

Canton School Committee
Canton, MA

December 1, 2016	7:00 Open Session	Canton High School Distance Learning Lab
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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.

The back-up support documents for each agenda item are arranged in the order listed below.

A. Call to Order

B. Routine Matters

1. Approve Minutes dated November 17, 2016

2. Approve Bill Schedule dated December 8, 2016

C. Student Member Report: Student member, Nino Ruggeri, will report on the school events and activities happening around the district.

D. Public Comments/Questions

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

F. Old Business:

1. FY18 Capital Budget: Dr. Jennifer Fischer-Mueller will review the proposed FY18 Capital Budget recommendations and request a vote from the School Committee.

G. New Business

1. Advanced Placement Report: Canton High School Principal, Derek Folan, will provide a report on participation and performance.

2. Bullying Prevention and Intervention Plan: Debra Bromfield, Director of Student Services, will update the School Committee on the changes for FY17.

3. Policy 1st Read: Kristin Mirliani and Debra Bromfield will present the 1st read for The Ages for School Enrollment and Attendance Policy and the Canton Bullying Prevention and Intervention Policy.
4. Policy 2nd Read: Kristin Mirliani and Debra Bromfield will present the 2nd Read of the Searches and Interrogations Policy and request a vote from the School Committee.
5. Stipends: Barry Nectow will present the proposed Memorandum of Understanding (MOU) to the Teachers Union, Unit A, Stipends Contract. Mr. Nectow will then request a vote on the addendum.
6. DESE District and School Report Cards: Superintendent, Jennifer Fischer-Mueller, and Assistant Superintendent for Curriculum and Instruction, Jennifer Henderson, will present the District and School Report Cards.

H. Business Manager's Report: Mr. Nectow will provide an update on business items.

I. Sub-Committee Reports

1. TEC- Dr. Jennifer Fischer-Mueller/John Bonnanzio
2. CPC – Reuki Schutt
3. BRC- Michael Loughran
4. Wellness- Meg Gannon
5. Finance – Reuki Schutt/Meg Gannon
6. Building Use – John Bonnanzio
7. Policy – Kristin Mirliani

J. Future Business – Next Meeting Thursday, December 15, 2016

K. Other Business

L. Adjournment

Town of Canton
Canton School Committee Minutes of the Meeting of November 17, 2016
Canton High School Distance Learning Lab

The back-up support documents for each agenda item are arranged in the order listed below.

A. Open Session called to order by at 7:10 PM.

Present are:

John Bonnanzio
Michael Loughran
Reuki Schutt
Kristin Mirliani
Meg Gannon

Also Present:

Dr. Jennifer Fischer-Mueller, Superintendent of Schools
Brett McCloud, Recording Secretary
Barry Nectow, Business Manager
Community Members
Press

B. Routine Matters

1. Motion to approve Minutes dated November 3, 2016. It was voted 4-0-1.

4 yeas 0 nay 1 abstain

2. Motion to approve Workshop Minutes dated November 3, 2016. It was voted 4-0-1.

4 yeas 0 nay 1 abstain

3. Motion to approve Bill Schedule dated November 24, 2016. It was voted 5-0.

5 yeas 0 nay

C. Student Member Report: Student member, Rachel Vatelina, reported on the school events around the district. Rachel's report included:

1. ECC: Rodman Reads, the family reading project has started. Each family was given the book Dancing Feet by Lindsey Craig along with supportive activities families can engage in at home. This project, funded by a CAPE grant, was developed in conjunction with Family Literacy month and is focused on the importance of reading aloud to your child and building vocabulary. The students will celebrate at the end of the month with a family event featuring children's musician Rick Goldin.
2. Luce: Poppies, the national symbol of remembrance, were displayed by every student and all staff at the Luce School last Thursday afternoon. As a group of distinguished Canton Veterans made their way to the gym, they passed proud students enthusiastically waving American flags and clapping. These veterans joined the entire student body in the gym to remember that Veteran's day is not merely a day off from school but rather a solemn holiday in our country. Also, the Literacy Night was held this past Tuesday evening with over 80 in attendance.

3. Hansen: The students are celebrating Family Literacy Month by creating a fall collage with all the books that students and staff have read with their families. The collage will be added to every day and has shown great commitment from the Hansen students and families. In addition, on Tuesday, the Hansen hosted the EarthView program for grades 3-5. A large inflatable globe was brought into the gym and the students and teachers were able to enter the globe to receive lessons on world geography.
4. JFK: Staff, students and families attended the Boston Celtics game on Wednesday night. It was a great community outing for all, and the Celtics had a win. JFK has also started a new recognition program: the weekly PAWSOME Award. Each teacher nominates a student in their class who is a model for school wide expectations. Nominees are reviewed and one student from each grade is chosen and recognized by the school. Staff can also receive PAWSOME awards.
5. GMS: Galvin Middle School with the Canton Police Department held an Internet Safety and Social Media program. Parents were able to get information from the police and technology experts from the Canton School Dept. on how to safeguard their children on Social Media. There will be another program offered in the spring. In addition, the Wellness Department sponsored the 13th Annual Turkey Trot. Students and staff donated food and money to the Canton Food Pantry. The Canton Fire Dept. picked it up and delivered it to the Food Pantry. This year 46 boxes and \$300.00 were donated.
6. CHS: The Mock Trial team attended the Harvard Bar Association seminar last week. CHS was part of the advanced division and participated in 9 seminars with Harvard Seminar seniors. Canton High School also won its trial against a team from Long Island. The CHS National Honor Society Chapter inducted 71 new members on Monday night. Various speakers emphasized the pillars of scholarship, service, character and leadership. Social Studies teacher Mr. Eromin stole the show with a humorous speech on humility. In addition, Cheerleading advanced to the state championships and the volleyball team won its 10th straight Hockomock title and made it to the Sectional Final.

