

Destination of Field Trip, Activity: Roger Williams Zoo, Providence, R.I.

Date(s): 5/17/18 Venue City State

Location of nearest medical facility for emergency care: R.I. Hospital

Relevancy to Teaching Unit:

What is the relevance of the lesson plan: supports our life science unit

Educational Value of Trip: Use observations to compare different animals' behavior and observe animal body parts.
What do you have for follow-up plans? writing, collaborating, reporting, communicating and constructing explanations.

Program Specifics:

Time of Departure: 8:40 am Time Scheduled to Return: 2:30 pm

Number of Students Attending: 82 Cost per Student: \$ 10.00

Number of CPS Chaperones: 6 Number of Additional Chaperones: 20

Total Number Substitute Staff needed: 0

Transportation: School Bus

Student Attire: Must wear sneakers
Dress appropriately for the weather

Student needs to bring:

- ☒ A labeled, paper bag lunch with drink to be discarded after lunch ☐ Lunch will be provided
- ☒ An additional snack/drink - to be kept at school ☐ Other: _____

Program Approvals: (provide dates below)

Principal Initial Notification/Approval	<u>4/13/18</u>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Nursing notification 2 weeks in advance	<u>4/14/18</u>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Nursing services required on trip confirmed	<u>4/14/18</u>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Cafeteria manager received notification of trip	<u>4/15/18</u>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Signed permission forms from parents or guardians are/will be on file:		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Final Principal Approval: 4/16/18 Date: 4/16/18

** Administrator Approval - Obtain 3 weeks in advance

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10/8/13, rev 9/15/14

CANTON PUBLIC SCHOOLS

Overnight and Travel Out of State Field Trips Superintendent/School Committee Permission Form

CHS ☐ GMS ☐ HANSEN ☐ JFK ☐ LUCE ☒

GRADE: 1 TEACHER(S) IN CHARGE: Berkowitz, Gaspar, McManus, Olsen

1. Submit to Nursing and Administration at ONE MONTH prior to trip departure date.
2. Complete all of the following information.

Program Information:

Destination of Field Trip, Activity, or Program: Roger Williams Zoo, Providence RI

Dates(s): 5/17/18

Location of nearest medical facility for emergency care: R.I. Hospital

Relevancy to Teaching Unit:

What is your current lesson plan: Supports our life science unit

Educational Value of Trip: Use observations to compare different animals behavior and

What do you have for follow-up plans? observe animal body parts, writing, collaborating, reporting, communicating and constructing explanations.

Program Specifics:

Time of Departure: 8:40am Time Scheduled to Return: 2:30 pm

Number of Students Attending: 82 Cost per Student: \$ 10.00

Number of CPS Chaperones: 6 Number of Additional Chaperones: 20

Total Number Substitute Staff needed: 0

Transportation: School bus

Superintendent and School Committee approval are required.

Allow a minimum of one month for planning

☒ Approved by Superintendent [Signature] Date 4/30/18 *see memo*

☐ Approved by School Committee _____ Date _____

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JEFFREY W. GRANATINO
Superintendent of Schools



DEBRA L. BROMFIELD
Director of Student Services

JENNIFER A. HENDERSON
Director of Curriculum & Instruction

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KENNETH D. LEON
School Business Administrator

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Overnight and Travel Out of State Field Trips Medical Form for Students

Please return this form to your trip coordinator at least ONE MONTH prior to trip departure date.

Program Information:

Program Coordinator: Berkowitz, Gaspa, McManus, Olsen

Title or Name of Field Trip, Activity, or Program: Roger Williams Zoo

Dates: 5/17/18

Location(s) of event: 1,000 Elmwood Avenue, Providence, RI 02907

Location of nearest medical facility for emergency care: R.I. Hospital

Student Information:

Student's Name: _____

Home Address: _____

Parent/Guardian Phone: _____ Cell #1: _____ Cell #2: _____

Emergency Contact: _____ Phone: _____ Cell: _____

Health Insurance Provider: _____

Health Insurance Policy Number: _____

Primary Subscriber of Medical/Health Policy: _____

Student's Primary Health Care Provider: _____ Phone# _____

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10/8/13

Health History:**Allergies (specify):** _____**Epi-Pen (circle):** Yes No**Asthma:** Yes No **Inhaler:** Yes No**Chronic Health Conditions and Significant Medical History:** _____

_____**Medications:**

- All medication must be in original pharmacy labeled container with student's name, dosage, route, and frequency of administration (include asthma inhalers, EpiPens, and all regularly or occasionally taken medication). Please place in a labeled zip lock bag.
- Medications will be stored with teacher or student.
- Provide only the amount of medication needed for the duration of the trip.
- Please ensure that your child is capable of self-administering his/her medication.
- All medications to be self-administered must have the school nurse's signature of written authorization completed on page three of this form.

Please complete the following medication administration plan with information of all medications (prescription and non-prescription) that the student will need to self-administer during the trip:

Medication	Dosage and Route To Administer	Frequency Or Time To Take Medication	Reason To Take Medication
Acetaminophen (Tylenol)	325 - 650 mg orally	Every 4 hours as needed	Headache, pain, fever
Ibuprofen (Advil, Motrin)	200 - 400 mg orally	Every 6 hours as needed	Headache, pain, fever

Additional Information:

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10/8/13

MEDICATION ADMINISTRATION

All of the signatures noted below are required for all overnight field trips or travel.

Parent/Guardian Consent and Release for Self-Administration:

- I, the undersigned parent/guardian, give permission for my child to self-administer the above listed medications, including Acetaminophen and Ibuprofen. I agree to release, indemnify and hold harmless the Town of Canton, the Canton School Committee and their employees and agents from and against any claim either I or my child may have as a result of any act or omission which may arise out of this authorization.
- I further consent to urgent medical treatment by a health care provider in the event of illness or injury of our child during his/her participation in the trip/activity/program.
- I accept full responsibility for all costs for any medical treatment.
- I consent for the release of confidential medical information to be released to and from medical providers, the faculty of the Canton Public Schools, and the school trip/activity/program chaperones, as needed to maintain my child's health and safety.

Parent/Guardian Signature

Date

School Nurse Authorization for Self-Administration:

If student will not be self administering, refer to next section for delegation.

I authorize the following child _____ to self-administer the listed medications above.

Signature of School Nurse

Date

Delegation of Prescription Medications:

The responsibility for administering my child's prescription medication has been delegated to the following individual(s): _____

Parent/Guardian Signature

Date

Signature of School Nurse

Date

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10/8/13

Parental Permission:

Please return this completed permission slip and your student's money ^{\$10.⁰⁰} together in a sealed envelope by

_____. Checks should be made out to Luce CAPT or to

☐ School CAPT.

I give permission for my child, _____, to accompany his/her classmates on this field trip.

I understand that every effort will be made to contact me if a medical emergency should occur. However, if I cannot be reached, or where time is of the essence, I hereby give permission to provide such medical treatment to my child as is deemed necessary.

Parent/Guardian Signature

Date

Parent/guardian Phone: _____

Cell Phone: _____

Emergency Contact: _____

Phone: _____

Medical conditions/allergies: _____

Any medication needs on the Field Trip: Yes _____ No _____

Chaperones:

Preference will be given to parents of students with seizures, diabetes, Epi-pens and inhalers. Additional chaperones will be selected by the teacher in order to offer all an otherwise equal opportunity.

I am interested in being a chaperone. Yes _____ No _____

Chaperone has a CORI Check on file. Yes _____ Date Verified _____

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10/8/13

CANTON PUBLIC SCHOOLS

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January 29, 2018

Dear Colleagues,

I am writing with information about the second administration of the Professional Culture and Climate Survey. This year's survey will be administered at your school's February faculty meeting and will remain open for one week. Canton Public Schools developed the survey based on principles outlined by Fred Newmann and colleagues from the University of Wisconsin. Please review the attached article (*Building Professional Community in Schools*, pages 3 – 6) for more information.

Results and actions from Winter 2017

The inaugural survey last year exceeded our expectations. We gained a comprehensive understanding about the degree to which our schools embody the characteristics and conditions of a professional community. The survey results provided detailed information, as well, about areas of strength and areas in need of improvement in each building and across the district.

Administrators used insights gained from the survey to take concrete steps towards improvement, with many efforts focused on the development of shared language and an understanding that creating the culture and climate of a true professional community is a responsibility that belongs to each of us. A couple examples include an increased emphasis on structuring faculty meetings aligned to School Improvement Plans and the district's Strategic Framework and the commencement of elementary Grade-Level Team Leaders which engages elementary teachers in the rigorous study of giving and receiving feedback to strengthen professional practice. These are just a couple ways our collective community is working to strengthen the professional culture and climate in schools and across the district.

Survey changes for Winter 2018

This year, each principal will share aggregated, numerical survey results (from questions based on the Likert Scale of 1-5) with the school community. Excerpts of narrative responses in comment boxes may be used as examples when the data are shared.

Please know that responses to the survey are anonymous and an honest assessment of your school year since September 2017 is essential. To ensure that your open text comments remain completely anonymous, be sure to craft narrative responses in ways that do not provide specific information that would make identification possible.

I look forward to learning more about each school and our district through this year's survey. I thank you in advance for your honest and forthright responses; your candor is necessary, if we are to be successful in developing an adult culture and climate that not only impacts students and student learning, but also helps make the Canton Public Schools a great place work.

Respectfully,

A handwritten signature in blue ink, reading "J. Fischer-Mueller". The signature is fluid and cursive, with the first name "J." and last name "Mueller" being more prominent.

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



Introduction

1. What building do you work in?

- ☐ Canton High School
- ☐ Galvin Middle School
- ☐ Hansen Elementary School
- ☐ JFK Elementary School
- ☐ Luce Elementary School
- ☐ Rodman Early Childhood Program

2. Position:

- ☐ Student Services (e.g., Guidance, Nursing, OT, Special Education, etc.)
- ☐ Teachers of Specialized Instruction (e.g., Math, Reading, ELL, Librarian, PACE, etc.)
- ☐ Classroom Teacher: preK - 12 (e.g., grade level teachers and subject areas)
- ☐ Educational Assistants and ABAs
- ☐ Other

Other (please specify)

3. How long have you worked in your current position?

- ☐ 0-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26+ years



Section 1: Reflective Dialogue

In a strong professional community, members of the community think about their work and talk about their situations and the specific challenges they face. They can use these discussions to critique themselves, as well as the institution within which they work. These critiques can take several different directions. They can focus on subject matter and how to present it to students, on student learning and development, on the social conditions of the school, and on how the school addresses issues of equity and social justice.

4. In my school, educators talk about their teaching practices and how to improve.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

5. In my school, educators reflecting on their own practices and sharing with one another is valued by the principal.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

6. Section 1 Comments:



Section 2: Making Practice Public (De-privatization of Practice)

In a strong professional community educators share, observe and discuss each other's methods and philosophies. By sharing practice "in public," educators learn new ways to talk about what they do and the discussions kindle new relationships between the participants.

7. Educators in my school share, observe and discuss each other's teaching methods in order to improve student learning.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

8. Educators in my school are willing to collect, analyze and share their own student learning data with one another.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

9. Section 2 Comments:



Section 3: Collective Focus on Student Learning

In a strong professional community educators are focused on student learning. They assume that all students can learn at reasonably high levels, and that educators can help them, despite many obstacles that students may face outside of school. Within a strong professional community, this focus is enforced by a mutual obligation to students among educators.

10. Students at this school are capable of high achievement and growth.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

11. My school sets high standards for student work and educators are committed to supporting students' achievement.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

12. Section 3 Comments:



Section 4: Collaboration

A strong professional community encourages educators to work together to better understand students' strengths and needs; to improve instructional strategies, curriculum and assessment practices; and to promote new and different approaches to staff development and ongoing adult learning.

13. Educators in my school work together to improve their instructional practice.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

14. I seek out my colleagues when I have questions, am in need of support and/or to get feedback on my practice.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

15. In my school we are encouraged to work together to improve our school and the students' experiences.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

16. Section 4 Comments:



Section 5: Shared Norms and Values

Through their words and actions, educators joined in a professional community affirm their common values concerning critical educational issues and in support of their collective focus on student learning. Educators value student achievement and they are willing to take responsibility for the success of every student.

17. The faculty at my school are committed to helping every student learn.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

18. Educators at my school are held to high professional standards for designing learning and delivering instruction.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

19. The principal uses our core values to set the tone of my school.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

20. Section 5 Comments:



Section 6: Time to Meet and Talk

Time is essential to beginning and maintaining meaningful school improvement. There must be a formal process that provides substantial and regularly scheduled blocks of time for educators to conduct an ongoing self-examination and self-renewal. Such periods must be built into the school's schedule and calendar in a way that gives educators opportunities to consider critical issues in a reflective manner. There should be almost daily opportunities for discussion among small groups, such as academic departments or grade levels, as well as regular meetings among the entire faculty.

21. We have regular opportunities to collaborate and discuss issues of teaching and learning.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

22. Section 6 Comments:



Section 7: Communication Structures

The development of a professional community requires structures and opportunities that encourage an exchange of ideas, both within and across such organizational units as teams, grade levels and subject departments. Regular meetings or the use of technology can provide a network for the exchange of ideas on instruction, curriculum, assessment and other professional issues.

23. There are communication structures in place that encourage timely and clear communication within our school and/or across the schools.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

24. The principal at my school encourages open communication on important school issues.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

25. Section 7 Comments:



Section 8: Physical Proximity and Space

Physical isolation can be a real barrier to collaboration among educators, especially in larger schools. Schools can increase educator contact by creating team planning rooms or other common places for discussion of educational practices. In schools where classrooms are close together and “open door” policies are supported, educators find it easier to work together, and to gain new insight into their own practices. In such settings, it’s much easier for educators to continually observe each other and discuss what they see.

26. I work within close proximity of the educators with whom I collaborate.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

27. There are available rooms and common spaces for educators to collaborate and discuss educational practices.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

28. Section 8 Comments:



Section 9: Educator Empowerment and School Autonomy

Strong professional communities show high levels of educator autonomy. Researchers suggest that educators with more discretion to make decisions regarding their work feel more responsible for how well their students learn. The flexibility allows them to respond to the specific needs they see. Instead of being guided by rules, they are guided by the norms and values of their professional community.

29. I feel responsible for how well my students learn.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

30. The principal trusts my professional judgment.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

31. With an understanding of the student learning goals and outcomes, I feel that I have decision making autonomy regarding my work and the progress of student learning.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

32. Section 9 Comments:



Section 10: Openness to Improvement

In a strong professional community there must be support within the school for educators who want to take risks and try new techniques and ideas. Otherwise, serious and lasting change cannot be sustained. Educators must feel they are supported in their efforts to learn more about their profession and to make decisions based on that new knowledge.

33. The principal in my school supports educators who want to learn more about the profession, take risks and try new techniques and ideas.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

34. Educators in my school are interested in and open to improving their practice.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

35. Section 10 Comments:



Section 11: Trust and Respect

Educators must feel they are honored for their expertise– within the school as well as within the district and the parent community. Respect, trust and a shared sense of loyalty build professional commitment and the cooperation required for collaboration and shared decision-making.

36. In my school respect, trust and a shared sense of purpose build professional commitment and the cooperation required for collaboration and shared decision-making.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

37. I feel respected by the principal at my school.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

38. Educators in my school trust each other.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

39. I trust the principal of my school.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

40. Section 11 Comments:



Section 12: Cognitive and Skill Base

Professional community must be based on effective professional practice (teaching, counseling, etc.), which in turn must be based on an expertise in the knowledge and skills of the profession. Structures such as peer coaching, along with help from external sources, can spread that expertise among faculty members, and can thereby help all educators improve.

41. Educators in my school are well versed in the teaching profession, with expertise in the knowledge and skills of teaching and student learning.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

42. The principal at my school makes clear to the staff their expectations for meeting instructional goals.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

43. Structures such as peer coaching and mentoring, along with other forms of professional development, spread expertise among faculty members, thereby helping educators improve.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

44. Section 12 Comments:



Section 13: Supportive Leadership

In a strong professional community the principal must be a prime “keeper” of the school’s vision. Leadership needs to keep the school focused on its shared mission, continuous improvement and collaboration. Communications from the principal set the tone for the school and keep the focus on student learning.

45. The principal at my school communicates a clear vision.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

46. The principal keeps the school focused on our shared mission, continuous improvement and collaboration.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

47. The principal of my school inspires me.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

48. Section 13 Comments:



Section 14: Socialization

As schools recruit new educators, there must be a mechanism for passing along the school's vision to the newcomers. Staff must impart a sense that new educators are an important and productive part of a meaningful collective. School culture must encourage some behaviors and discourage others, in a daily process aimed at working toward the school's mission.

49. Veteran educators mentor new educators to pass along the school's vision and our shared norms and values.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

50. Educators in my school hold themselves to high standards of professional behavior.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

51. Section 14 Comments:



Section 15: Professional Climate

School environments vary greatly. Whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe. The feelings and attitudes that are elicited by a school's environment are referred to as school climate. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions (Alexandra Loukas, National Association of Elementary School Principals, Leadership Compass, Vol. 5, No. 1, Fall 2007).

52. In my school, staff morale is healthy.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

53. I feel that I am a part of a larger mission.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

54. I look forward to coming to work most days.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

55. I feel comfortable raising issues and concerns that are important to me.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

56. The faculty at my school are recognized for accomplishments.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

57. I like working in this school.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

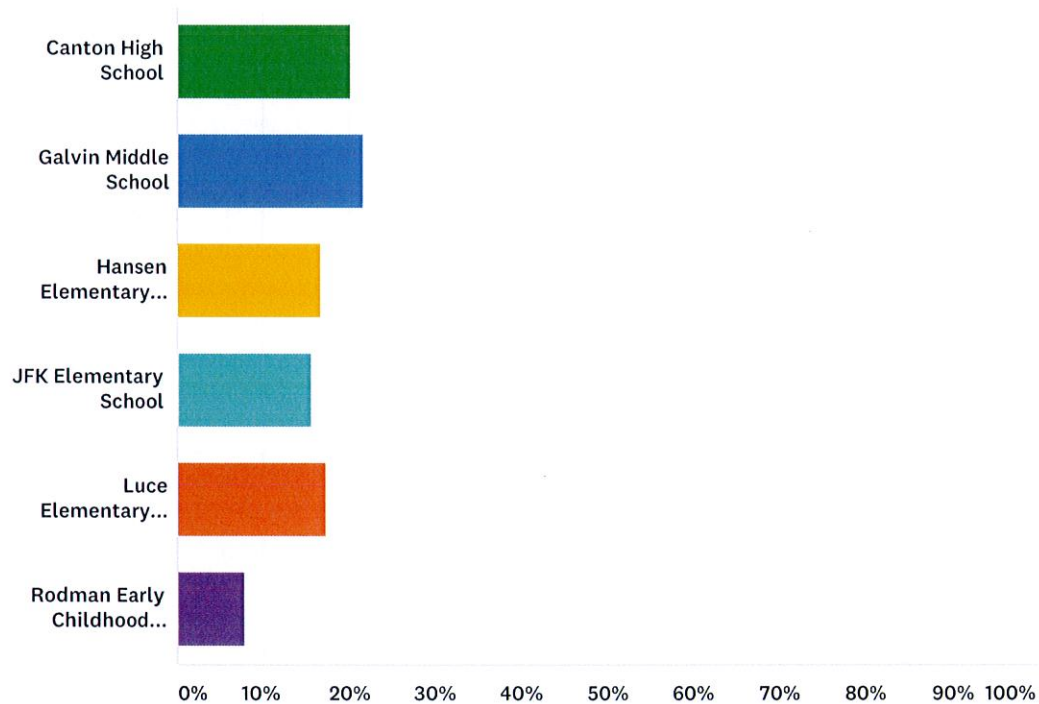
58. I feel valued.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree
- ☐ Not Applicable

59. Section 15 Comments:

Q1 What building do you work in?