D. Public Comments/Questions:

Katherine Holberg - Asked questions concerning the budget and the chrome books. She wanted to know why some schools are asking for more than other schools. Dr. Fisher-Mueller responded that the schools are requesting the amount they need for testing and some of the schools already have more than others.

E. Superintendent Report: Dr. Fischer-Mueller provided an update on a variety of matters including:

1. Superintendent's Activities:
 - a. Entry Plan: Dr. Fisher-Mueller reported that 401 entry plan surveys have been submitted. the survey will close on November 23rd. Two parent forums remain, including Galvin Middle School parents on November 21st at 7PM in the GMS library and parents of young children on November 22, at the Canton Public Library from 6PM-7PM.
 - b. Canton Communications Forum: On November 15th, Chairman Bonnanzio, Mr. Nectow and Dr. Fisher-Mueller attended the annual Communications Forum sponsored by the Board of Selectmen. Mr. Bonnanzio provided an overview of the present and past studies of the school facilities.
 - c. School Facilities Master Plan: Monday, November 14th the administration met with Dore and Whittier Architects. The purpose of the meeting was to schedule multiple activities associated with this comprehensive study, including bimonthly meetings of the Working Group, interviews with Principals and three Visioning Days. The visioning days will include approximately 50 people from various stakeholder groups: School Committee Members,

students, parents, teachers, administrators, town employees, elected officials, and members of the community. We also set dates to visit other schools in Massachusetts that Dore and Whittier recommended as school facilities for the 21st Century. Regarding the Working Group, in collaboration with the Town Administrator, Charlie Aspinwall, we have confirmed participation of the new Town Planner, Laura Smead. The Superintendent asked the School Committee to confirm representatives as members of the Working Group. Reuki Schutt and Michael Loughran volunteered to be the representatives for these meetings of the Working Group.

2. Indicators of Excellence:

- a. Elementary Math and Communication: The second information session for parents and guardians of students in grades 1-5, was held on Monday, November 14th. Parents and guardians have commented they appreciate these sessions because it helps them to understand the mathematical concepts and instructional strategies used, so they can better assist their children at home. Dr. Fischer-Mueller thanked Ms. Henderson and Math Specialist, Maryanna Biederman, Susan Brass, and Kerri Falzone, for leading these workshops, and understanding the value of engaging parents as true partners to support student learning.
- b. Communicating Student Learning: The English Language Arts section of the elementary report card will look slightly different to parents in December. Skills that are necessary for improving literacy will be outlined and progress toward the standards will be noted. Additional information about standards based report card can be found in the principal's newsletters.
- c. Canton Parents Advisory Council for Student Services (CPACSS) - CPACSS met on Wednesday, November 9th from 7-9 pm in the CHS Library. Debra Bromfield, Director of Student Services, presented an overview of the district's services for student requiring support during the school day.
- d. We are Canton Exhibit: This exhibit opened November 16 and will be open until Saturday, November 18. Kate Kelly and her junior professors created the exhibit that is inspired by the photojournalist Brandon Stanton who created Humans of New York. The goal is to celebrate the diverse stories that exist in the community and capture a glimpse of individuals lives based on the question asked of them.
- e. Elementary Math – There was no school on Election Day, November 8th. The day was used for full-district educator professional development. Katy Shamitz, founder of Skills for Living and The Chapman Farm School, was the featured speaker. She provided an overview of social and emotional learning pre-K through grade 12, which was well received. Katy will be returning in February to provide educators with more classroom strategies supporting social learning.
- f. Project Based Learning – Ms. Telannia Nofar of the Buck Institute, completed three days of training on Project Based Learning with 30 faculty members. She will be returning to Canton on March 16 and 17 to work with the same group of educators and visit classrooms to support teachers as they integrate new strategies for designing engaging and relevant projects.
- g. National Honor Society – On Monday, November 14, the superintendent participated in the National Honor Society Induction Night. Mr. Michael Eromin, CHS Social Studies teacher, was the Honorary speaker. Dr. Fischer-Mueller congratulated all the new inductees.

3. Upcoming Events –
We Are Canton

Thursday, November 17 from 4-8 pm
 Friday, November 18 from 3-5 pm
 Saturday, November 19 from 9 am -12 pm
 Superintendent Entry Plan Forums
 Monday, November 21 from 7-8 GMS Library for Parents of GMS Students
 November 19 from 6-7, Canton Public Library for Parents of Young Children
 Early Release
 Wednesday, November 23 – All students
 Wednesday, November 30 – GMS Students for Parent Teacher Conferences
 No School
 Thursday, November 24 and 25 – Thanksgiving Recess

G. Old Business:

1. FY18 Budget Guidelines Draft - Dr. Jennifer Fischer-Mueller provided a second draft of the FY18 Budget Guidelines. The revised second draft was reviewed by the School Committee. Reuki Schutt motioned to approve the proposed FY18 Budget Guidelines. The motion was seconded by Kristin Mirliani. It was voted 5-0.

5 yeas 0 nay

It was also noted that the upcoming Budget Guidelines proposals for 2019 should be submitted by the School Committee.

2. Green Communities Program - Dr. Jennifer Fischer-Mueller presented a follow up information regarding Laura Smead's presentation on Green Communities designation and grant process. Barry Nectow reviewed the Memo Brian Lynch, Facilities Director, provided for the School Committee. Mr. Lynch fully supported the Green Communities program and felt the transition would go smoothly. Dr. Fischer-Mueller then asked the School to vote regarding their support of the Green Communities designation and letter of support. Reuki Schutt motioned to support the Green Communities designation and grant process and to provide town with a letter of support for the program. The motion was seconded by Michael Loughran. It was voted 5-0.

5 yeas 0 nay

H. New Business

1. FY18 Capital Budget: Dr. Jennifer Fischer-Mueller presented the proposed FY18 Capital Budget recommendations to the School Committee. Barry Nectow explained the recommended items on the Cash Capital Budget and the Long Term Debt Capital. Mr. Nectow explained why some Cash Budget items are recommended as priorities over other items. The School Committee will review the items and ask department leaders and principals to be present at the next meeting to further explain the proposed items. The School Committee will be asked to vote on the FY18 Capital Budget no later than the School Committee meeting of December 15th.

- I. Business Manager's Report: Barry Nectow, business manager, reported on a number of business related items. Mr. Nectow reported on the turf field replacement project. The old turf has been removed, the ground is leveled and half of the new turf is placed. Mr. Nectow also reported that the building study that has started and the High School gymnasium floor refinishing project has began as well.

J. Sub-Committee Reports

1. TEC- Dr. Jennifer Fischer-Mueller/John Bonnanzio - Nothing to report

2. CPC – Reuki Schutt - Nothing to report
3. BRC- Michael Loughran - Next meeting 11/22
4. Wellness- Meg Gannon - Nothing to report.
5. Finance – Reuki Schutt/Meg Gannon – No other business.
6. Building Use – John Bonnanzio - Two new policies will be presented at the next meeting.
7. Policy – Kristin Mirliani – Nothing to report

K. Future Business – Next Meeting Thursday, December 1, 2016

L. Other Business – No other business.

M. Adjournment – Kristin Mirliani motioned to adjourn at 8:52 PM. It was seconded by Michael Loughran. It was voted 5-0.

5 yeas 0 nay

Canton High School

Advanced Placement Analysis

Philosophy

We believe in providing all students with a rigorous learning experience in all classes. Advanced Placement (AP) courses, in particular, serve as a tremendous opportunity for growth and excellence. We expect students to carefully consider the high expectations in AP courses, and then fully accept responsibility for -- and ownership of -- their learning through the summer, the school year and the Advanced Placement Exam in May.

We value equity, academic excellence, and rigor, and AP courses provide this opportunity for CHS students. Advanced Placement courses are open to all students; there are no prerequisites. Additionally, we see the Advanced Placement courses as a comprehensive experience that allows students to challenge themselves and exceed their own expectations. We require CHS students to take the AP exam so there is a rigorous and culminating assessment.

Advanced Placement Offerings

*Added in 2013-14 **Added in 2014-15

Arts

***Exam taken by 1 student independently

- Studio Art: 2-D Design*
- Student Art: Drawing*
- Music Theory*

English Language Arts

- English Language/Composition
- English Literature/Composition

World Languages

- French Language
- Spanish Language
- Chinese Language***

History

- Economics: Micro**
- Government and Politics: US***
- History:US
- Psychology*
- European History

Math and Computer Science

- Calculus AB
- Calculus BC
- Computer Science***
- Statistics*

Science and Technology

- Biology
- Chemistry
- Physics C: E&M
- Physics C: Mech
- Physics 1**

AP Expectations, Participation and Scores

School Year	Prerequisites	AP Exam required	APs	Enrollment (Gr. 11/12)	Total students taking at least one AP course	% of Grade 11/12	Total Exams	AP students with 3+	% Score 3 above
2012	Yes	No	11	447	142	31%	278	93	65.5
2013	Yes	No	11	442	140	32%	268	111	79.3
2014	No	No	15	429	172	40%	375	131	76.2
2015	No	Yes	17	451	221	49%	456	144	65.2
2017	No	Yes	17	466	264	57%	553	N/A	N/A

Executive Summary

CHS is extremely proud of its AP program. ***We feel the AP Program exemplifies our values of academic excellence and rigor, inclusive community and continuous improvement.*** We now offer comprehensive AP offerings that provide access for the arts, humanities, sciences and math. All of the courses provide great opportunities for excellence and strong preparation for college and careers.

Participation

We have experienced tremendous growth in AP participation. We currently have 264 students taking at least one AP exam -- 57 percent of our Grade 11/12 students. Last year, 56 percent of the senior class took at least AP exam. We will administer 553 exams in May 2017.

Performance

In 2016, 167 students achieved a 3 or higher on the AP exams as opposed to 93 in 2012. Additionally, in 2016, our percentage of students scoring 3 or higher increased 70.8 percent. We are above the state and global averages. However, we did not meet our school improvement goal of 80 percent at 3 or higher and we are below the state average on some exams. All require attention and analysis so there is growth and improvement.