Answered: 304 Skipped: 1



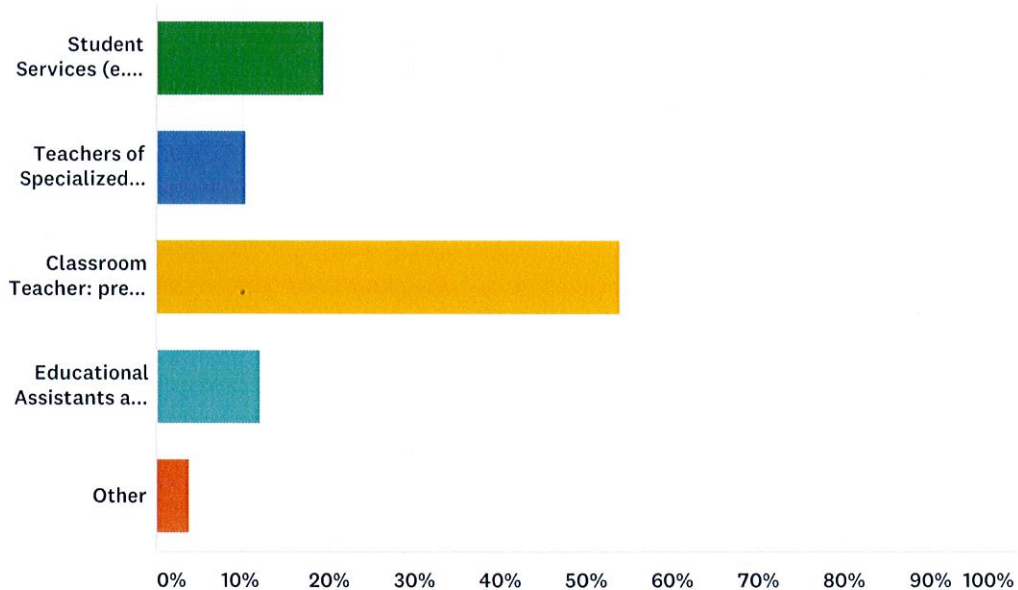
ANSWER CHOICES

RESPONSES

Canton High School	20.39%	62
Galvin Middle School	21.71%	66
Hansen Elementary School	16.78%	51
JFK Elementary School	15.79%	48
Luce Elementary School	17.43%	53
Rodman Early Childhood Program	7.89%	24
TOTAL		304

Q2 Position:

Answered: 304 Skipped: 1



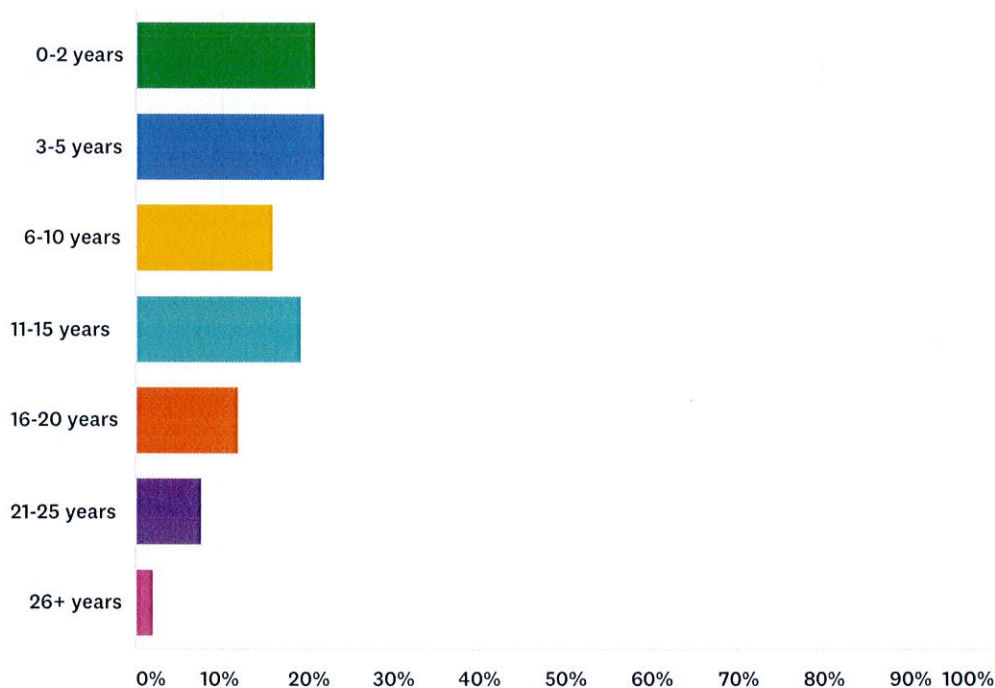
ANSWER CHOICES

RESPONSES

Student Services (e.g., Guidance, Nursing, OT, Special Education, etc.)	19.41%	59
Teachers of Specialized Instruction (e.g., Math, Reading, ELL, Librarian, PACE, etc.)	10.53%	32
Classroom Teacher: preK - 12 (e.g., grade level teachers and subject areas)	53.95%	164
Educational Assistants and ABAs	12.17%	37
Other	3.95%	12
TOTAL		304

Q3 How long have you worked in your current position?

Answered: 300 Skipped: 5



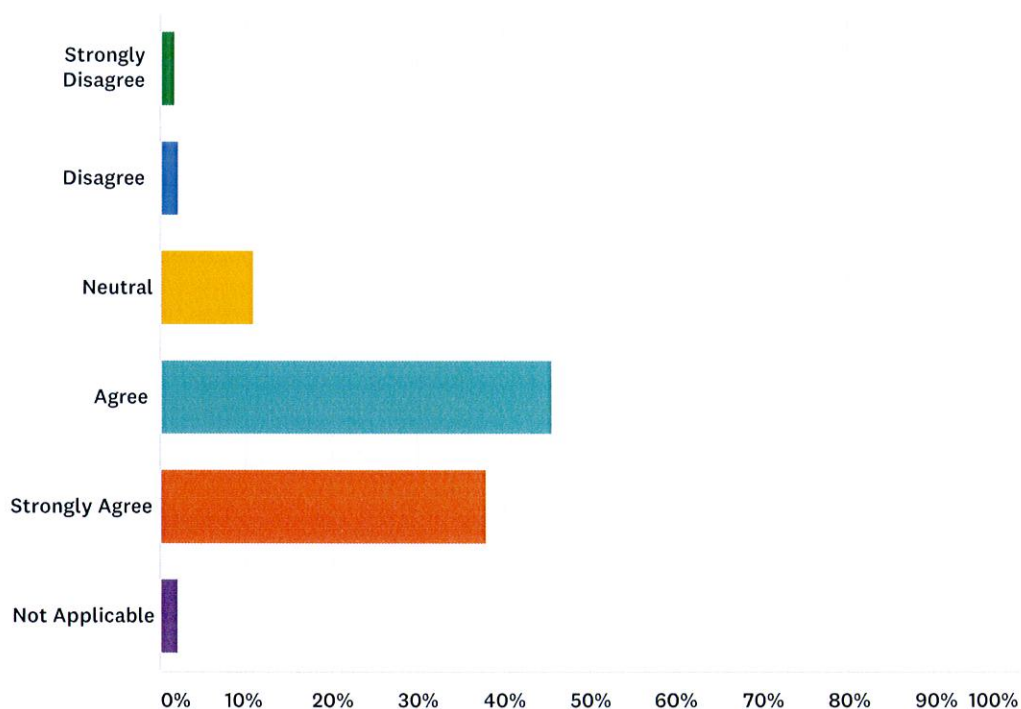
ANSWER CHOICES

RESPONSES

0-2 years	21.00%	63
3-5 years	22.00%	66
6-10 years	16.00%	48
11-15 years	19.33%	58
16-20 years	12.00%	36
21-25 years	7.67%	23
26+ years	2.00%	6
TOTAL		300

Q4 In my school, educators talk about their teaching practices and how to improve.

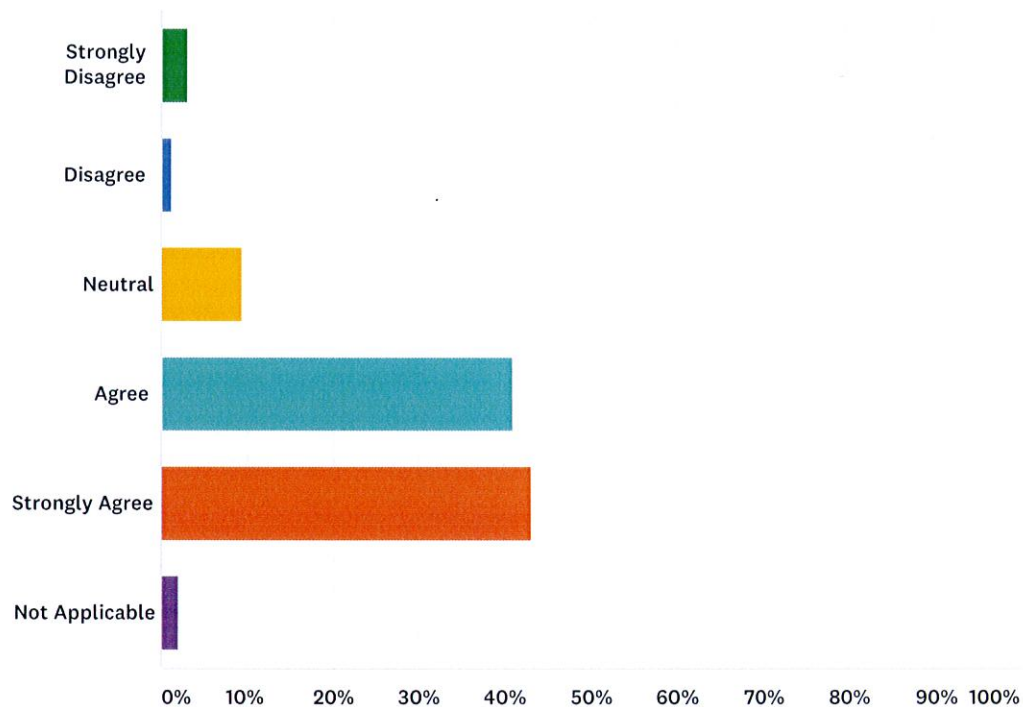
Answered: 296 Skipped: 9



ANSWER CHOICES	RESPONSES	
Strongly Disagree	1.69%	5
Disagree	2.03%	6
Neutral	10.81%	32
Agree	45.61%	135
Strongly Agree	37.84%	112
Not Applicable	2.03%	6
TOTAL		296

Q5 In my school, educators reflecting on their own practices and sharing with one another is valued by the principal.

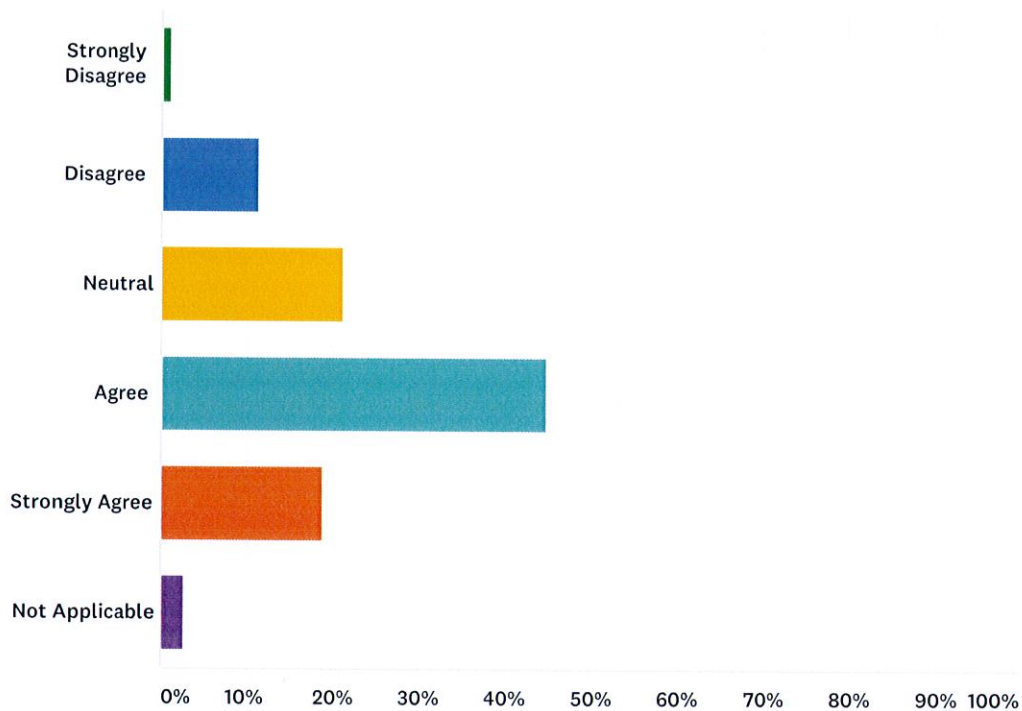
Answered: 295 Skipped: 10



ANSWER CHOICES	RESPONSES	
Strongly Disagree	3.05%	9
Disagree	1.36%	4
Neutral	9.49%	28
Agree	41.02%	121
Strongly Agree	43.05%	127
Not Applicable	2.03%	6
TOTAL		295

Q7 Educators in my school share, observe and discuss each other's teaching methods in order to improve student learning.

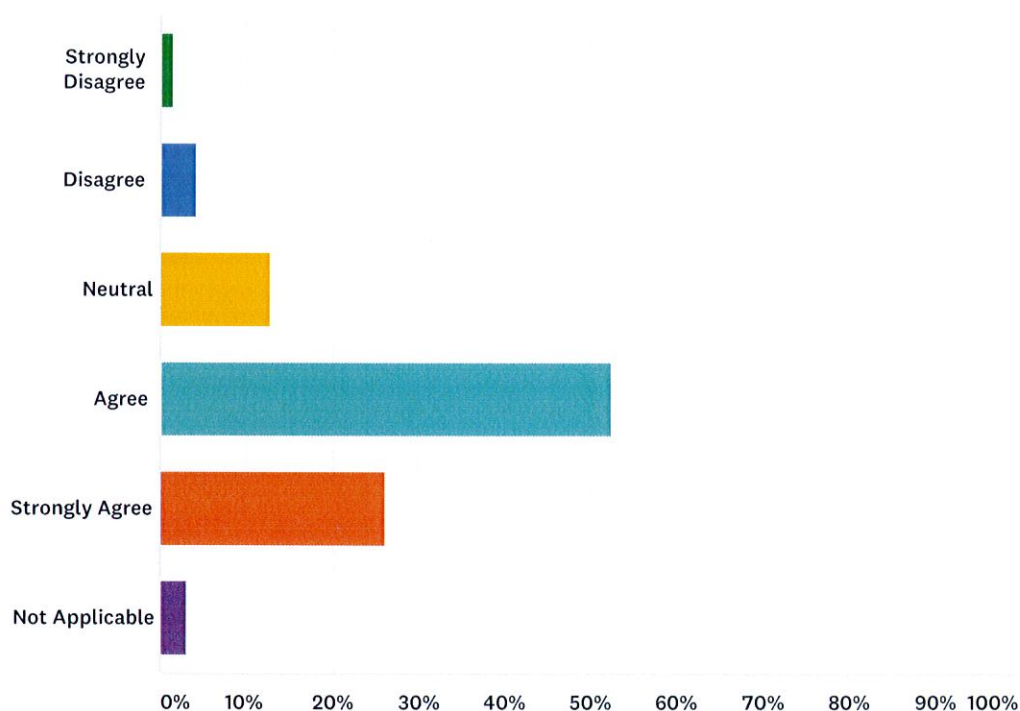
Answered: 292 Skipped: 13



ANSWER CHOICES	RESPONSES	
Strongly Disagree	1.03%	3
Disagree	11.30%	33
Neutral	21.23%	62
Agree	44.86%	131
Strongly Agree	18.84%	55
Not Applicable	2.74%	8
TOTAL		292

Q8 Educators in my school are willing to collect, analyze and share their own student learning data with one another.

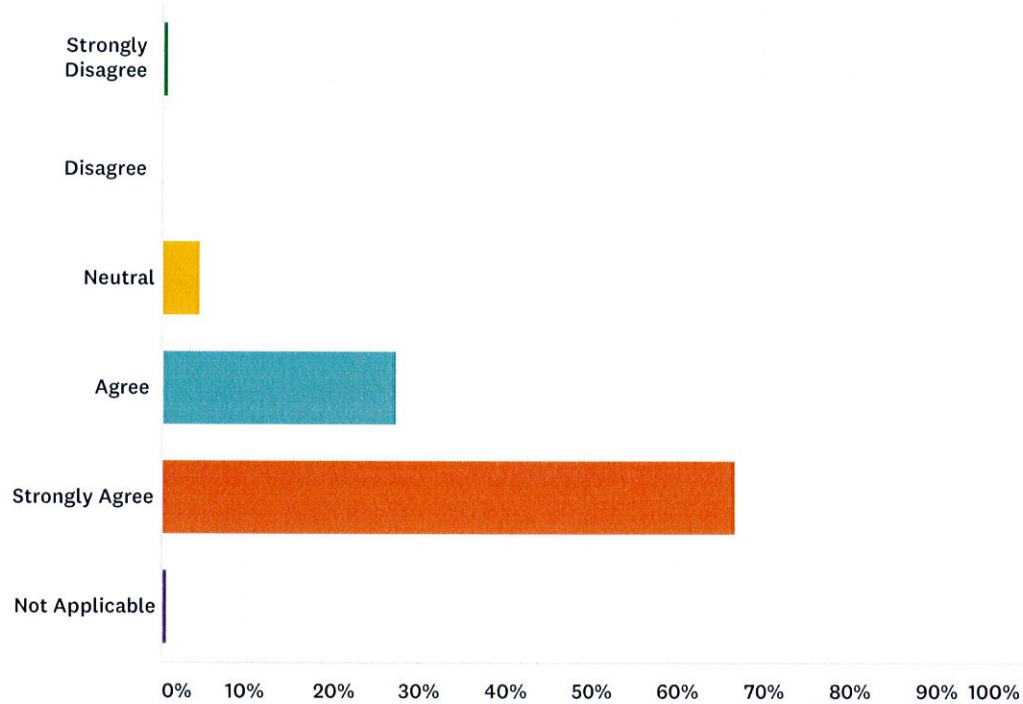
Answered: 291 Skipped: 14



ANSWER CHOICES	RESPONSES	
Strongly Disagree	1.37%	4
Disagree	4.12%	12
Neutral	12.71%	37
Agree	52.58%	153
Strongly Agree	26.12%	76
Not Applicable	3.09%	9
TOTAL		291

Q10 Students at this school are capable of high achievement and growth.