Strategy to Improve Performance

1. Teacher training: CHS will ensure teachers enroll in the AP institutes once every three years
2. Annual review of Instructional Planning Reports, provided by College Board
3. AP student surveys and analysis
4. AP performance trends and analysis
5. AP job alikes and communication with AP teachers at other schools
6. AP Mock Exams and Analysis
7. AP Saturday Study Sessions/Student-Directed Study Groups

2016 AP Exams -- School-by-School Comparison

School	No. of AP Students	Total AP Exams	Percentage 3+
Canton High School	236	467	70.8
Milton High School*	281	589	75.6
Foxboro High School	217	455	71.0
Sharon High School	318	674	94.1
Stoughton High School	121	233	62.2
Milford High School	315	492	55.7
North Attleboro High School	234	368	87.8
Burlington*	213	406	79.3
Franklin High School	421	783	73.8
Ipswich*	126	232	80.2
Melrose*	268	583	70.0
Pembroke*	199	401	63.6
Wakefield*	172	326	73.9
Walpole*	178	387	88.9
Mansfield*	228	401	89.0
Freetown-Lakeville*	170	279	74.6
Dedham	191	349	58.5
Norwood	106	189	73.5

*DART school -- A comparable high school as determined by DESE.

AP Five-Year School Score Summary (2016)

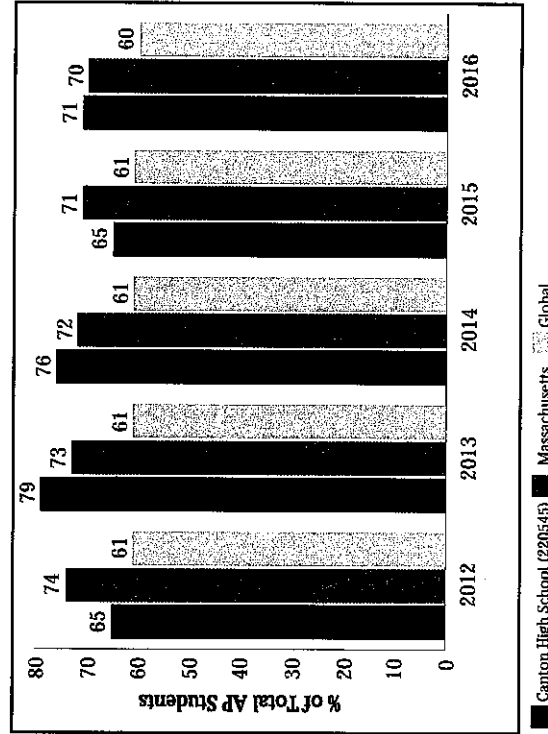
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This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Aug 23, 2016, Report Run Nov 21, 2016

Canton High School (220545)

% of Total AP Students with Scores 3+



	2012	2013	2014	2015	2016
Canton High School (220545)					
Total AP Students	142	140	172	221	236
Number of Exams	278	268	375	456	467
AP Students with Scores 3+	93	111	131	144	167
% of Total AP Students with Scores 3+	65.5	79.3	76.2	65.2	70.8
Massachusetts					
Total AP Students	48,603	52,494	55,975	59,896	62,151
Number of Exams	86,514	94,627	101,176	108,592	114,577
AP Students with Scores 3+	35,938	38,129	40,423	42,343	43,814
% of Total AP Students with Scores 3+	73.9	72.6	72.2	70.9	70.5
Global					
Total AP Students	2,106,843	2,225,625	2,352,026	2,497,164	2,625,412
Number of Exams	3,714,079	3,955,410	4,199,454	4,516,044	4,741,684
AP Students with Scores 3+	1,295,051	1,354,800	1,442,136	1,515,264	1,583,012
% of Total AP Students with Scores 3+	61.5	60.9	61.3	60.7	60.3

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

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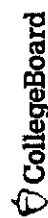
AP Five-Year School Score Summary (2016)

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Data Updated Aug 23, 2016, Report Run Nov 21, 2016

Canton High School (220545)

Canton High School (220545)										Massachusetts						Global			
Art History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016				
5						46	55	78	46	54	2,828	2,699	2,810	2,349	2,817				
4						95	71	95	95	82	5,105	4,883	4,717	4,776	5,783				
3		3				89	113	127	104	137	5,733	6,245	6,325	6,392	7,127				
2		3				69	68	72	95	140	4,243	4,363	4,352	4,798	7,045				
1		1				49	66	48	71	36	4,867	4,621	5,049	5,188	2,873				
Total Exams		7				348	373	420	411	449	22,776	22,811	23,253	23,503	25,645				
Mean Score		2.29				3.06	2.95	3.20	2.88	2.95	2.86	2.85	2.82	2.76	2.95				
Biology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016				
5	6	2	4	3	4	1,906	678	857	760	872	37,875	11,188	14,169	14,351	15,738				
4	3	11	11	7	9	1,406	2,085	2,088	2,268	2,208	32,512	44,035	47,989	49,708	50,160				
3	11	26	24	15	20	1,018	2,744	2,750	2,850	2,779	27,513	73,865	75,312	80,744	80,225				
2	6	8	14	16	7	958	1,769	1,759	1,873	2,025	27,896	59,665	58,024	61,741	68,671				
1	14	1		1	1	1,736	305	390	447	529	66,153	15,149	18,770	18,384	24,163				
Total Exams	40	48	53	42	41	7,024	7,581	7,844	8,198	8,413	191,949	203,902	214,264	224,928	238,957				
Mean Score	2.53	3.10	3.09	2.88	3.20	3.11	3.14	3.16	3.12	3.10	2.73	2.88	2.91	2.91	2.85				
Calculus AB	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016				
5	3	3	5	2	1	2,568	2,469	2,661	2,467	2,691	67,630	67,783	72,511	66,411	76,872				
4	6	6	4	7	4	1,508	1,742	1,487	1,735	1,762	45,705	51,440	48,984	51,769	53,696				
3	11	5	8	7	10	1,365	1,457	1,435	1,664	1,584	46,711	49,101	52,076	56,482	53,743				
2	7	7	5	8	5	668	844	822	803	792	27,309	31,833	31,360	31,371	30,116				
1	17	17	6	20	11	1,729	1,913	1,965	2,292	2,173	80,731	83,261	89,775	98,285	95,123				
Total Exams	44	38	28	44	31	7,838	8,425	8,370	8,961	9,002	268,086	283,418	294,706	304,318	309,550				
Mean Score	2.34	2.24	2.89	2.16	2.32	3.32	3.24	3.25	3.14	3.22	2.97	2.96	2.94	2.86	2.96				



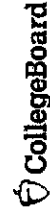
AP Five-Year School Score Summary (2016)

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✓ Data Updated Aug 23, 2016, Report Run Nov 21, 2016

Canton High School (220545)

Canton High School (220545)												Massachusetts				Global			
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016			
Calculus BC	5	4	4	11	8	3	1,704	1,641	1,795	1,892	2,048	47,708	47,972	54,335	54,148	60,905			
	4	3	1	5	2	9	457	468	500	536	534	15,287	16,896	18,525	19,551	19,249			
	3		2	5	5	1	359	454	458	548	520	15,004	18,762	18,200	21,482	21,491			
	2	1	3	1		1	110	112	134	151	175	5,080	5,950	5,966	6,505	7,215			
	1		5			5	196	270	289	270	289	11,570	15,018	15,259	17,725	16,475			
	Total Exams	8	15	22	15	19	2,826	2,945	3,176	3,397	3,568	94,649	104,598	112,285	119,411	125,335			
	Mean Score	4.25	2.73	4.18	4.20	3.21	4.19	4.05	4.06	4.07	4.09	3.87	3.73	3.81	3.72	3.80			
Calculus BC: AB Subscore																			
5	6	4	4	10	11	11	2,001	1,946	2,045	2,274	2,135	56,165	58,790	61,853	66,942	64,075			
4	1	4		5	4	2	403	526	452	509	693	15,964	20,792	18,826	19,481	26,211			
3	1	4		7		2	189	236	342	342	388	9,179	11,725	14,440	15,234	16,388			
2		1				2	110	111	158	131	115	5,492	5,640	7,040	6,555	5,768			
1		2				2	123	126	179	141	234	7,843	7,645	10,121	11,194	12,886			
Total Exams	8	15		22	15	19	2,826	2,945	3,176	3,397	3,565	94,643	104,592	112,280	119,406	125,328			
Mean Score	4.63	3.47	4.14	4.73	4.73	3.95	4.43	4.38	4.27	4.37	4.23	4.13	4.12	4.03	4.04	3.98			
Chemistry																			
5	1	4		2	2	1	1,065	1,338	782	713	776	21,735	26,535	15,047	14,178	16,203			
4	1	1		5	1	1	1,017	1,102	1,065	1,002	1,024	25,674	30,081	25,155	24,703	23,995			
3	5	4		9	8	8	829	866	1,240	1,452	1,501	26,714	26,318	38,533	43,084	42,341			
2	6	2		6	8	14	524	583	1,096	976	1,042	19,874	20,841	38,359	38,033	38,087			
1	23	9		3	3	1	766	707	664	598	736	38,786	36,403	31,946	33,277	33,378			
Total Exams	36	20		25	22	25	4,201	4,586	4,847	4,741	5,079	132,783	140,178	149,040	153,275	154,004			
Mean Score	1.64	2.45		2.88	2.59	2.48	3.26	3.39	3.04	3.05	3.01	2.79	2.93	2.68	2.66	2.69			



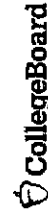
AP Five-Year School Score Summary (2016)

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Canton High School (220545)

		Canton High School (220545)					Massachusetts					Global				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Chinese Language and Culture																
5							179	204	225	196	200	6,956	7,462	7,855	8,041	8,257
4					1		58	66	66	65	69	1,282	1,577	1,634	1,982	2,165
3							92	105	79	78	90	1,074	1,154	1,356	1,477	1,907
2							24	24	30	19	17	227	245	324	384	347
1							12	10	21	35	26	267	321	329	524	508
Total Exams					1		365	409	421	393	402	9,806	10,759	11,298	12,408	13,184
Mean Score					4.00		4.01	4.05	4.05	3.94	4.00	4.47	4.45	4.41	4.34	4.31
Computer Science A																
5							261	309	365	486	582	6,220	8,285	8,397	12,015	12,117
4							184	246	330	437	430	6,396	8,295	9,122	12,135	11,951
3						1	115	157	205	250	495	4,099	4,353	6,583	7,505	13,447
2							65	64	89	125	265	2,005	2,160	3,007	3,529	7,218
1							292	292	498	497	515	7,497	8,042	12,205	14,018	13,426
Total Exams						1	917	1,068	1,487	1,795	2,287	26,217	31,135	39,319	49,202	58,159
Mean Score					3.00		3.06	3.20	2.98	3.16	3.13	3.07	3.21	2.96	3.09	3.04
English Language and Composition																
5							1,396	1,561	1,642	1,911	2,191	48,795	49,927	48,497	52,434	58,639
4							2,149	1,957	2,419	2,943	2,775	96,100	77,548	90,548	97,172	96,620
3							2,355	2,899	3,301	3,401	3,535	128,834	136,438	143,859	144,613	149,152
2							1,666	2,415	2,755	2,853	3,229	124,286	142,270	152,507	157,552	176,271
1							498	824	929	1,025	895	53,157	72,552	71,713	78,604	69,452
Total Exams						71	8,064	9,656	11,046	12,133	12,625	445,172	477,735	507,124	530,375	550,134
Mean Score					3.49	3.52	3.28	3.11	3.10	3.15	3.17	2.90	2.77	2.79	2.79	2.82