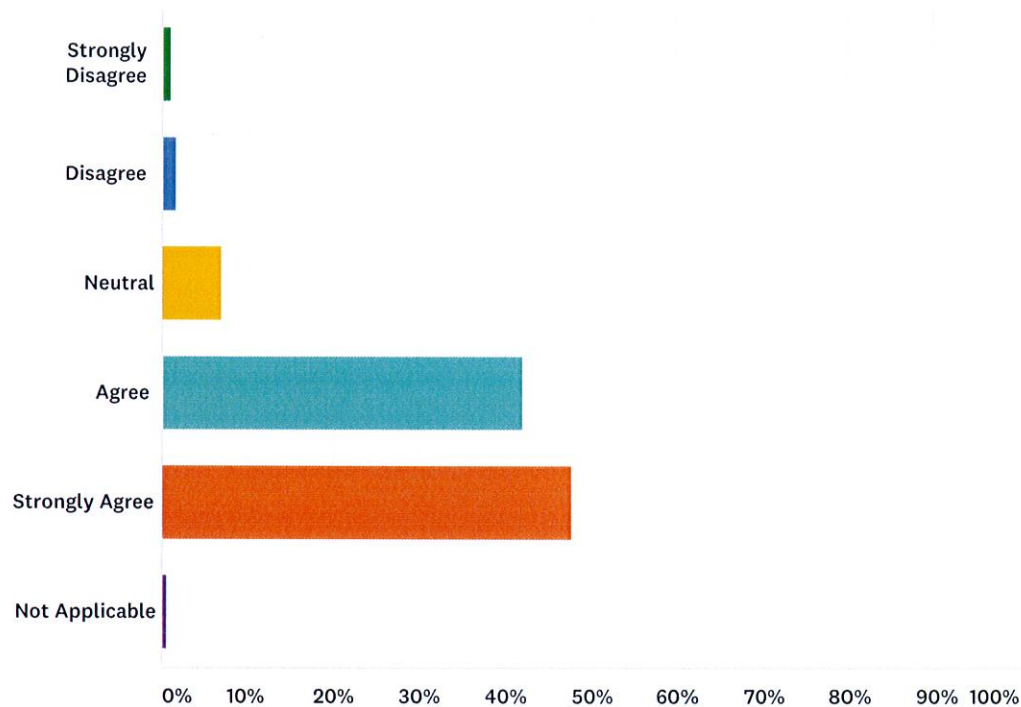
Answered: 292 Skipped: 13



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0.68%	2
Disagree	0.00%	0
Neutral	4.45%	13
Agree	27.40%	80
Strongly Agree	66.78%	195
Not Applicable	0.68%	2
TOTAL		292

Q11 My school sets high standards for student work and educators are committed to supporting students' achievement.

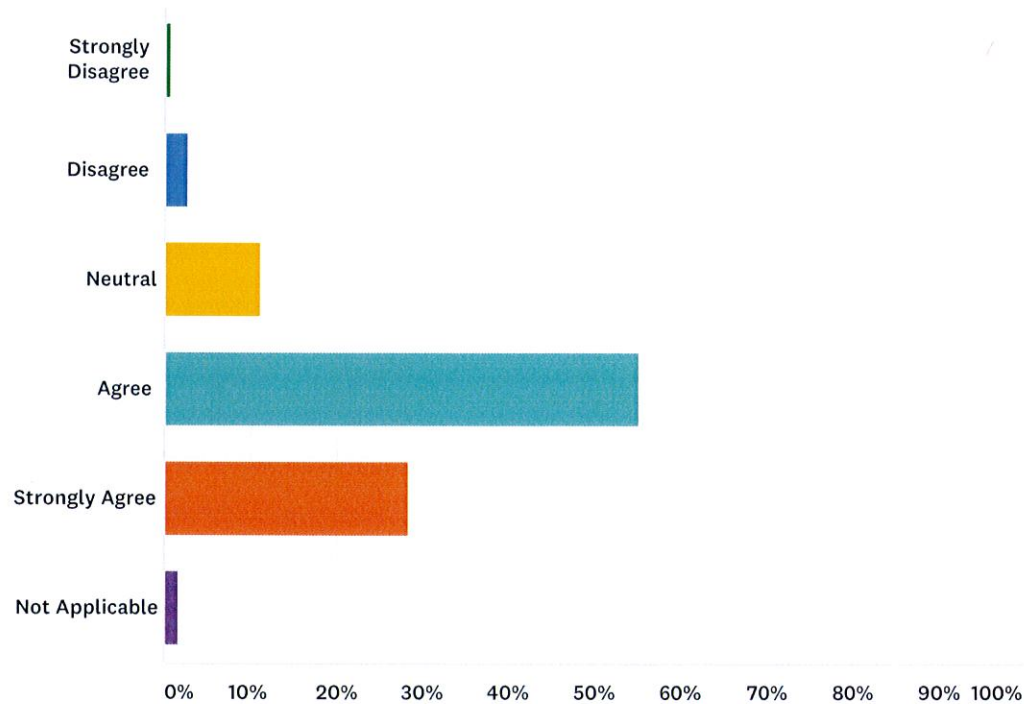
Answered: 292 Skipped: 13



ANSWER CHOICES	RESPONSES	
Strongly Disagree	1.03%	3
Disagree	1.71%	5
Neutral	6.85%	20
Agree	42.12%	123
Strongly Agree	47.60%	139
Not Applicable	0.68%	2
TOTAL		292

Q13 Educators in my school work together to improve their instructional practice.

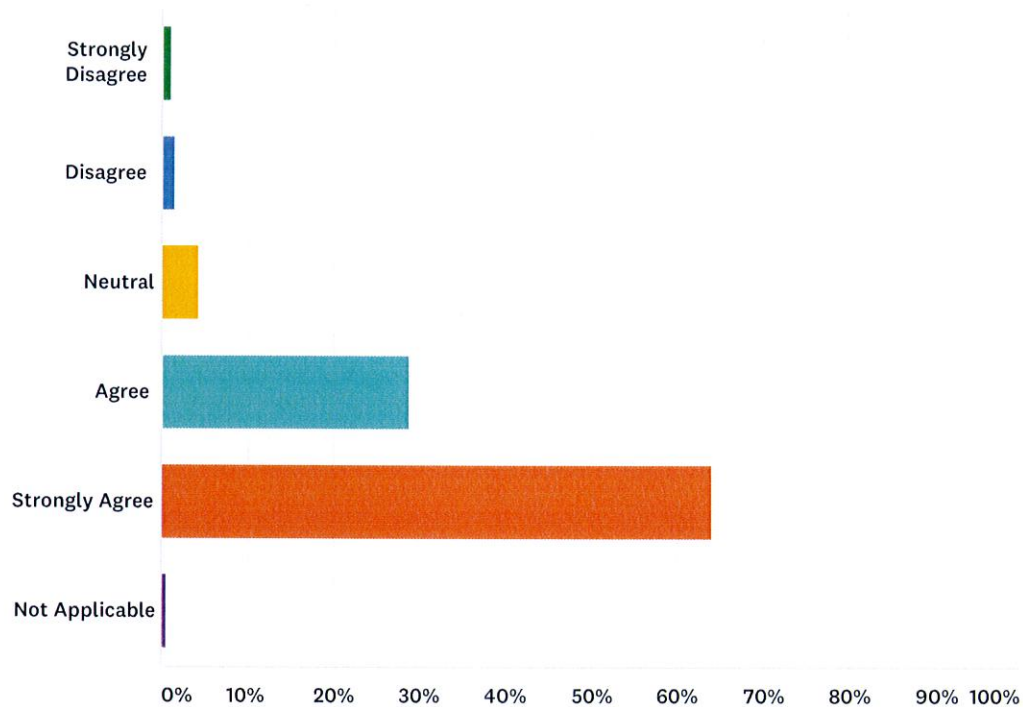
Answered: 291 Skipped: 14



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0.69%	2
Disagree	2.75%	8
Neutral	11.00%	32
Agree	55.33%	161
Strongly Agree	28.52%	83
Not Applicable	1.72%	5
TOTAL		291

Q14 I seek out my colleagues when I have questions, am in need of support and/or to get feedback on my practice.

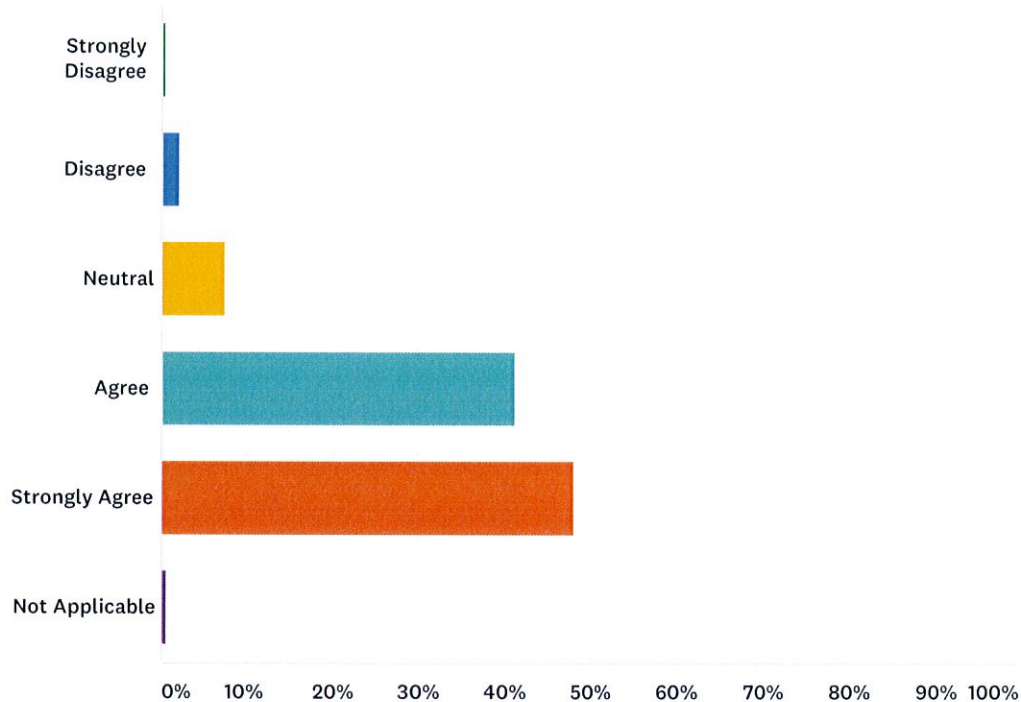
Answered: 291 Skipped: 14



ANSWER CHOICES	RESPONSES	
Strongly Disagree	1.03%	3
Disagree	1.37%	4
Neutral	4.12%	12
Agree	28.87%	84
Strongly Agree	63.92%	186
Not Applicable	0.69%	2
TOTAL		291

Q15 In my school we are encouraged to work together to improve our school and the students' experiences.

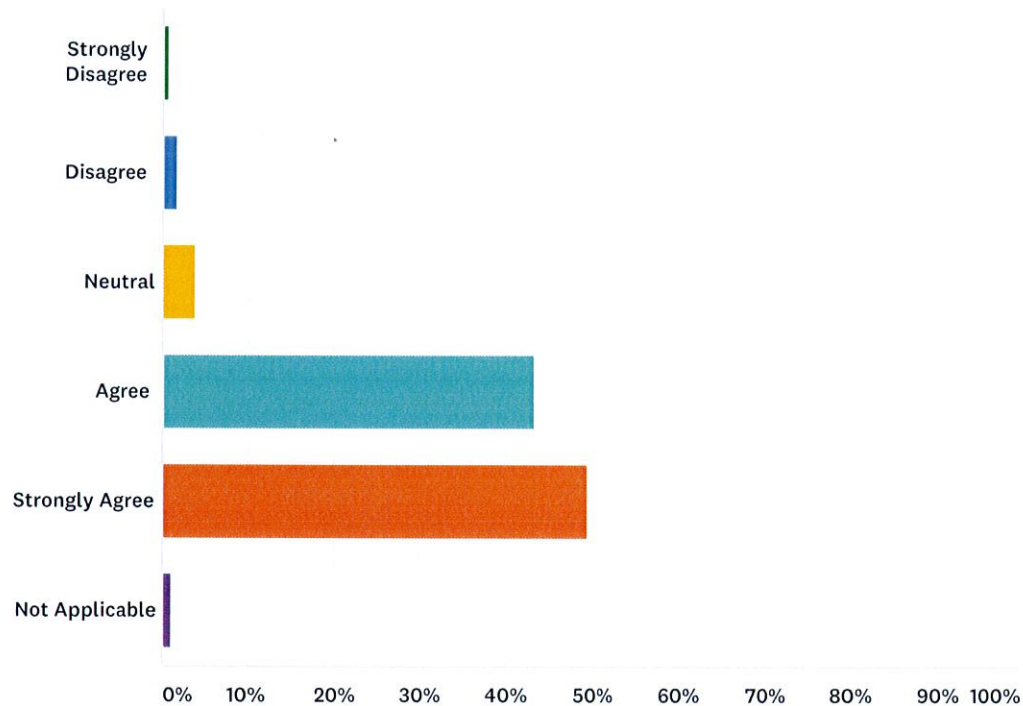
Answered: 291 Skipped: 14



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0.34%	1
Disagree	2.06%	6
Neutral	7.56%	22
Agree	41.24%	120
Strongly Agree	48.11%	140
Not Applicable	0.69%	2
TOTAL		291

Q17 The faculty at my school are committed to helping every student learn.

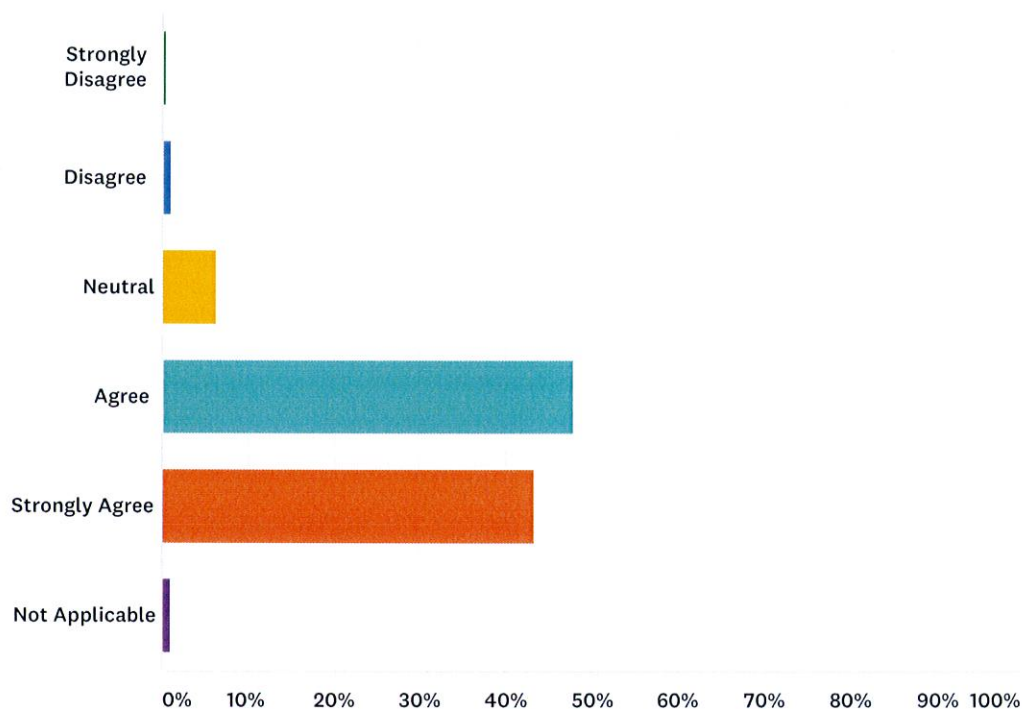
Answered: 288 Skipped: 17



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0.69%	2
Disagree	1.74%	5
Neutral	3.82%	11
Agree	43.40%	125
Strongly Agree	49.31%	142
Not Applicable	1.04%	3
TOTAL		288

Q18 Educators at my school are held to high professional standards for designing learning and delivering instruction.

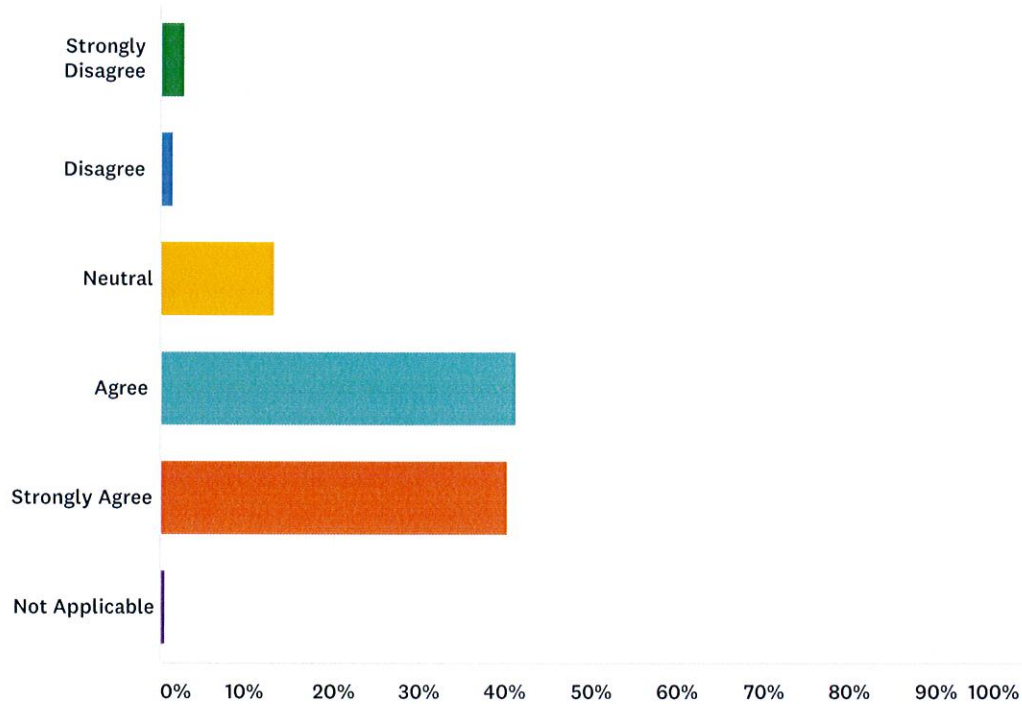
Answered: 288 Skipped: 17



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0.35%	1
Disagree	1.04%	3
Neutral	6.25%	18
Agree	47.92%	138
Strongly Agree	43.40%	125
Not Applicable	1.04%	3
TOTAL		288

Q19 The principal uses our core values to set the tone of my school.

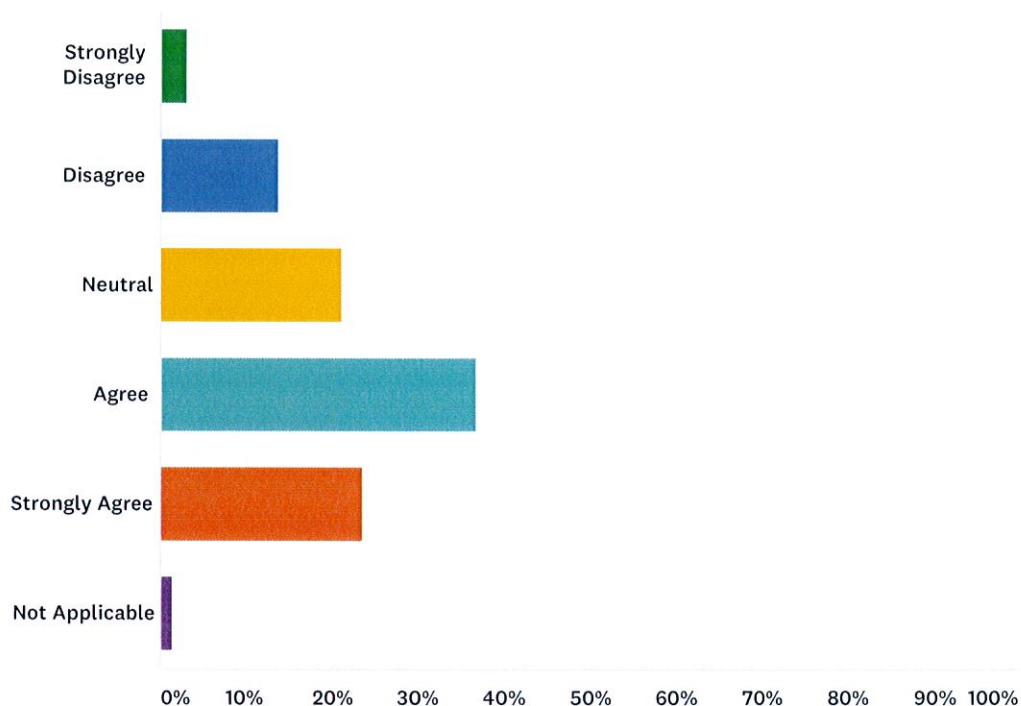
Answered: 287 Skipped: 18



ANSWER CHOICES	RESPONSES	
Strongly Disagree	2.79%	8
Disagree	1.39%	4
Neutral	13.24%	38
Agree	41.46%	119
Strongly Agree	40.42%	116
Not Applicable	0.70%	2
TOTAL		287

Q21 We have regular opportunities to collaborate and discuss issues of teaching and learning.

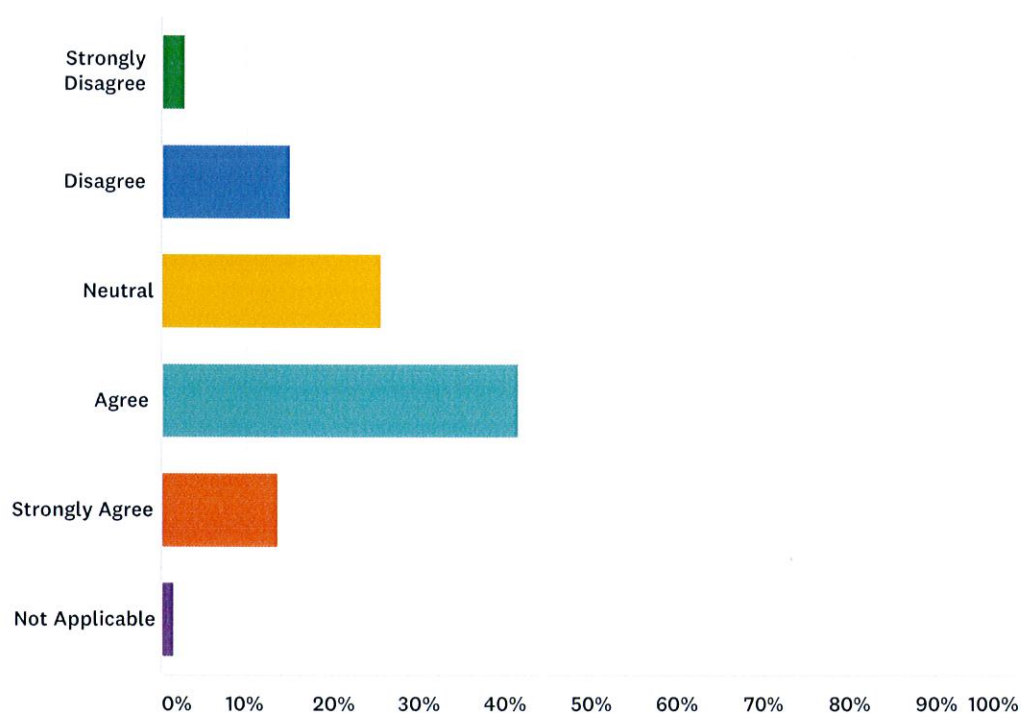
Answered: 288 Skipped: 17



ANSWER CHOICES	RESPONSES	
Strongly Disagree	3.13%	9
Disagree	13.89%	40
Neutral	21.18%	61
Agree	36.81%	106
Strongly Agree	23.61%	68
Not Applicable	1.39%	4
TOTAL		288

Q23 There are communication structures in place that encourage timely and clear communication within our school and/or across the schools.

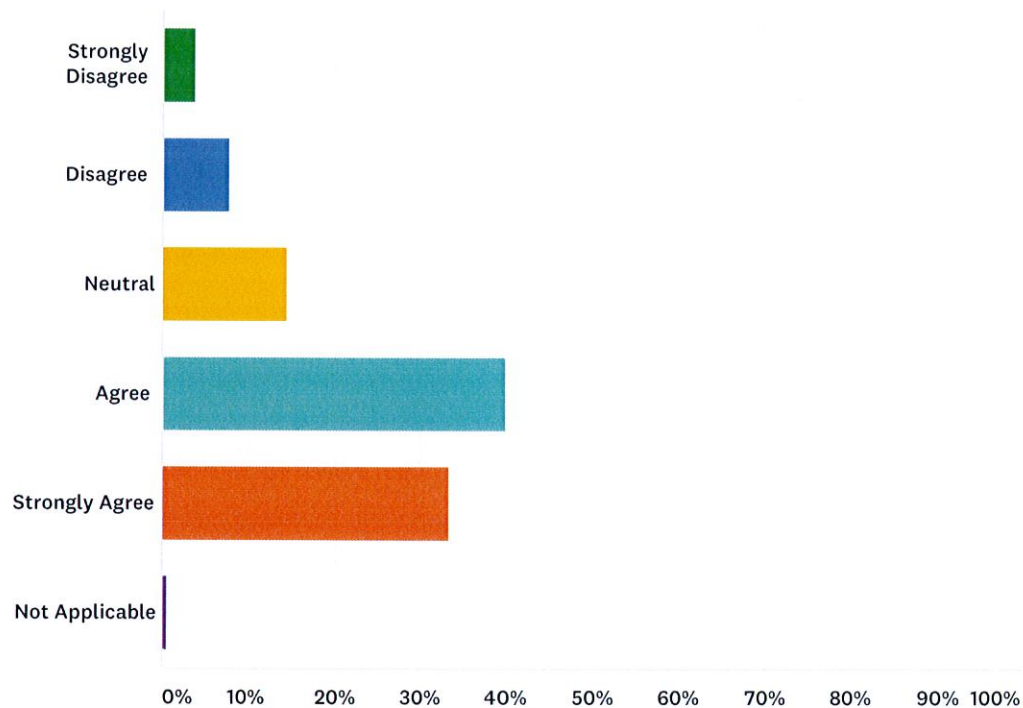
Answered: 286 Skipped: 19



ANSWER CHOICES	RESPONSES	
Strongly Disagree	2.80%	8
Disagree	15.03%	43
Neutral	25.52%	73
Agree	41.61%	119
Strongly Agree	13.64%	39
Not Applicable	1.40%	4
TOTAL		286

Q24 The principal at my school encourages open communication on important school issues.

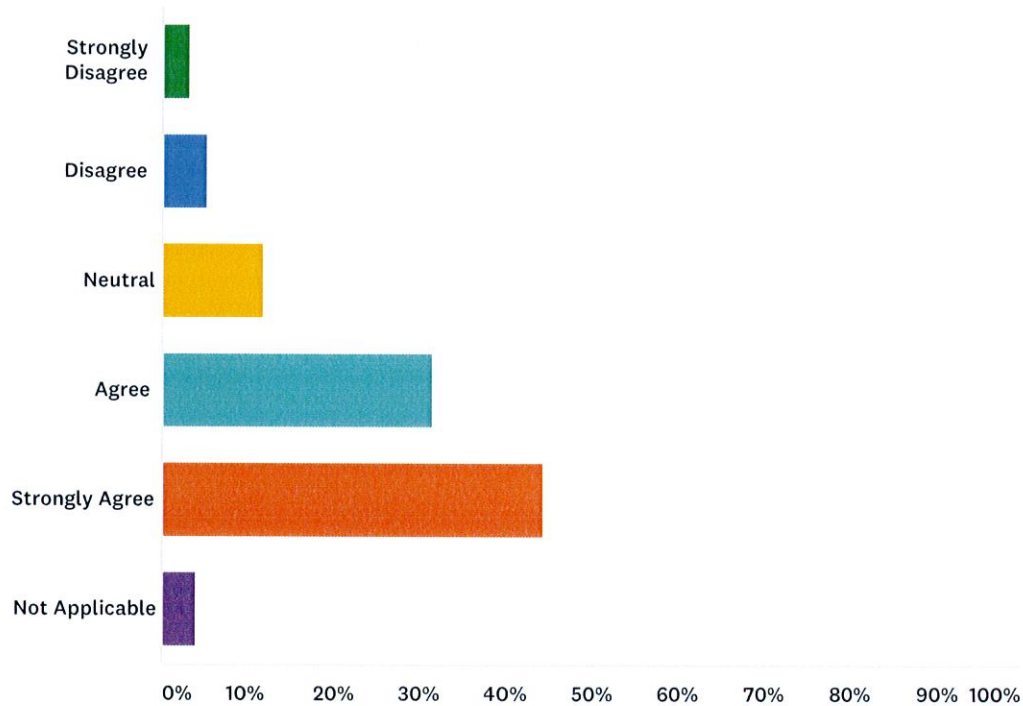
Answered: 286 Skipped: 19



ANSWER CHOICES	RESPONSES	
Strongly Disagree	3.85%	11
Disagree	7.69%	22
Neutral	14.34%	41
Agree	39.86%	114
Strongly Agree	33.57%	96
Not Applicable	0.70%	2
TOTAL		286

Q26 I work within close proximity of the educators with whom I collaborate.

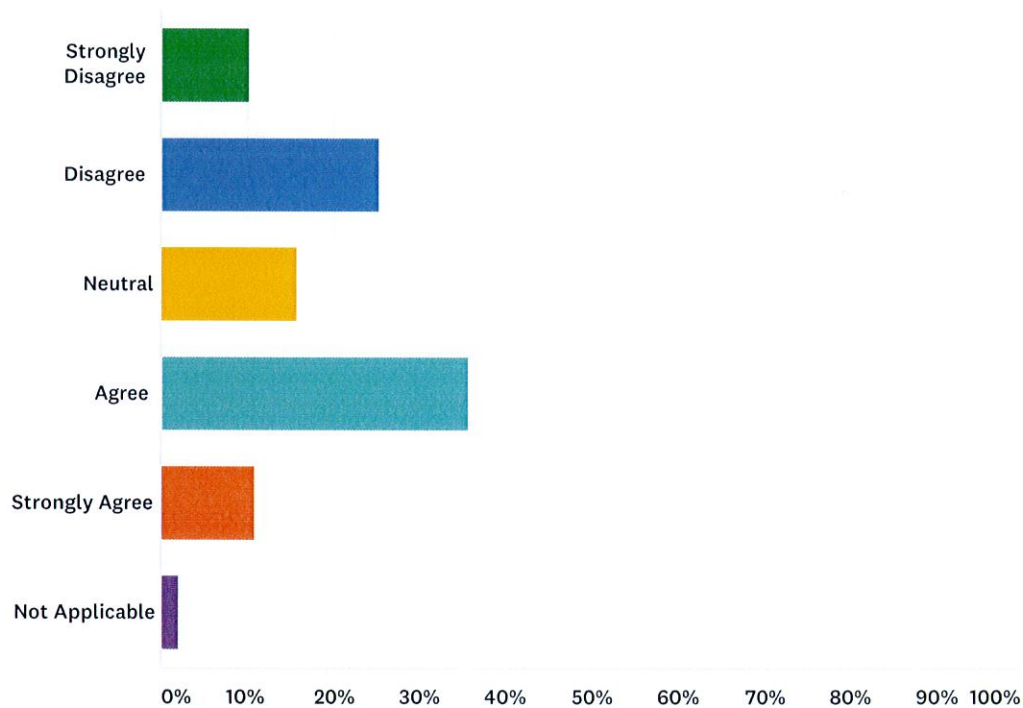
Answered: 284 Skipped: 21



ANSWER CHOICES	RESPONSES	
Strongly Disagree	3.17%	9
Disagree	5.28%	15
Neutral	11.62%	33
Agree	31.69%	90
Strongly Agree	44.37%	126
Not Applicable	3.87%	11
TOTAL		284

Q27 There are available rooms and common spaces for educators to collaborate and discuss educational practices.

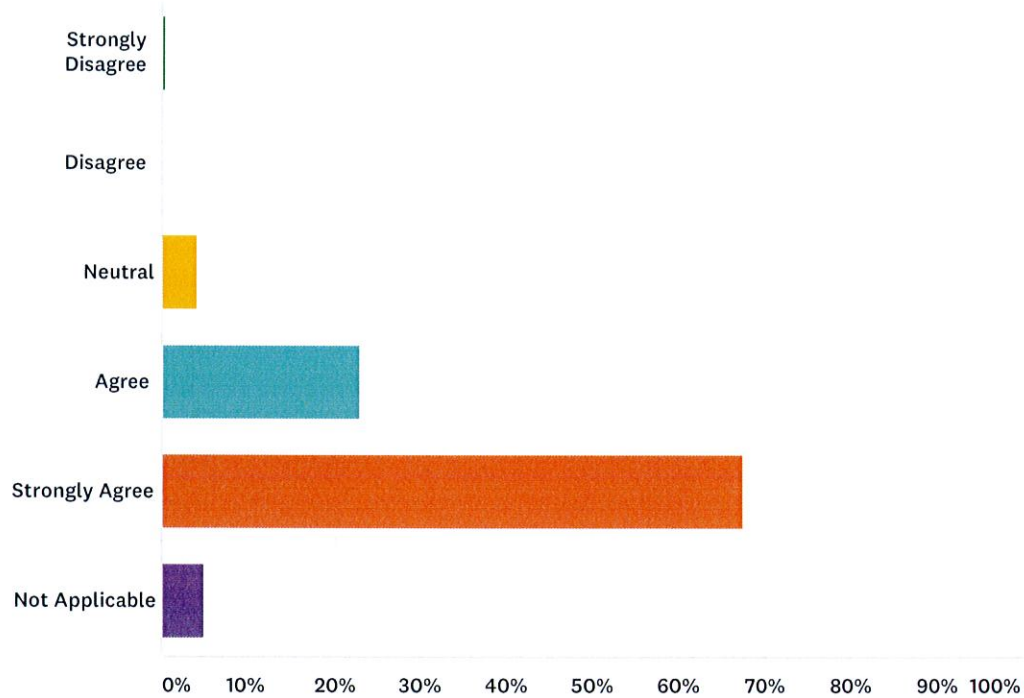
Answered: 285 Skipped: 20



ANSWER CHOICES	RESPONSES	
Strongly Disagree	10.18%	29
Disagree	25.26%	72
Neutral	15.79%	45
Agree	35.79%	102
Strongly Agree	10.88%	31
Not Applicable	2.11%	6
TOTAL		285

Q29 I feel responsible for how well my students learn.

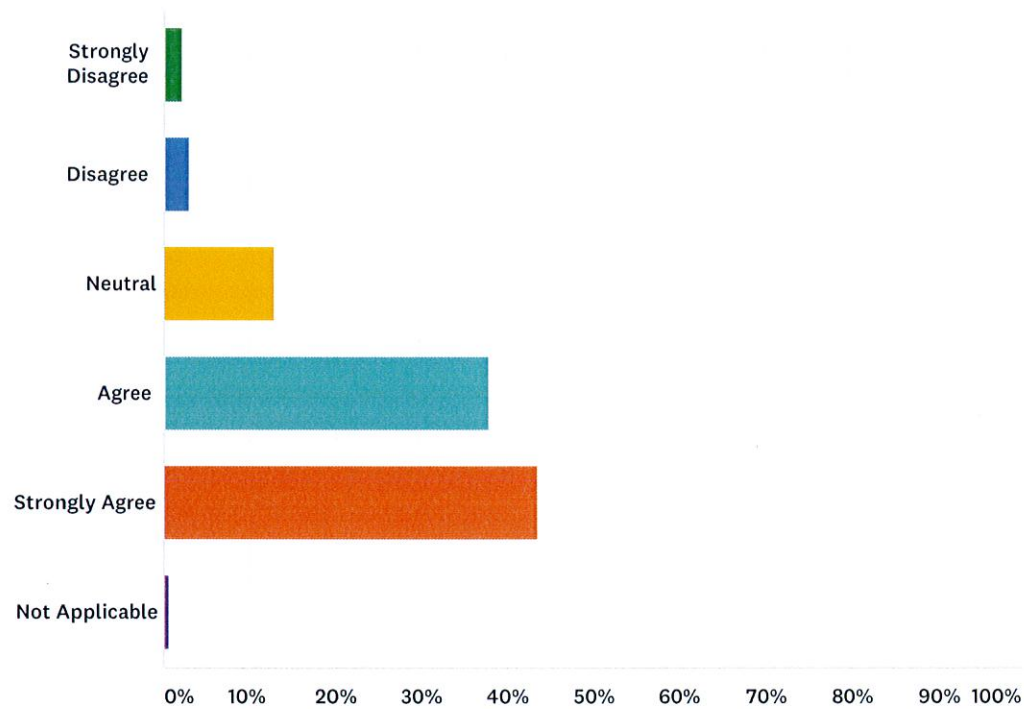
Answered: 283 Skipped: 22



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0.35%	1
Disagree	0.00%	0
Neutral	4.24%	12
Agree	22.97%	65
Strongly Agree	67.49%	191
Not Applicable	4.95%	14
TOTAL		283

Q30 The principal trusts my professional judgment.

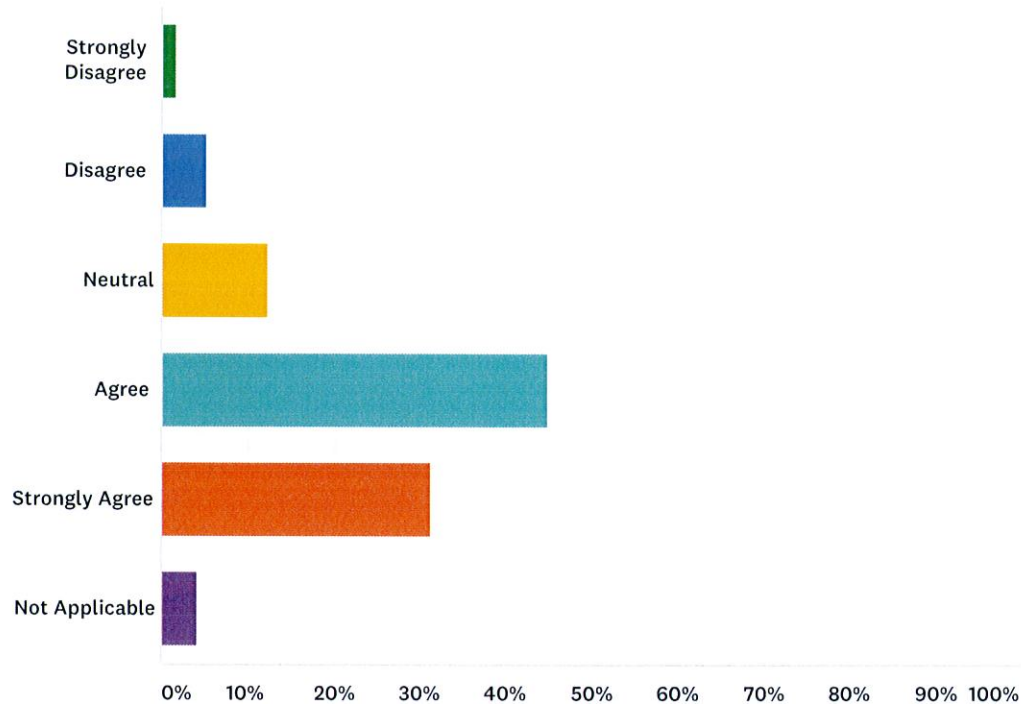
Answered: 283 Skipped: 22



ANSWER CHOICES		RESPONSES	
Strongly Disagree		2.12%	6
Disagree		2.83%	8
Neutral		13.07%	37
Agree		37.81%	107
Strongly Agree		43.46%	123
Not Applicable		0.71%	2
TOTAL			283

Q31 With an understanding of the student learning goals and outcomes, I feel that I have decision making autonomy regarding my work and the progress of student learning.