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Canton High School (220545)																
Massachusetts												Global				
English Literature and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2018
5	3	3	3	3	3	1,485	1,389	1,458	1,395	1,380	31,628	29,387	30,531	30,460	30,223	
4	8	4	11	3	8	2,310	2,677	2,572	2,611	2,533	68,478	72,663	70,802	73,125	72,398	
3	9	7	5	10	7	3,003	3,249	3,143	3,531	3,266	115,711	121,601	118,081	122,631	119,610	
2	6	4	3	1	11	2,108	2,322	2,594	2,613	2,723	122,977	122,374	131,572	131,534	135,863	
1				1	1	411	487	541	622	700	42,279	40,506	47,745	45,004	48,998	
Total Exams	26	18	22	18	30	9,317	10,124	10,308	10,772	10,602	381,073	386,531	398,731	402,754	407,032	
Mean Score	3.31	3.33	3.64	3.33	3.03	3.25	3.21	3.18	3.14	3.11	2.80	2.81	2.76	2.78	2.75	
European History																
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2018
5	3	3	1			452	461	440	408	319	11,488	11,439	9,557	11,177	8,090	
4	3	2	2			687	705	609	621	637	20,936	20,878	18,661	18,770	17,562	
3	4	7	5			1,127	1,016	1,038	1,084	874	39,289	38,307	37,602	38,484	32,014	
2	5	2				262	269	273	275	802	11,717	12,116	13,011	11,535	38,589	
1	2		2			385	515	566	595	274	25,553	27,564	31,877	28,363	13,508	
Total Exams	17	14	10			2,913	2,966	2,926	2,983	2,906	108,983	110,104	110,708	108,329	109,763	
Mean Score	3.00	3.43	3.00			3.19	3.11	3.03	2.99	2.97	2.83	2.78	2.65	2.75	2.71	
French Language and Culture *																
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2018
5			1			348	364	351	345	330	3,811	4,141	4,044	3,899	4,120	
4	1		1	2	1	457	401	415	383	493	5,546	5,580	5,770	5,972	6,220	
3	1	1	3	2	10	403	326	346	315	367	6,773	6,997	7,457	7,916	7,566	
2	1	1	4	3	2	120	111	107	131	109	3,573	3,775	3,871	4,468	4,359	
1		1	3	1		24	27	32	33	29	1,130	1,051	1,162	1,309	1,304	
Total Exams	3	3	12	8	13	1,352	1,229	1,251	1,207	1,328	20,833	21,544	22,304	23,564	23,569	
Mean Score	3.00	2.00	2.42	2.63	2.92	3.73	3.78	3.76	3.73	3.74	3.35	3.37	3.34	3.28	3.32	



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Canton High School (220545)												
	Massachusetts					Global						
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013
Macroeconomics												
5	5			1		241	287	326	363	524	13,927	15,878
4	4					372	368	448	469	516	23,954	25,298
3	3					239	271	358	307	283	17,974	18,072
2	2			1		238	254	299	263	333	17,815	20,745
1	1					187	209	278	335	323	26,358	28,919
Total Exams				2		1,277	1,389	1,709	1,737	1,979	100,028	108,912
Mean Score				3.50		3.19	3.19	3.14	3.15	3.30	2.81	2.80
Microeconomics												
5	5			5	7	316	339	307	379	443	10,418	12,268
4	4			4	14	527	533	690	629	677	17,847	19,330
3	3			5	11	384	410	500	446	535	13,076	13,524
2	2			2	7	287	302	381	337	315	9,870	10,079
1	1			2	5	196	251	327	352	284	11,573	12,457
Total Exams				18	44	1,710	1,835	2,205	2,143	2,254	62,584	67,658
Mean Score				3.44	3.25	3.28	3.22	3.12	3.16	3.30	3.09	3.13
Music Theory												
5	5					130	160	114	157	136	3,556	3,469
4	4					78	93	92	91	85	3,216	3,068
3	3					106	98	95	79	82	4,584	4,709
2	2					72	88	93	95	72	4,624	4,605
1	1					33	40	34	40	43	2,476	2,578
Total Exams						419	479	428	462	418	18,456	18,429
Mean Score						3.48	3.51	3.37	3.50	3.48	3.04	3.01