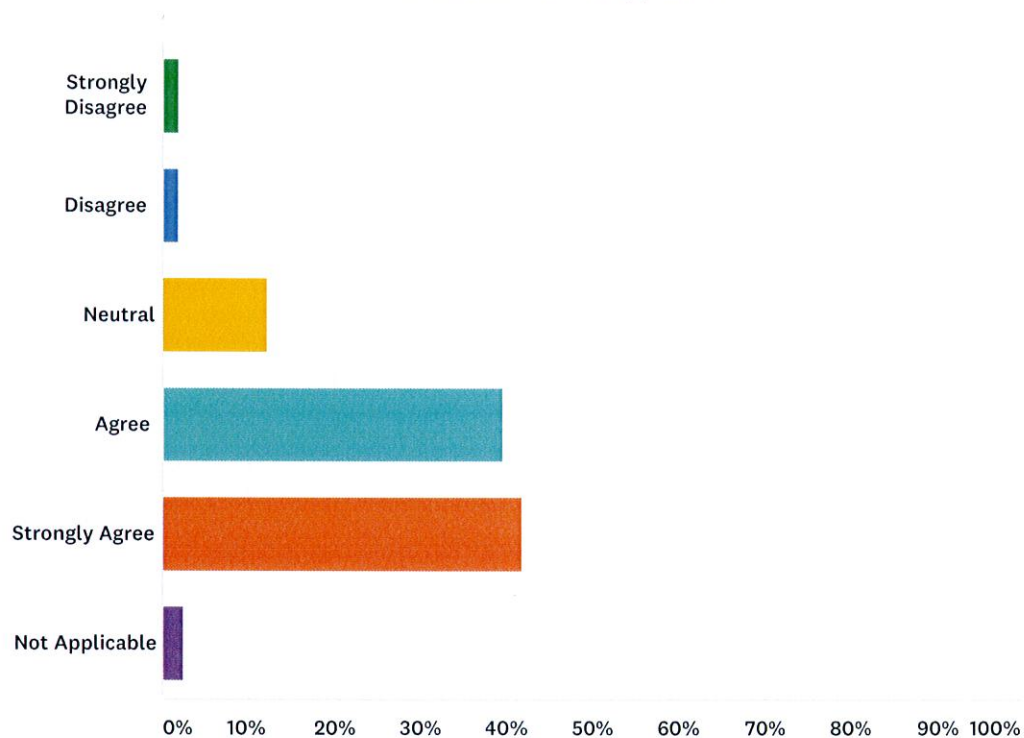
Answered: 283 Skipped: 22



ANSWER CHOICES	RESPONSES	
Strongly Disagree	1.77%	5
Disagree	5.30%	15
Neutral	12.37%	35
Agree	44.88%	127
Strongly Agree	31.45%	89
Not Applicable	4.24%	12
TOTAL		283

Q33 The principal in my school supports educators who want to learn more about the profession, take risks and try new techniques and ideas.

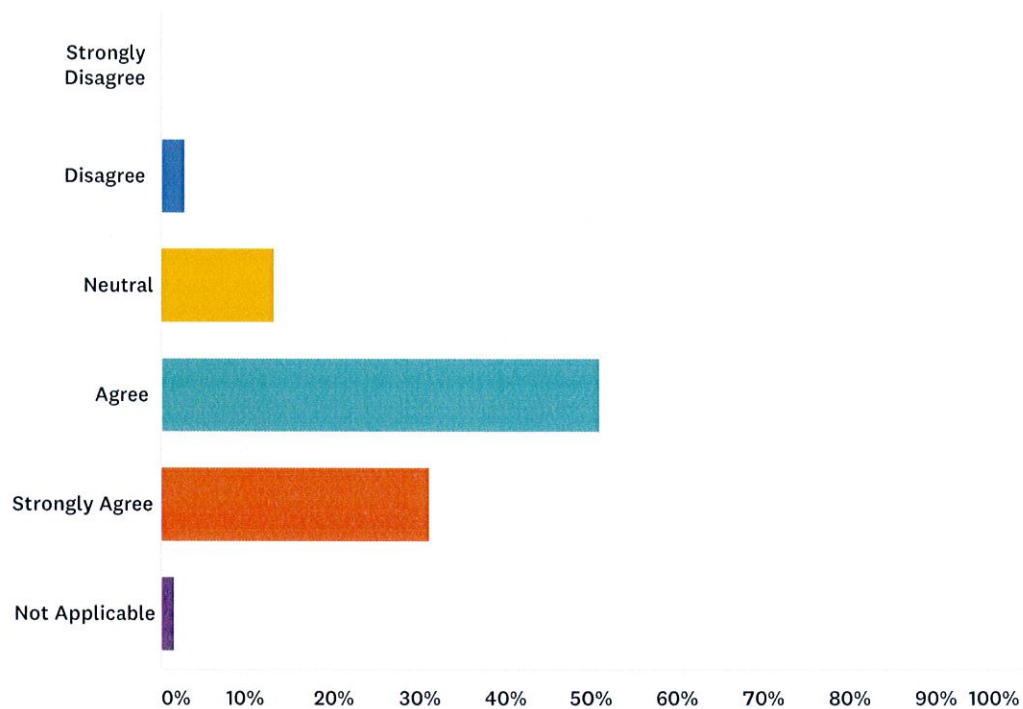
Answered: 279 Skipped: 26



ANSWER CHOICES	RESPONSES	
Strongly Disagree	1.79%	5
Disagree	1.79%	5
Neutral	12.19%	34
Agree	39.78%	111
Strongly Agree	41.94%	117
Not Applicable	2.51%	7
TOTAL		279

Q34 Educators in my school are interested in and open to improving their practice.

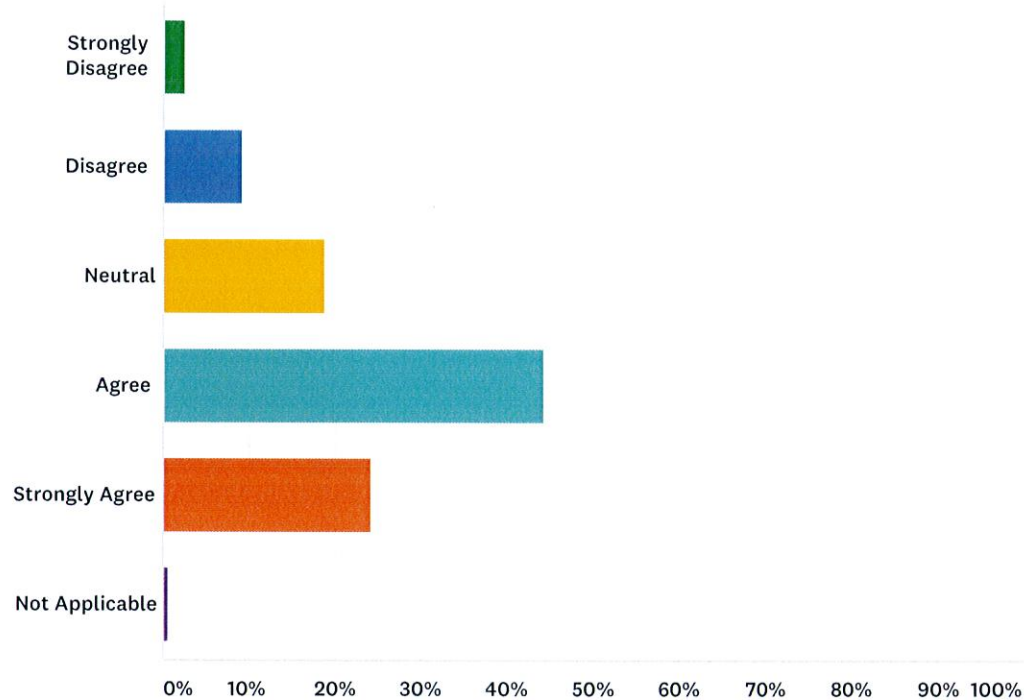
Answered: 282 Skipped: 23



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0.00%	0
Disagree	2.84%	8
Neutral	13.12%	37
Agree	51.06%	144
Strongly Agree	31.21%	88
Not Applicable	1.77%	5
TOTAL		282

Q36 In my school respect, trust and a shared sense of purpose build professional commitment and the cooperation required for collaboration and shared decision-making.

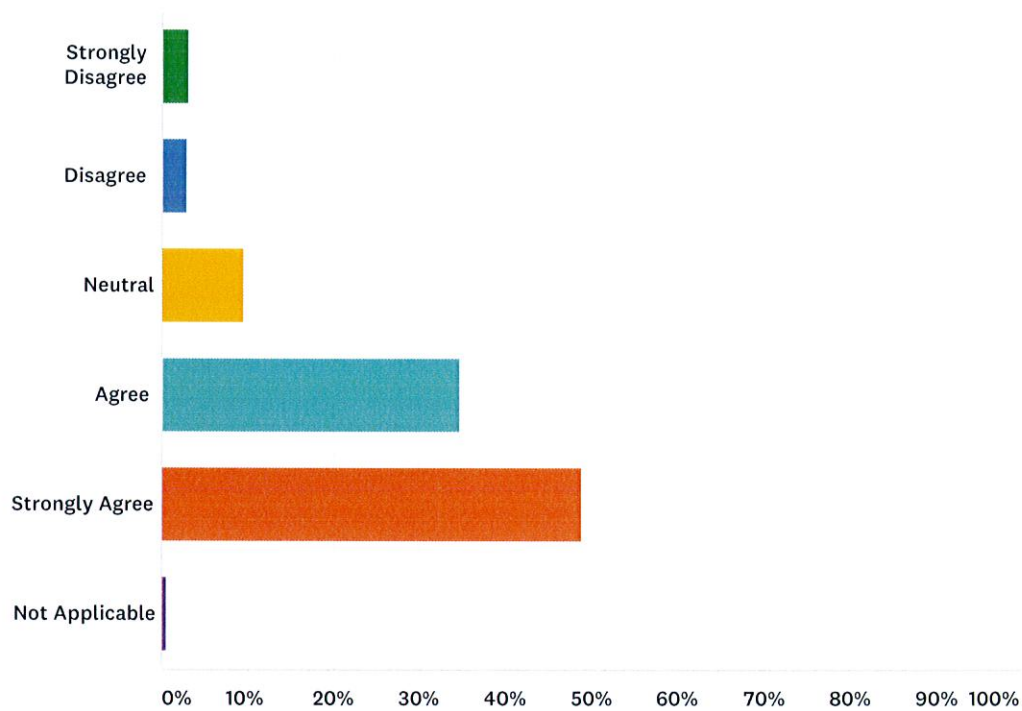
Answered: 280 Skipped: 25



ANSWER CHOICES	RESPONSES	
Strongly Disagree	2.50%	7
Disagree	9.29%	26
Neutral	18.93%	53
Agree	44.29%	124
Strongly Agree	24.29%	68
Not Applicable	0.71%	2
TOTAL		280

Q37 I feel respected by the principal at my school.

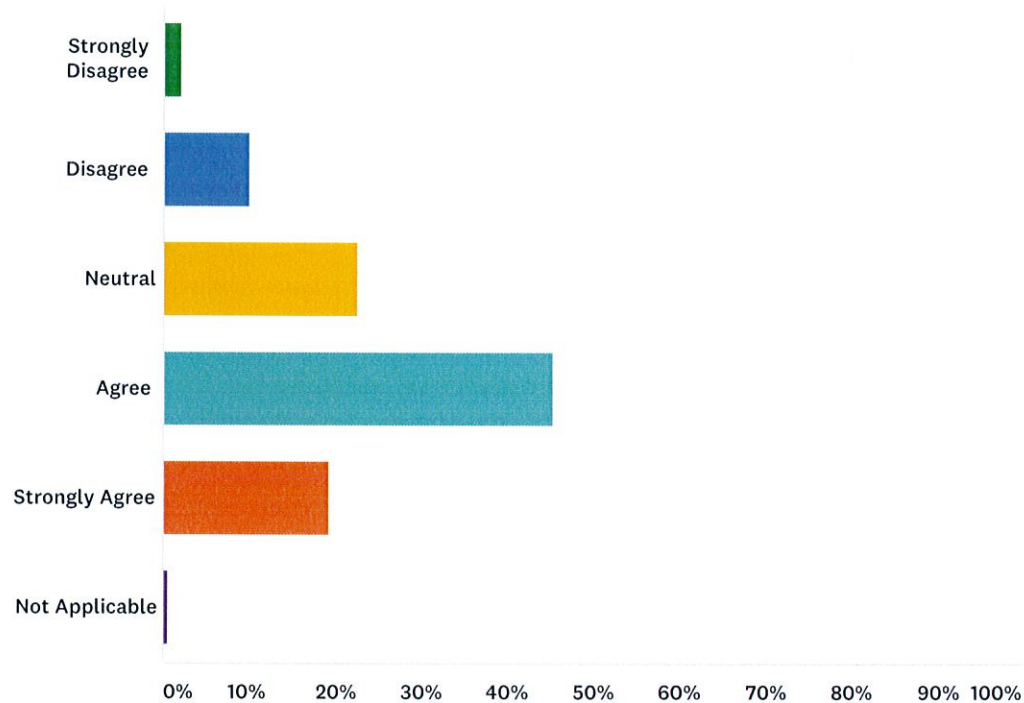
Answered: 282 Skipped: 23



ANSWER CHOICES	RESPONSES	
Strongly Disagree	3.19%	9
Disagree	2.84%	8
Neutral	9.57%	27
Agree	34.75%	98
Strongly Agree	48.94%	138
Not Applicable	0.71%	2
TOTAL		282

Q38 Educators in my school trust each other.

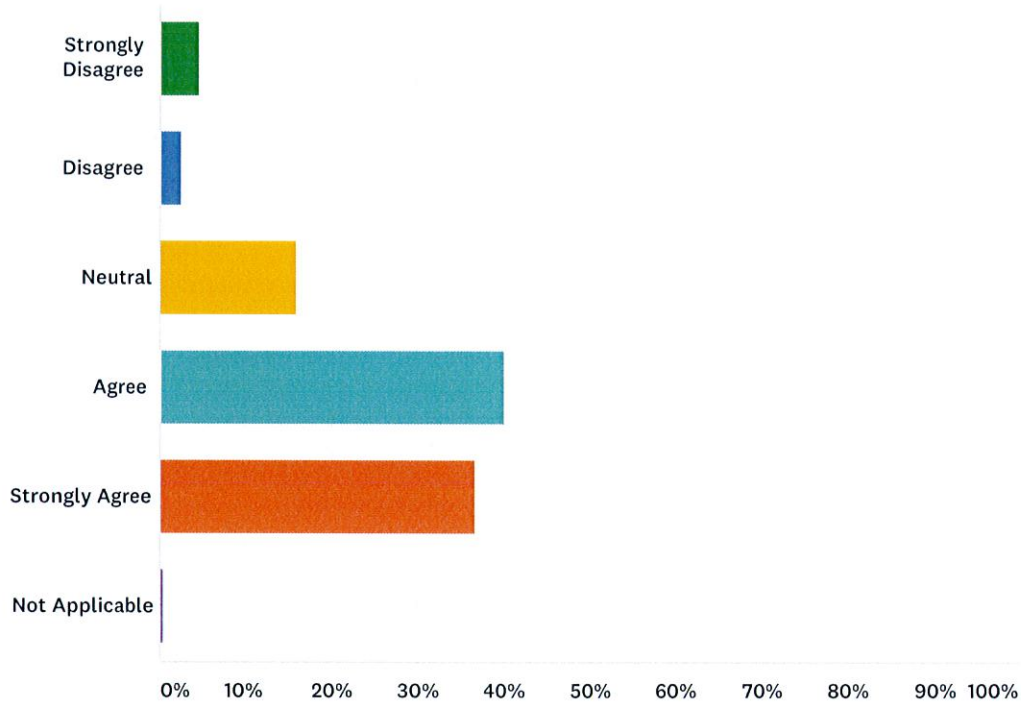
Answered: 280 Skipped: 25



ANSWER CHOICES	RESPONSES	
Strongly Disagree	2.14%	6
Disagree	10.00%	28
Neutral	22.50%	63
Agree	45.36%	127
Strongly Agree	19.29%	54
Not Applicable	0.71%	2
TOTAL		280

Q39 I trust the principal of my school.

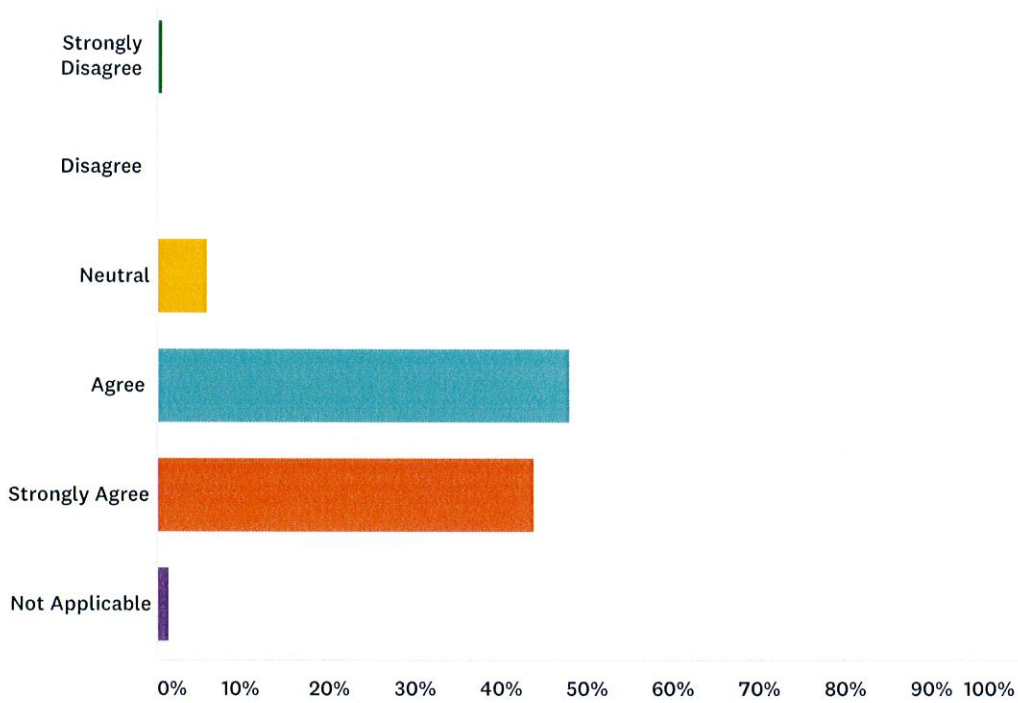
Answered: 282 Skipped: 23



ANSWER CHOICES	RESPONSES	
Strongly Disagree	4.61%	13
Disagree	2.48%	7
Neutral	15.96%	45
Agree	40.07%	113
Strongly Agree	36.52%	103
Not Applicable	0.35%	1
TOTAL		282

Q41 Educators in my school are well versed in the teaching profession, with expertise in the knowledge and skills of teaching and student learning.

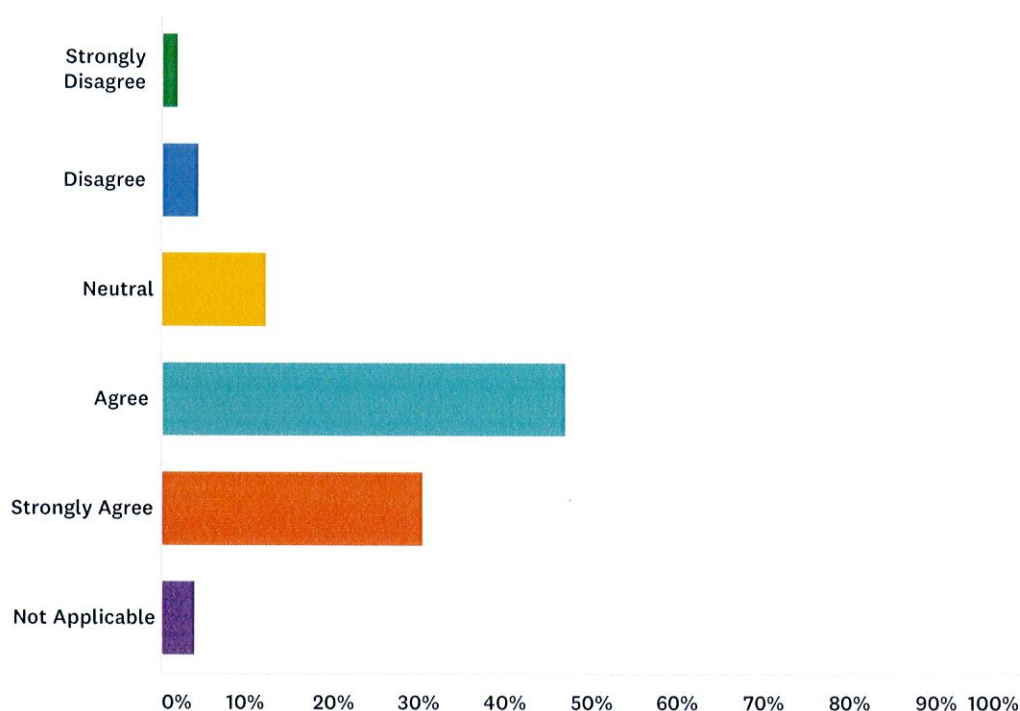
Answered: 276 Skipped: 29



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0.72%	2
Disagree	0.00%	0
Neutral	5.80%	16
Agree	48.19%	133
Strongly Agree	43.84%	121
Not Applicable	1.45%	4
TOTAL		276

Q42 The principal at my school makes clear to the staff their expectations for meeting instructional goals.

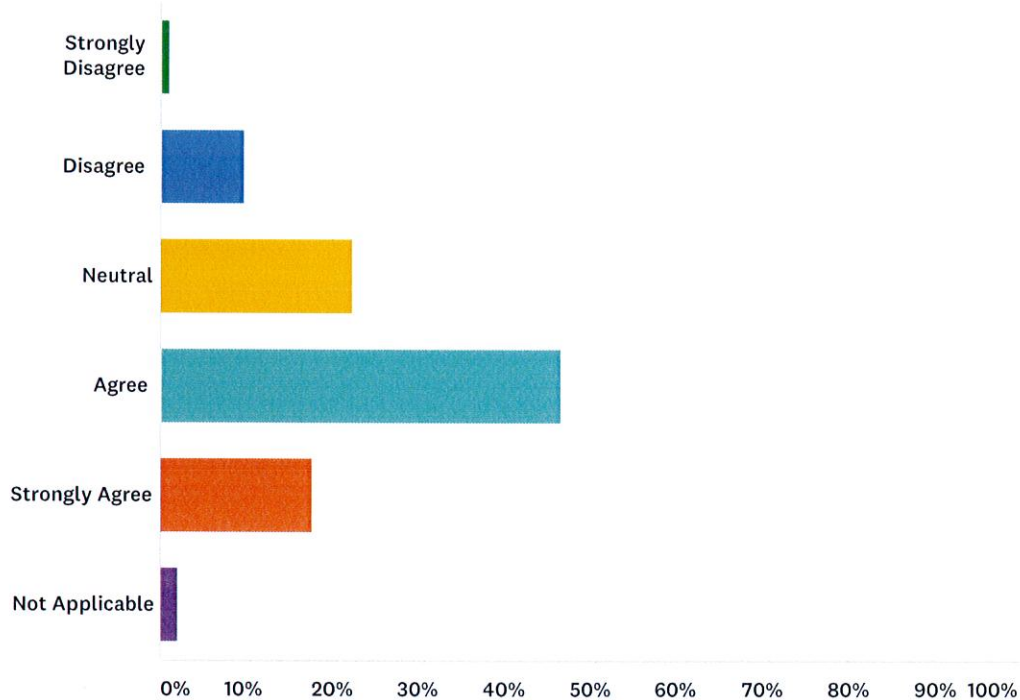
Answered: 278 Skipped: 27



ANSWER CHOICES	RESPONSES	
Strongly Disagree	1.80%	5
Disagree	4.32%	12
Neutral	12.23%	34
Agree	47.12%	131
Strongly Agree	30.58%	85
Not Applicable	3.96%	11
TOTAL		278

Q43 Structures such as peer coaching and mentoring, along with other forms of professional development, spread expertise among faculty members, thereby helping educators improve.

Answered: 276 Skipped: 29



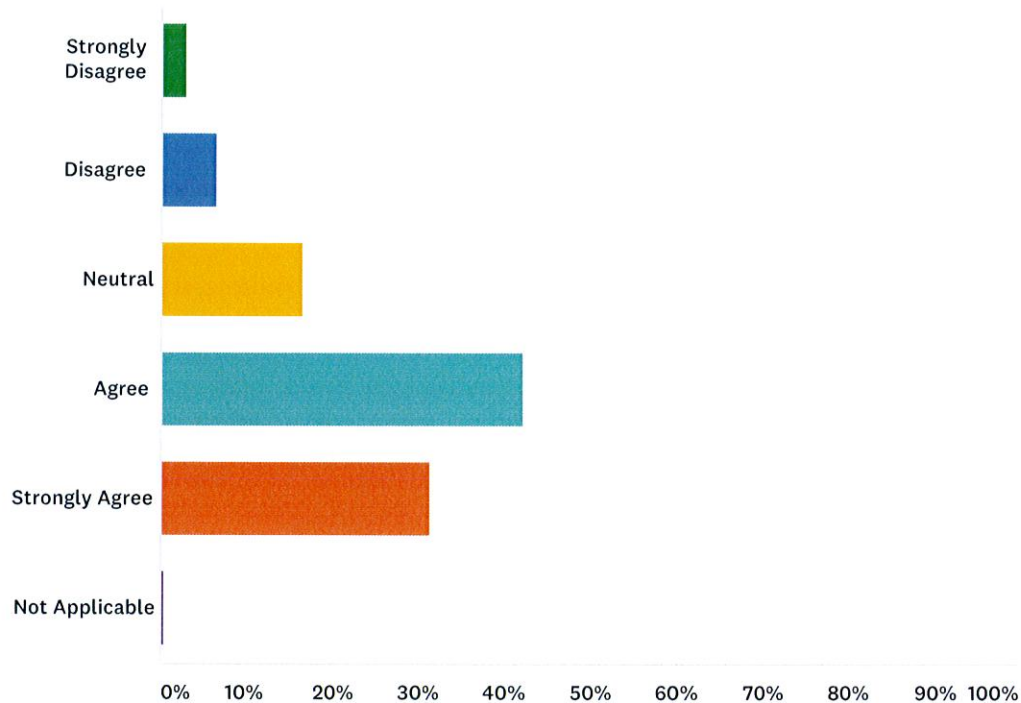
ANSWER CHOICES

RESPONSES

Strongly Disagree	1.09%	3
Disagree	9.78%	27
Neutral	22.46%	62
Agree	46.74%	129
Strongly Agree	17.75%	49
Not Applicable	2.17%	6
TOTAL		276

Q45 The principal at my school communicates a clear vision.

Answered: 277 Skipped: 28



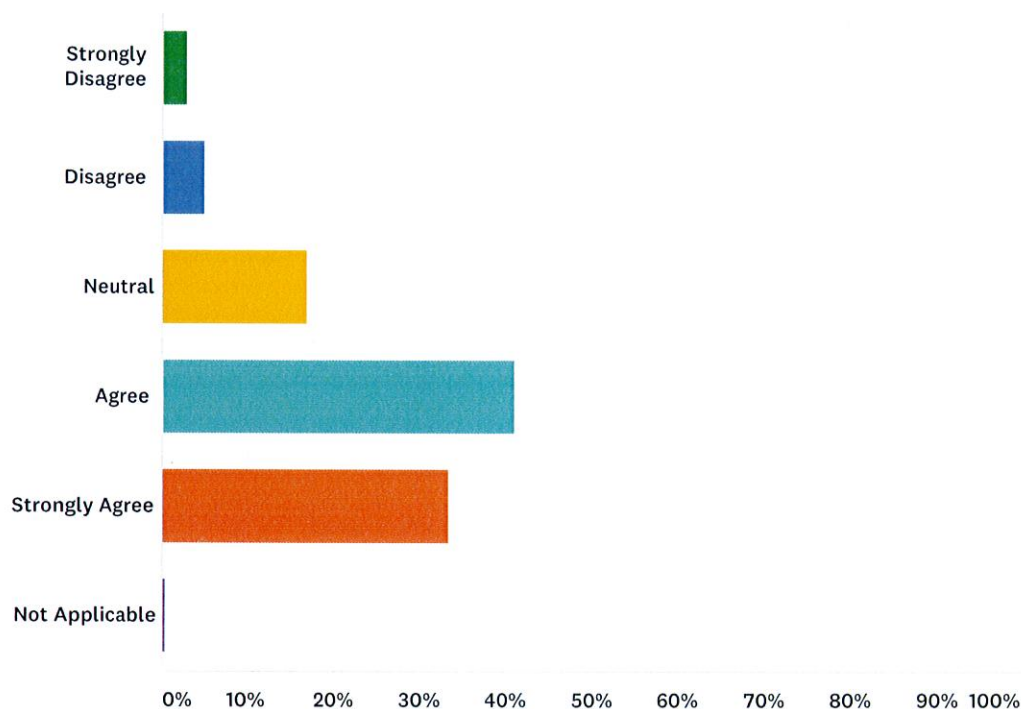
ANSWER CHOICES

RESPONSES

Strongly Disagree	2.89%	8
Disagree	6.50%	18
Neutral	16.61%	46
Agree	42.24%	117
Strongly Agree	31.41%	87
Not Applicable	0.36%	1
TOTAL		277

Q46 The principal keeps the school focused on our shared mission, continuous improvement and collaboration.

Answered: 277 Skipped: 28



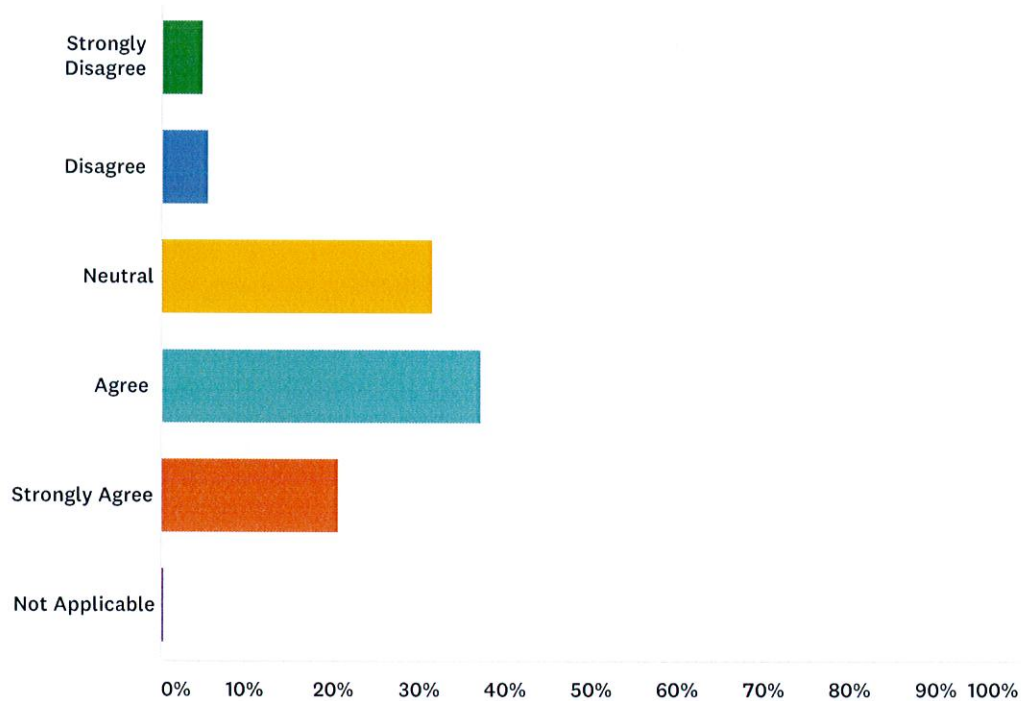
ANSWER CHOICES

RESPONSES

Strongly Disagree	2.89%	8
Disagree	5.05%	14
Neutral	16.97%	47
Agree	41.16%	114
Strongly Agree	33.57%	93
Not Applicable	0.36%	1
TOTAL		277

Q47 The principal of my school inspires me.

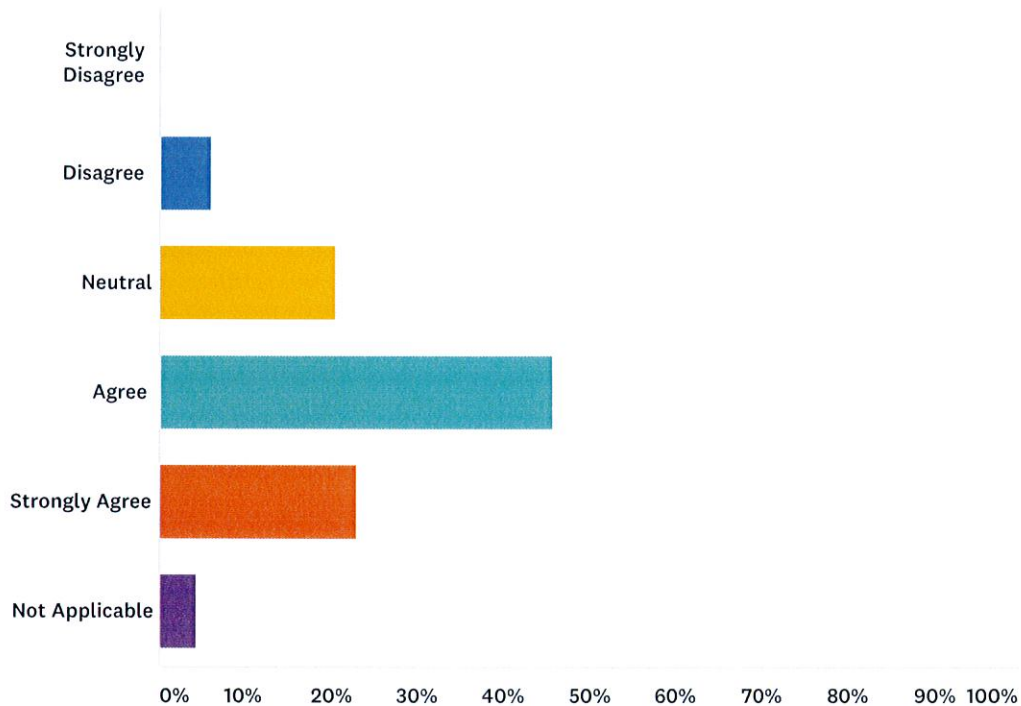
Answered: 276 Skipped: 29



ANSWER CHOICES	RESPONSES	
Strongly Disagree	4.71%	13
Disagree	5.43%	15
Neutral	31.52%	87
Agree	37.32%	103
Strongly Agree	20.65%	57
Not Applicable	0.36%	1
TOTAL		276

Q49 Veteran educators mentor new educators to pass along the school's vision and our shared norms and values.

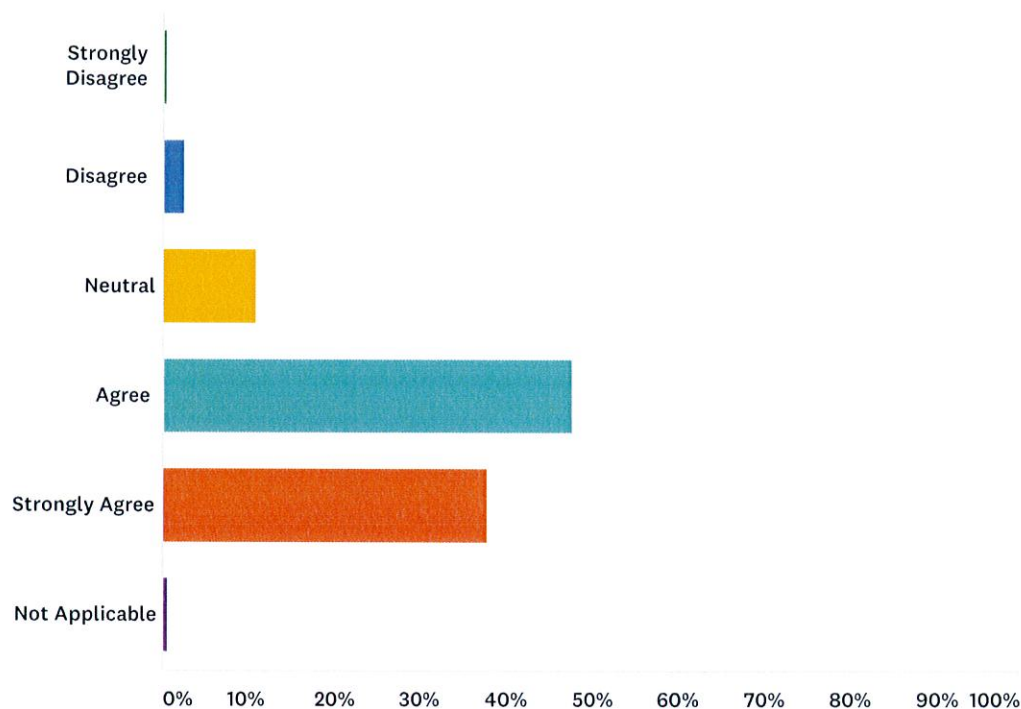
Answered: 277 Skipped: 28



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0.00%	0
Disagree	6.14%	17
Neutral	20.58%	57
Agree	45.85%	127
Strongly Agree	23.10%	64
Not Applicable	4.33%	12
TOTAL		277

Q50 Educators in my school hold themselves to high standards of professional behavior.

Answered: 277 Skipped: 28



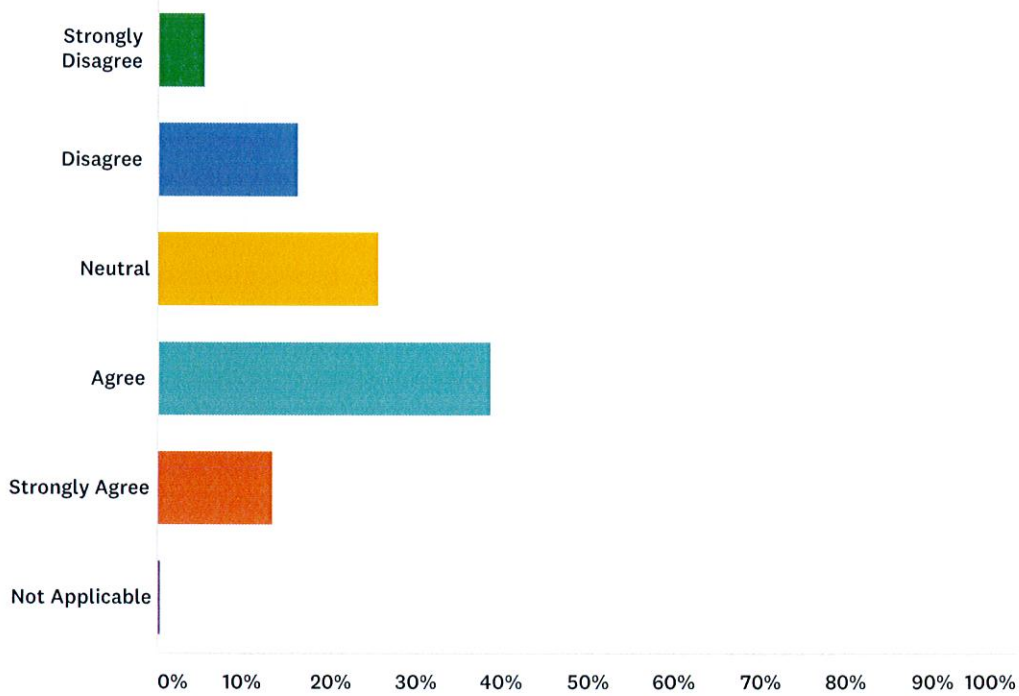
ANSWER CHOICES

RESPONSES

Strongly Disagree	0.36%	1
Disagree	2.53%	7
Neutral	10.83%	30
Agree	47.65%	132
Strongly Agree	37.91%	105
Not Applicable	0.72%	2
TOTAL		277

Q52 In my school, staff morale is healthy.