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Canton High School (220545)															
Massachusetts											Global				
Music Aural Subscore															
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						116	143	108	147	126	3,498	3,429	3,631	3,602	3,509
4			2			89	82	77	93	79	3,346	2,974	3,064	3,378	3,252
3			4			95	120	117	92	92	4,538	5,035	4,732	4,532	4,522
2			2			75	91	102	89	83	4,387	4,296	4,387	4,820	5,414
1			2			42	42	24	40	38	2,598	2,692	2,271	2,643	2,688
Total Exams			10			417	478	428	461	418	18,367	18,426	18,085	18,975	19,385
Mean Score			2.60			3.39	3.40	3.33	3.47	3.41	3.04	3.01	3.08	3.03	2.97
Music Non-Aural Subscore															
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						124	154	104	158	127	3,446	3,466	3,423	3,551	3,594
4			3			86	91	105	72	86	3,271	2,884	3,278	3,355	3,391
3			2			100	98	92	93	81	4,552	4,704	4,673	4,659	4,409
2			2			80	98	89	97	83	4,615	4,704	4,596	4,759	5,102
1			3			29	37	38	41	41	2,564	2,688	2,315	2,651	2,889
Total Exams			10			419	478	428	461	418	18,448	18,426	18,085	18,975	19,385
Mean Score			2.50			3.47	3.47	3.35	3.45	3.42	3.02	2.99	3.06	3.02	2.98
Physics 1															
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5				1	1				254	261				8,619	7,789
4					5				646	685				23,632	23,889
3				12	7				902	960				35,691	36,039
2				11	13				1,392	1,289				51,239	51,343
1				4	2				1,195	1,169				53,337	51,297
Total Exams				28	28				4,389	4,364				172,518	170,357
Mean Score				2.39	2.64				2.40	2.45				2.32	2.33



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Physics C: Electricity and Magnetism															
Canton High School (220545)										Massachusetts				Global	
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	4	5	5	3	303	298	286	320	375	6,117	6,148	6,959	7,201	8,105
4	6	3	5	3	1	194	190	214	233	220	4,183	4,667	5,228	5,617	5,303
3	5	5	3	4	4	118	115	98	127	114	2,410	2,650	2,540	2,859	3,079
2	1	2	8	7	3	106	107	141	162	135	2,864	3,660	3,632	4,477	4,160
1	3	2	4	7	6	61	65	52	131	112	1,806	2,228	2,418	2,714	2,710
Total Exams	16	16	25	26	17	782	775	791	973	956	17,380	19,353	20,777	22,868	23,357
Mean Score	3.06	3.31	2.96	2.69	2.53	3.73	3.71	3.68	3.46	3.64	3.57	3.46	3.51	3.44	3.51

Physics C: Mechanics															
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	3	4	10	8	6	675	606	724	754	883	12,524	12,230	15,297	15,910	17,189
4	6	8	5	5	5	414	486	496	625	616	10,199	11,145	12,055	14,754	14,371
3	4	3	5	10	5	257	310	288	316	349	7,200	8,648	8,782	10,582	9,597
2	2	1	5	2		147	176	164	203	235	4,843	6,081	5,960	6,138	6,968
1	2			1	1	95	166	175	214	183	3,879	4,793	4,995	5,530	5,054
Total Exams	17	16	25	26	17	1,588	1,744	1,847	2,112	2,266	38,645	42,897	47,089	52,914	53,179
Mean Score	3.35	3.94	3.80	3.65	3.88	3.90	3.68	3.77	3.71	3.79	3.59	3.46	3.57	3.56	3.60

Psychology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			8	5	8	1,666	1,729	1,774	1,975	2,065	45,811	50,833	48,766	56,123	56,173
4			15	9	18	1,763	1,810	2,101	2,135	2,317	57,351	63,606	69,937	73,009	76,754
3			7	18	21	1,083	1,133	1,330	1,500	1,492	42,944	46,778	51,953	55,148	56,210
2			9	21	14	696	689	812	925	1,069	29,832	31,026	35,206	36,423	41,710
1			7	20	16	736	872	1,122	1,265	1,412	44,942	47,277	54,608	57,657	63,892
Total Exams			46	73	77	5,944	6,233	7,139	7,800	8,355	220,880	239,520	260,470	278,360	294,739
Mean Score			3.17	2.42	2.84	3.49	3.45	3.36	3.34	3.31	3.13	3.17	3.09	3.12	3.07