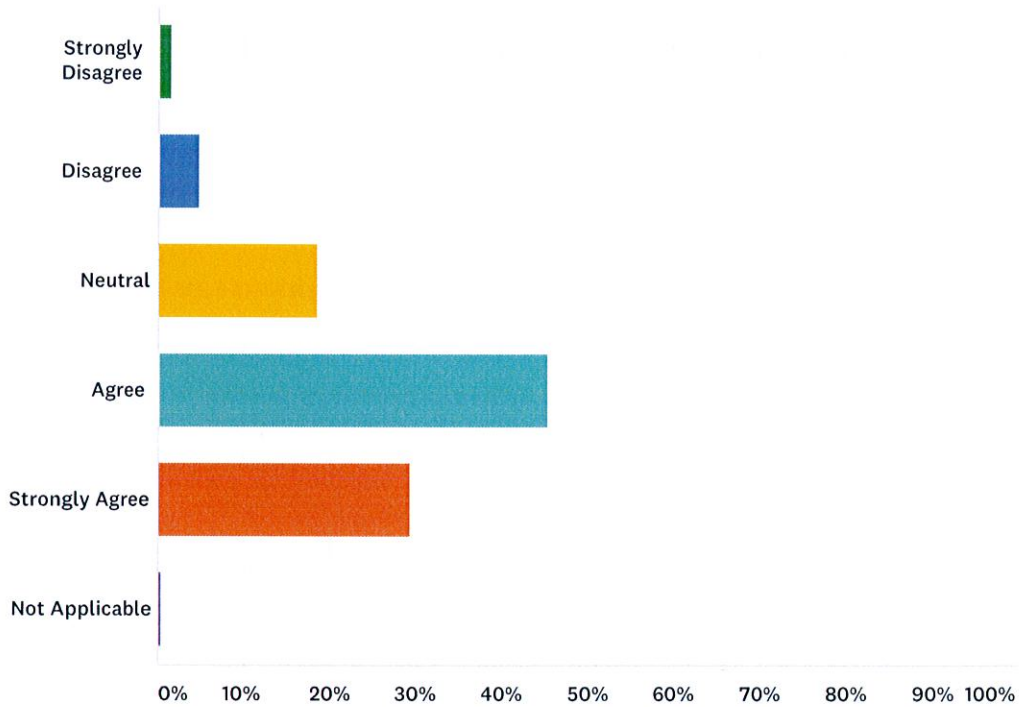
Answered: 277 Skipped: 28



ANSWER CHOICES	RESPONSES	
Strongly Disagree	5.42%	15
Disagree	16.25%	45
Neutral	25.63%	71
Agree	38.99%	108
Strongly Agree	13.36%	37
Not Applicable	0.36%	1
TOTAL		277

Q53 I feel that I am a part of a larger mission.

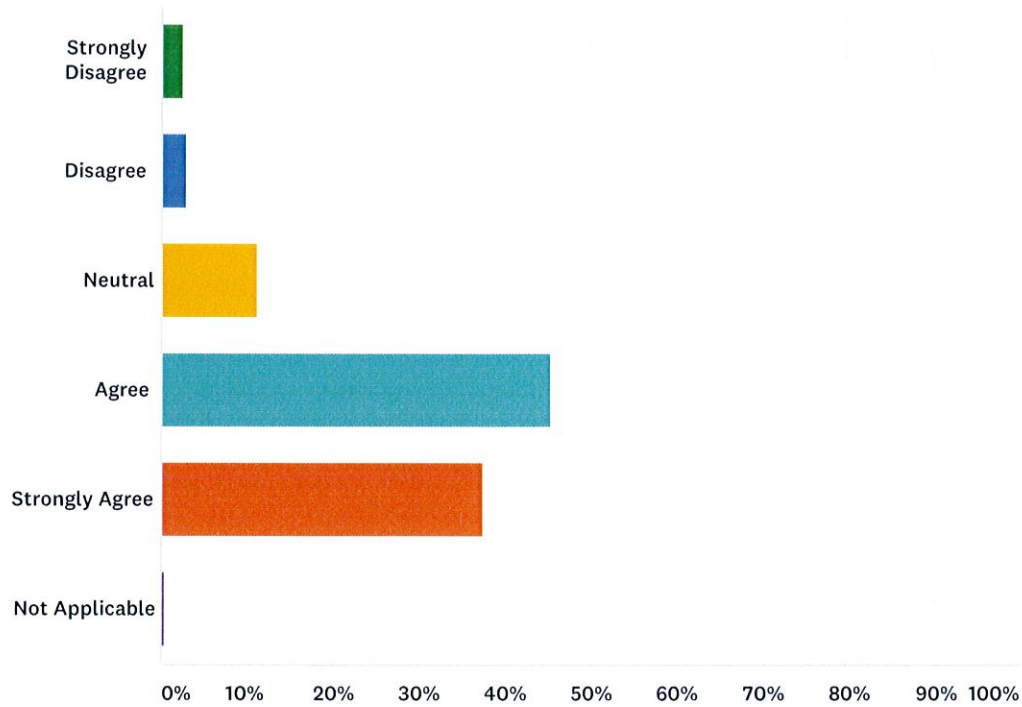
Answered: 275 Skipped: 30



ANSWER CHOICES	RESPONSES	
Strongly Disagree	1.45%	4
Disagree	4.73%	13
Neutral	18.55%	51
Agree	45.45%	125
Strongly Agree	29.45%	81
Not Applicable	0.36%	1
TOTAL		275

Q54 I look forward to coming to work most days.

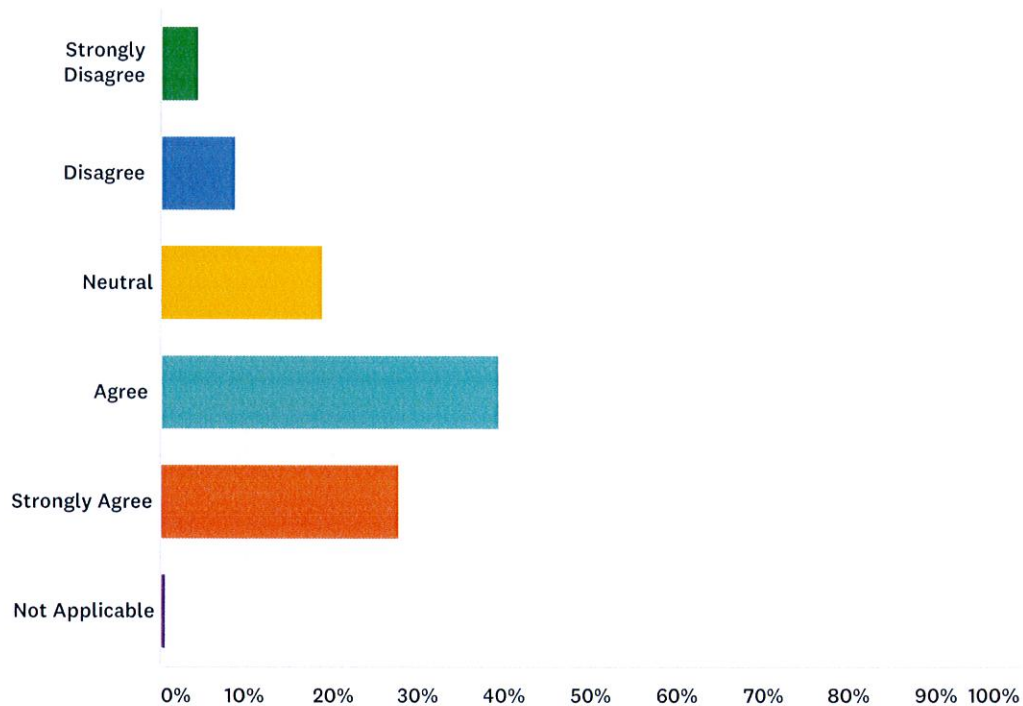
Answered: 277 Skipped: 28



ANSWER CHOICES	RESPONSES	
Strongly Disagree	2.53%	7
Disagree	2.89%	8
Neutral	11.19%	31
Agree	45.49%	126
Strongly Agree	37.55%	104
Not Applicable	0.36%	1
TOTAL		277

Q55 I feel comfortable raising issues and concerns that are important to me.

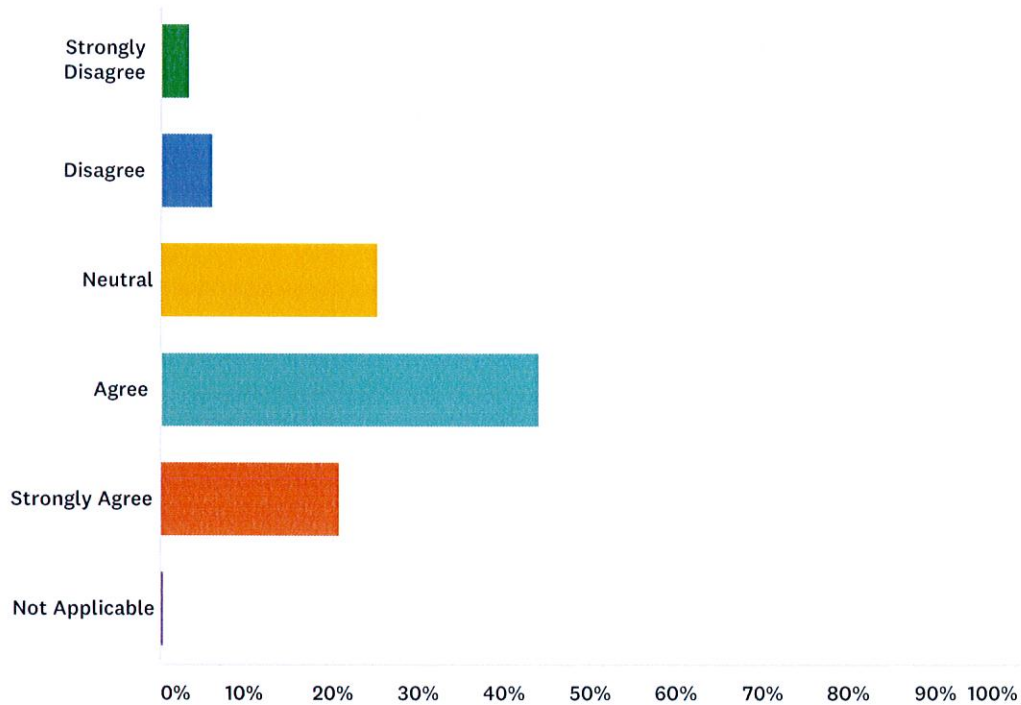
Answered: 276 Skipped: 29



ANSWER CHOICES	RESPONSES	
Strongly Disagree	4.35%	12
Disagree	8.70%	24
Neutral	18.84%	52
Agree	39.49%	109
Strongly Agree	27.90%	77
Not Applicable	0.72%	2
TOTAL		276

Q56 The faculty at my school are recognized for accomplishments.

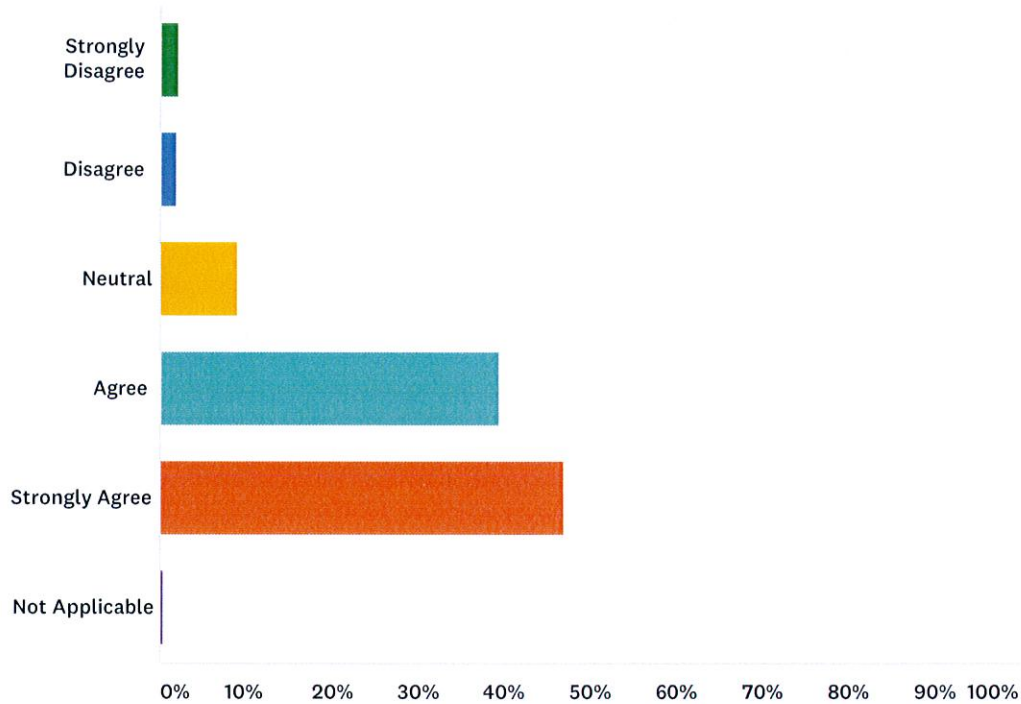
Answered: 277 Skipped: 28



ANSWER CHOICES	RESPONSES	
Strongly Disagree	3.25%	9
Disagree	6.14%	17
Neutral	25.27%	70
Agree	44.04%	122
Strongly Agree	20.94%	58
Not Applicable	0.36%	1
TOTAL		277

Q57 I like working in this school.

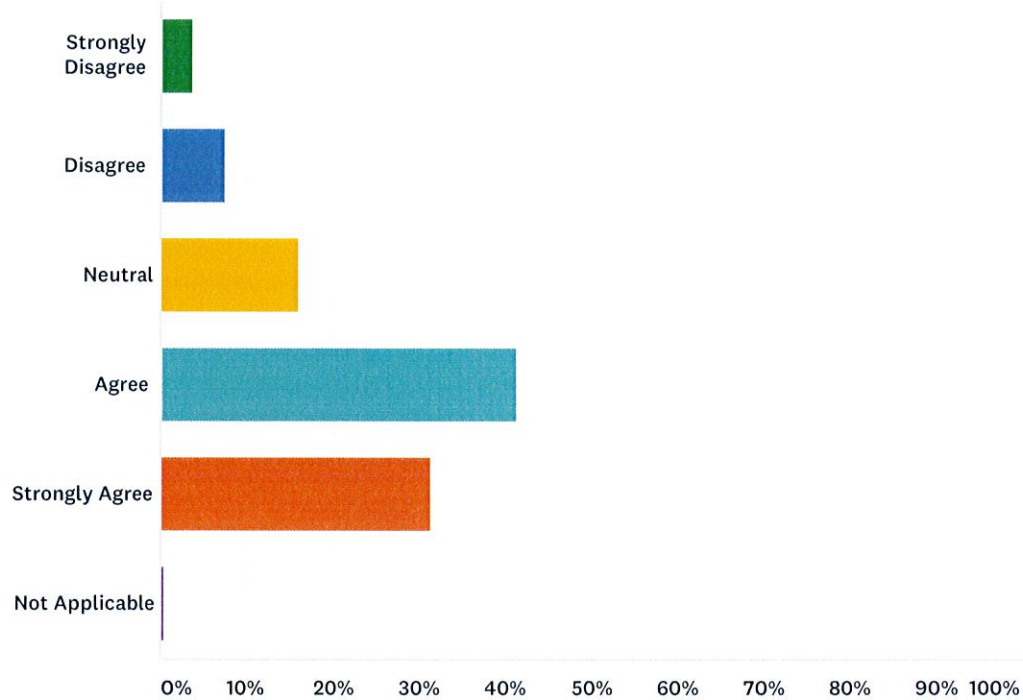
Answered: 276 Skipped: 29



ANSWER CHOICES	RESPONSES	
Strongly Disagree	2.17%	6
Disagree	1.81%	5
Neutral	9.06%	25
Agree	39.49%	109
Strongly Agree	47.10%	130
Not Applicable	0.36%	1
TOTAL		276

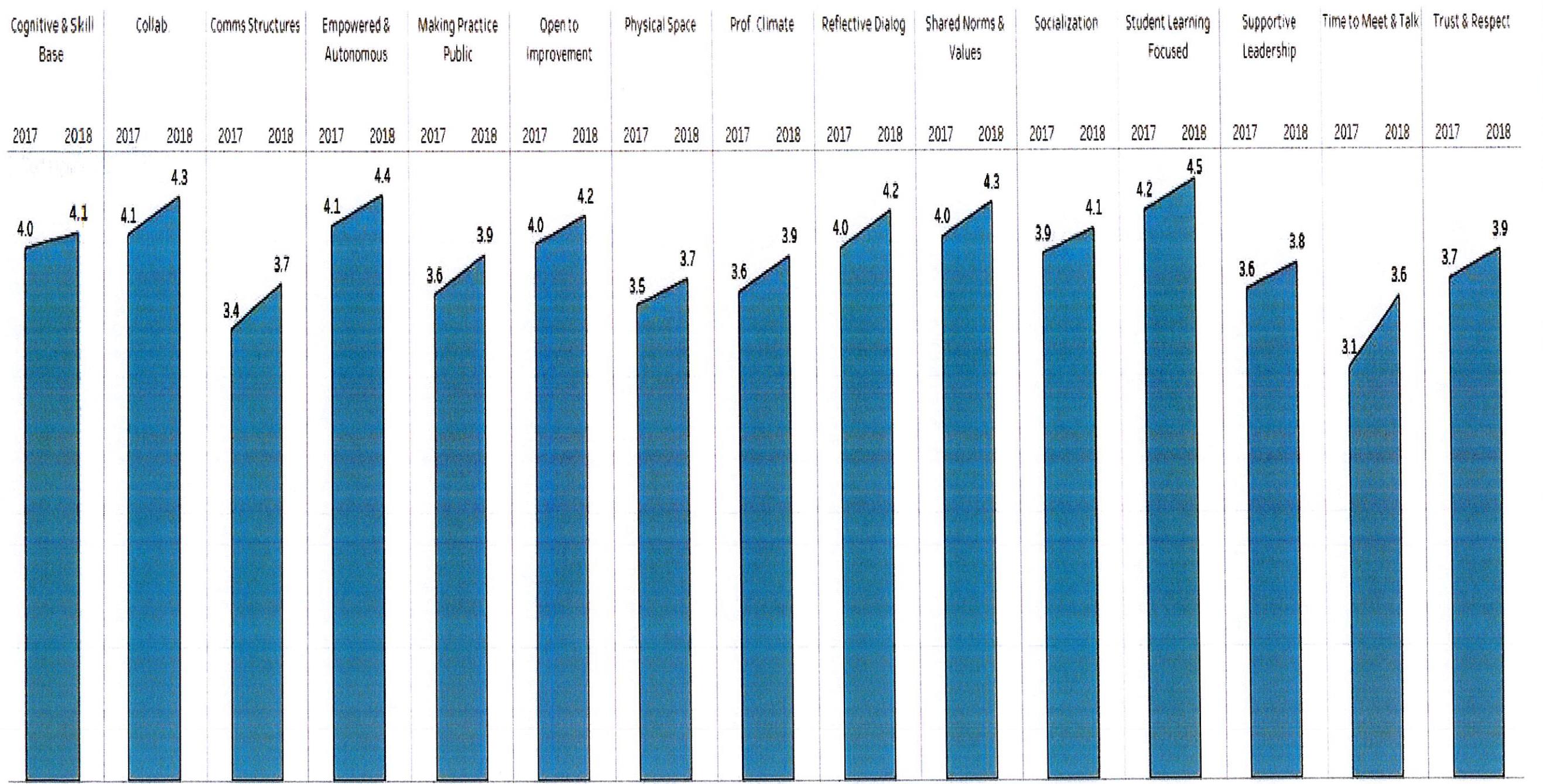
Q58 I feel valued.

Answered: 277 Skipped: 28



ANSWER CHOICES	RESPONSES	
Strongly Disagree	3.61%	10
Disagree	7.22%	20
Neutral	15.88%	44
Agree	41.52%	115
Strongly Agree	31.41%	87
Not Applicable	0.36%	1
TOTAL		277

District Overview: Average Response by Survey Section



CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller
Superintendent of Schools



Debra L. Bromfield
Director of Student Services

Jennifer A. Henderson
Assistant Superintendent
for Curriculum and Instruction

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

Barry S. Nectow
School Business Administrator

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

TO: Dr. Jennifer Fischer-Mueller, Superintendent of Schools
FROM: JFA
SUBJECT: Disposition of Surplus Property
DATE:

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

Quantity	Item Description	Age	Condition	Reason for Surplus	Check Here if Valued for \$500 or More
			Like New	Haven't been used in years	<input checked="" type="checkbox"/>
				less than \$1,000	<input checked="" type="checkbox"/>

(Please attach extra sheets if needed)

Administrator

see attached

Do Not Write Below
Disposition Action:

Transfer to other school or town department

Sold Price: Purchaser:

Disposal

X Other Donation - Big Hearted Books, Sharon, MA

Superintendent of Schools

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

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all

<u>Quantity</u>	<u>Description</u>	<u>Age</u>	<u>Condition</u>	<u>Reason for Surplus</u>
18	A Fairy-Tale life		like new	
50	Mind Zone Transform Zone (transformations)			
11	The Time Warp Trio Tut Tut			
4	Mystery Zone			
3	Our National Holidays			
29	On the go Zone			
58	Our Zone			
5	Geo Zone			
33	Bio Zone			
25	Kids Discover Mesopotamia			
27	Kids Discover Immigration			

9 Idea Zone

18 Goal Zone

21 Kids ~~Do~~ Discover
Pyramids

Box
3

11 Boy with a Camera

19 Sweet Clara and
the Freedom Quilt

13 The House I live in

11 The Navajos

11 A boy becomes a
man at wounded knee

11 Jen's Island

8 Home Place

10 And then what
happened Paul Revere?

~~Box 4-5~~

32 The Nature Company
Ancient Egypt

15 The Mysterious Rays
of Dr. Röntgen

24 ~~3~~ Making 13 Colonies

1 The New Nation

3 Our National Symbol

~~4~~ The Winged God

23 Adventures in Colonial
America Boston
Tea Party

3 Demeter & Persephone
the Seasons of Time

2 Children of Flight
Pedro Pan

4 I Know America
Our Declaration of Independence

4 I Know America
Our Constitution

1 I Know America
National Anthem

18 Surtsey

The Newest Place on Earth

26

The Winged Cat

A tale of Ancient Egypt

15 Mufaro's Beautiful Daughters.

1 The Hundred Penny Box

1 The Revenge of Ishtar

2 The little Match Girl

1 The Fortune Tellers

8 Family World Atlas

5 The Real McCoy

9 Coming Home

Life of Langston Hughes

13 Looking for Atlantis

- Colin Thompson

1 History of US The Twisted Americans

7 The Last Princess
Princess Kaiulani of
Hawaii

1 My 13th Winter

1 Moss Gown

1 Tatter hood and
the Hobgoblins

32 tale Zone

14 Transforma Zone

7 Explora Zone

1 On the Go Zone

5 People and Civilization
in World History

33 My Own Zone

1 America's Story
The Westward Movement

1 America's Story
Colonial America

14 America's Story
Forming a New Nation

48 ~~44~~ Mystery Zone

23 The Last Quest of
Gilgamesh

51 History Zone

29 The Revenge of Ishtar

14 Gilgamesh the King

	A	B	C	D	E	F	G	K	L	M	N	O	P
1	Canton Public Schools												
2	FY19 Budget Request												
3													
4					FY19			FY19			FY19		
5					(Superintendent's Budget Request)			(Superintendent's Budget Request)			(Superintendent's Budget Request)		
6					(All Requests)			(Approved by SC - 01-18-2018)			(Post Fin Com - 04/12/2018)		
7				Line #*	FTE	\$	%	FTE	\$	%	FTE	\$	%
8													
9	Prior Year Operating Budget		(Line 8)			\$40,221,560			\$40,221,560			\$40,221,560	
10													
13	Contractual Salary Increases		(Line 29)			\$1,378,776	3.43%		\$1,378,776	3.43%		\$1,378,776	3.43%
14													
15	Special Education Deficit		(Line 38)									\$2,300,000	
16													
17	Priority - Level 1 - Sub-Total		(Line 145)		21.70	\$1,482,429	3.69%	10.60	\$712,169	1.77%	5.00	\$483,968	1.20%
18													
19	Priority - Level 2 Sub-Total		(Line 264)		0.00	\$315,912	0.79%	0.00	\$193,972	0.48%	0.00	\$139,332	0.35%
20													
21	Sub-Total Budget Increase Requested		(Line 281)		21.70	\$3,177,117	7.90%	10.60	\$2,284,917	5.68%	5.00	\$4,302,076	10.70%
22													
23	Projected Staff Reductions		(Line 298)		(1.00)	(\$70,000)	-0.17%	(1.00)	(\$70,000)	-0.17%	(16.60)	(\$1,127,230)	-2.80%
24													
25	Non-Operating Budget Funds Adjustment		(See Below)**									\$1,000,000	
26													
27	Total Budget Increase	(Above Line 21 + Line 23 - Line 25)			20.70	\$3,177,117	7.73%	9.60	\$2,284,917	5.51%	-11.60	\$2,174,846	5.41%
28													
29	Total Budget Request	(Above Line 8 + Line 27)				\$43,398,677	7.90%		\$42,506,477	5.68%		\$42,396,406	5.41%
30													
50	*Unless otherwise noted, Line # is from the Superintendent's Budget Request spreadsheet attached.												
51	**Non-Operating Budget Funds Adjustment includes Budget Supplement (\$700,000) + Revolving Funds Offset (\$300,000)												

[illegible]

	A	B	C	D	E	I	J	K	R	S	T
1	Canton Public Schools										
2	FY19 Budget Request		FY19			FY19			FY19		
3			(All Requests)			(Superintendent's Budget Request)			(Superintendent's Budget Request)		
4						(Approved by SC - 01-18-2018)			(Post Fin Com - 04/12/2018)		
6											
44	Priority - Level I				FTE			FTE			FTE
45											
46	Requests - Maintenance of Quality - FTE's										
47											
48	CHS Classroom Teachers - section reconfig.					\$14,004		0.20	\$0		0.00
59	CHS Math Teacher (Coord class reduction)		\$28,007		0.40	\$0		0.00	\$0		0.00
60	CHS Performing Arts Teacher (Coord class reduction)		\$28,007		0.40	\$0		0.00	\$0		0.00
61	CHS Visual Arts Teacher		\$28,007		0.40	\$0		0.00	\$0		0.00
62	CHS French Teacher		\$28,007		0.40	\$0		0.00	\$0		0.00
63	CHS ASL Teacher		\$28,007		0.40	\$0		0.00	\$0		0.00
64	CHS English Teacher		\$14,004		0.20	\$0		0.00	\$0		0.00
65	CHS Special Education Teachers		\$140,036		2.00	\$140,036		2.00	\$0		0.00
66	CHS Educational Assistant		\$25,023		1.00	\$25,023		1.00	\$25,023		1.00
67	CHS Wellness Teacher		\$28,007		0.40	\$0		0.00	\$0		0.00
68	GMS Math Tutor		\$25,000		1.00	\$0		0.00	\$0		0.00
69	GMS Math Teacher		\$70,018		1.00	\$70,018		1.00	\$0		0.00
70	GMS Educational Assistant		\$25,000		1.00	\$25,023		1.00	\$0		0.00
71	GMS Dean of Students		\$25,000		0.40	\$0		0.00	\$28,007		0.40
72	GMS Visual Arts Teacher		\$14,004		0.20	\$0		0.00	\$0		0.00
73	GMS Nurse		\$28,007		0.40	\$28,007		0.40	\$14,004		0.20
74	GMS Wellness Teacher		\$28,007		0.40	\$0		0.00	\$0		0.00
75	Hansen/Rodman ELL Teacher		\$70,018		1.00	\$42,011		0.60	\$70,018		1.00
76	Rodman Special Education Teacher		\$70,018		1.00	\$70,018		1.00	\$0		0.00
77	Rodman Educational Assistant		\$25,023		1.00	\$25,023		1.00	\$0		0.00
78	Rodman School Aide		\$0		0.00	\$0		0.00	\$13,909		1.00
79	Preschool School Psychologist		\$28,007		0.40	\$28,007		0.40	\$28,007		0.40
80	Food Service Expenses								\$50,000		0.00
82											
83	Requests - Maintenance of Quality FTE's - Sub-Total		\$755,207	1.88%	13.40	\$467,169	1.16%	8.60	\$228,968	0.57%	4.00
84											
85	Requests - Maintenance of Quality Supplies and Services										
86											
87	Safety and Security Supplies and Equipment								\$25,000		
88											
92	Requests - Maintenance of Quality Supplies and Services - Sub-Total								\$25,000		
93											
94	MAINTENANCE OF QUALITY - SUB-TOTAL		\$755,207	1.88%	13.40	\$467,169	1.16%	8.60	\$253,968	0.63%	4.00

	A	B	C	D	E	I	J	K	R	S	T
1	Canton Public Schools										
2	FY19 Budget Request		FY19			FY19			FY19		
3			(All Requests)			(Superintendent's Budget Request)			(Superintendent's Budget Request)		
4						(Approved by SC - 01-18-2018)			(Post Fin Com - 04/12/2018)		
6											
95					FTE			FTE			FTE
96	Requests - Quality Enhancements FTE's										
97											
100	Elementary Specialists Teachers (for elem. Teacher time)		\$210,054		3.00	\$0		0.00	\$0		0.00
101	Pre-K Director of Curriculum and Instruction		\$0						\$125,000		1.00
102	Elementary Curriculum Specialist (Unit A)		\$70,018		1.00	\$0		0.00	\$0		0.00
103	Maintenance Worker		\$45,000		1.00	\$45,000		1.00	\$0		0.00
104	Administrative Asst. for Facilities Department		\$20,000		0.50	\$0		0.00	\$0		0.00
105	HR Director		\$140,000		1.00	\$0		0.00	\$0		0.00
106	Data Specialist		\$75,000		1.00	\$75,000		1.00	\$0		0.00
109	GMS Lunch Room Monitors		\$12,150		0.80	\$0		0.00	\$0		0.00
130	Requests - Quality Enhancements FTE's - Sub-Total		\$572,222	1.42%	8.30	\$120,000	0.30%	2.00	\$125,000	0.31%	1.00
131											
132	Requests - Quality Enhancements Supplies and Services										
135	Bus Transportation - Contractual Annual Increase		\$55,000			\$55,000			\$55,000		
136	Substitute Teachers		\$100,000			\$70,000			\$50,000		
137											
141	Requests - Quality Enhancements Supplies and Services - Sub-To		\$155,000	0.39%		\$125,000	0.31%		\$105,000	0.26%	
142											
143	QUALITY ENHANCEMENTS - SUB-TOTAL		\$727,222	1.81%	8.30	\$245,000	0.61%	2.00	\$230,000	0.57%	1.00
144											
145	Total - Priority Level I		\$1,482,429	3.69%	21.70	\$712,169	1.77%	10.60	\$483,968	1.20%	5.00
146											
147	Priority - Level II				FTE			FTE			FTE
148											
149	CHS										
156	Athletics - Assistant Spring Track Coach (2 @ \$2,100 Each)		\$4,200			\$0			\$0		
157	Athletics - Assistant Swim Coach		\$2,100			\$0			\$0		
158	Athletics - Assistant Cross Country Coach		\$2,100			\$0			\$0		
159	Athletics - Assistant Golf Coach		\$1,224			\$0			\$0		
160	Athletics - Assistant Field Hockey Coach		\$2,100			\$0			\$0		
161	Athletics - Asst. Coaches		\$0			\$7,500			\$0		
162	Athletics - Strength-Conditioning Coach (3 Seasons)		\$9,000			\$0			\$0		
163	Athletics - Athletic Equipment-Technology Manager (3 Seasons)		\$7,200			\$0			\$0		
164	PSAT Exams for 11th Grade		\$3,700			\$3,700			\$0		
165	Chemical Safety Officer Stipend		\$2,500			\$0			\$0		
166											
167											
168											
169			\$34,124	0.08%	0.00	\$11,200	0.03%	0.00	\$0	0.00%	0.00

	A	B	C	D	E	I	J	K	R	S	T
1	Canton Public Schools										
2	FY19 Budget Request		FY19			FY19			FY19		
3			(All Requests)			(Superintendent's Budget Request)			(Superintendent's Budget Request)		
4						(Approved by SC - 01-18-2018)			(Post Fin Com - 04/12/2018)		
6											
170	GMS				FTE			FTE			FTE
171											
175	GMS Science Content Resource		\$53,029			\$30,000			\$27,000		
176	GMS Football		\$15,000			\$0			\$0		
177	GMS Afterschool Acedemic Support		\$4,950			\$4,950			\$0		
178											
179											
180			\$72,979	0.18%	0.00	\$34,950	0.09%	0.00	\$27,000	0.07%	0.00
181											
182	Elementary				FTE			FTE			FTE
186			\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00
188	Professional Development										
191	Consultants for Equity		\$50,000			\$50,000			\$25,000		
192	GMS Team Leader Stipend		\$3,000			\$3,000			\$3,000		
193	GMS Team Leader PD		\$4,116			\$4,116			\$4,116		
194	GMS Team Leader PD Consultant		\$5,000			\$5,000			\$0		
195	GMS ADL Peer Leader Program Advisor (2 @ \$1,500)		\$0			\$0			\$3,000		
196	PD For AP Teachers (CHS)		\$10,000			\$10,000			\$10,000		
197	PD For Teachers Leaders (CHS/GMS)		\$45,000			\$48,050			\$43,000		
198	Summer PD		\$30,000			\$0			\$5,000		
199	Summer curriculum and assessment design		\$32,184			\$0			\$0		
200			\$179,300	0.45%		\$120,166	0.30%		\$93,116	0.23%	
201											
202	District-Wide										
211			\$0	0.00%		\$0	0.00%		\$0	0.00%	
218	Visual Arts										
226			\$0	0.00%		\$0	0.00%		\$0	0.00%	
227											
229	Performing Arts										
230											
233	Musical Scores		\$7,953			\$6,100			\$6,100		
234	Instrument Repairs		\$2,600			\$2,600			\$2,600		
235	Piano Tuning		\$3,000			\$3,000			\$0		
236	Accompanist		\$1,440			\$1,440			\$0		
237	Textbooks		\$500			\$500			\$0		
238	Festival Fees		\$300			\$300			\$300		
239											
240			\$15,793	0.04%		\$13,940	0.03%		\$9,000	0.02%	

	A	B	C	D	E	I	J	K	R	S	T
1	Canton Public Schools										
2	FY19 Budget Request		FY19			FY19			FY19		
3			(All Requests)			(Superintendent's Budget Request)			(Superintendent's Budget Request)		
4						(Approved by SC - 01-18-2018)			(Post Fin Com - 04/12/2018)		
6											
245					FTE			FTE			FTE
246	World Language										
247											
248	World Language Week Supplies, Materials, Services		\$5,500			\$5,500			\$2,000		
249	CHS World Language Lab Service and Maintenance		\$7,716			\$7,716			\$7,716		
250	CHS World Language Lab Tech Training		\$500			\$500			\$500		
251			\$13,716	0.03%		\$13,716	0.03%		\$10,216	0.03%	
252											
262			\$0	0.00%		\$0	0.00%		\$0	0.00%	
263											
264	Total - Priority - Level II		\$315,912	0.79%	0.00	\$193,972	0.48%	0.00	\$139,332	0.35%	0.00
265											
266	MASTER PLAN IMPLEMENTATION										
267											
279	Sub-Total - MASTER PLAN IMPLEMENTATION										
280											
281	Total Budget Requests (FY19 Spending Above FY18)		\$3,177,117			\$2,284,917		10.60	\$4,302,076		5.00
284											
285	Funds Available (FY19 Budget Increase + Revolving Funds)								\$2,474,846		
286											
287	Surplus/Deficit (Including Additional Sources) (Line 281 - Line 285)		(\$70,000)			(\$70,000)			(\$1,827,230)		
288											
289	Staff Reductions										
290											
291	District/Special Education								\$421,217		5.20
292	CHS								\$200,230		2.40
293	GMS								\$279,447		4.40
294	Elementary		\$70,000		1.00	\$70,000		1.00	\$174,325		3.40
295	Preschool								\$52,011		1.20
296											
297											
298	Total - Staff Reductions		\$70,000		1.00	\$70,000		1.00	\$1,127,230		16.60

	A	B	C	D	E	I	J	K	R	S	T
1	Canton Public Schools										
2	FY19 Budget Request		FY19			FY19			FY19		
3			(All Requests)			(Superintendent's Budget Request)			(Superintendent's Budget Request)		
4						(Approved by SC - 01-18-2018)			(Post Fin Com - 04/12/2018)		
6											
299											
300											
301	FY19 Budget Increase/Deficit		\$0			\$0.00			(\$700,000)		
302											
303	FY19 Deficit Covered By Stabilization Fund								\$700,000		
304											
305	FY19 Above/Below Target		\$0			\$0.00			\$0		
306	Positive # - Over Reduced										
307	Negative # - Under Reduced										
308											
309	FY18 Budget		\$40,221,560		FTE	\$40,221,560		FTE	\$40,221,560		FTE
310	Budget Requests		\$3,177,117		21.70	\$2,284,917		10.60	\$4,302,076		5.00
311	Budget Reductions		(\$70,000)		-1.00	(\$70,000)		-1.00	(\$1,127,230)		-16.60
312	FY19 Requested Budget Increase		\$3,107,117	7.73%	20.70	\$2,214,917	5.51%	9.60	\$3,174,846	7.89%	-11.60
313	FY19 Budget Request		\$43,328,677			\$42,436,477			\$43,396,406		
314	Non-Operating Budget Funds Adjustment								\$1,000,000		
315	FY19 Operating Budget Request								\$42,396,406		
316											