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		Canton High School (220545)					Massachusetts					Global				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Spanish Language and Culture *																
5	1	1	4	2	3	2	802	819	1,073	1,018	1,093	33,232	34,686	34,303	41,066	45,278
4	5	2	3	1	3	3	840	864	1,179	1,165	1,269	35,106	35,573	48,729	53,023	56,985
3	7	2	4	1	1	1	729	660	852	885	936	28,791	27,617	42,264	41,934	44,782
2	4	4	4	1	1	1	491	529	231	232	333	20,133	22,818	13,306	13,548	15,739
1	4	4	4	1	1	1	328	361	31	27	41	17,170	19,014	2,382	2,075	2,522
Total Exams	17	13	4	8	5	5	3,188	3,233	3,366	3,327	3,672	134,432	139,708	140,984	151,646	165,306
Mean Score	3.18	2.38	3.00	4.38	3.40	3.40	3.41	3.39	3.90	3.88	3.83	3.35	3.32	3.70	3.77	3.77
Statistics		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	4	4	9	7	3	1	770	861	1,184	1,186	1,395	19,293	21,678	26,333	26,390	29,674
4	4	7	7	3	1	1	1,211	1,244	1,633	1,528	1,870	32,574	34,573	38,613	37,489	44,966
3	3	4	3	1	1	1	1,371	1,484	1,644	1,826	1,946	39,402	42,148	45,137	49,495	51,459
2	2	1	1	1	1	1	784	1,131	1,074	1,269	1,185	27,701	31,879	32,794	36,556	32,200
1	1	16	20	1	1	1	808	1,238	1,011	1,584	1,622	35,182	39,757	41,746	46,435	48,884
Total Exams	16	38	42	4	4	4	4,944	5,958	6,546	7,393	8,018	154,152	170,035	184,623	196,365	207,183
Mean Score	3.88	3.88	4.20	4.00	4.00	4.00	3.07	2.89	3.14	2.93	3.03	2.83	2.80	2.86	2.80	2.88
Studio Art: 2-D Design Portfolio		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	4	1	2	1	1	1	77	79	85	131	110	3,391	3,411	3,795	4,892	4,541
4	3	1	1	5	1	1	126	145	143	168	204	6,776	7,931	8,055	8,177	10,404
3	2	6	6	1	1	1	157	172	186	171	209	7,681	8,757	9,646	9,200	11,103
2	1	1	1	1	1	1	97	99	111	114	93	5,134	4,553	5,039	5,077	4,950
1	1	1	10	7	7	7	16	5	14	36	6	1,062	893	969	1,385	783
Total Exams	1	1	30	24	28	28	473	500	539	620	622	24,044	25,545	27,504	28,731	31,781
Mean Score	3.00	3.00	2.40	2.86	2.86	2.86	3.32	3.39	3.32	3.39	3.51	3.26	3.33	3.32	3.35	3.41



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Canton High School (220545)															
Studio Art: Drawing Portfolio		Massachusetts										Global			
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015
5					1	70	85	76	97	105	2,277	2,576	2,749	2,872	3,193
4						111	111	122	154	180	3,412	3,451	3,611	4,100	5,100
3						187	234	196	250	232	6,313	7,242	7,007	7,470	7,306
2						98	92	82	85	94	3,663	3,226	3,316	3,466	2,777
1						12	16	14	19	14	788	518	679	732	519
Total Exams				2	3	4	478	538	490	605	625	16,453	17,013	18,640	18,895
Mean Score				2.50	2.33	3.25	3.27	3.29	3.33	3.37	3.43	3.17	3.26	3.26	3.41

United States Government and Politics															
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						501	603	547	491	679	30,048	28,845	32,336	27,546	36,534
4						480	529	513	677	585	35,792	36,550	33,898	38,345	40,188
3						661	853	869	955	917	59,352	66,864	71,829	70,019	74,008
2					1	555	587	665	910	788	58,820	63,612	67,126	70,847	71,306
1						365	437	533	754	802	55,892	60,346	66,996	76,566	74,974
Total Exams					1	2,562	3,009	3,127	3,787	3,771	239,904	258,217	272,185	283,323	297,010
Mean Score					2.00	3.08	3.09	2.96	2.80	2.88	2.89	2.65	2.62	2.54	2.64

United States History															
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	7	16	8	6	9	2,282	2,210	2,235	2,000	2,543	50,106	47,306	50,976	44,897	59,029
4	18	13	11	12	12	2,881	3,069	3,169	2,871	2,882	91,098	95,758	98,927	85,806	88,702
3	5	4	6	17	3	2,223	2,256	2,197	2,810	2,700	92,766	96,020	93,548	112,701	111,446
2	5	2	2	11	10	1,790	2,007	2,333	1,993	2,053	114,111	120,095	130,143	118,045	114,956
1	1		1	3	1	607	716	765	1,129	1,185	80,636	85,449	91,384	115,077	120,401
Total Exams	36	35	28	49	35	9,783	10,258	10,699	10,803	11,363	428,717	444,628	464,978	476,526	494,534
Mean Score	3.69	4.23	3.82	3.14	3.51	3.45	3.39	3.35	3.24	3.31	2.80	2.77	2.76	2.64	2.70



Bullying Part I

Bullying Prevention and Intervention Plan

Dr. Jennifer Fischer-Mueller
Superintendent of Schools



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CANTON PUBLIC SCHOOLS

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

Bullying Prevention and Intervention Plan

The Canton community recognizes that the social/emotional, physical, and mental well-being of every student is paramount to each individual student's ability to learn. With this philosophy firmly in place, the CANTON PUBLIC SCHOOLS (CPS) are striving to educate our students, staff, and community regarding the need to promote and support positive social skills and norms. Education, collaboration, and communication, along with appropriate corresponding expectations, will be the cornerstone of CPS' efforts to create comprehensive safe environments for our students to learn, play, and grow. A safe and encouraging environment is the right of every student.

The Canton Public Schools recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.

Our goal is to educate, encourage, and expect our entire educational community to promote an atmosphere that is welcoming, supportive, and inclusive for each and every student. The following components are critical and will be on-going in our efforts to provide a safe setting for all students in Canton:

1. Appropriate policies and procedures
 - a. Prohibits ALL forms of bullying
 - b. Digital, electronic, and internet safety measures
2. K-10 student education and prevention instruction
3. On-going and annual Staff Professional Development
4. Comprehensive communication with students, staff, parents, and community
5. Appropriate expectations posted in student handbooks and school websites
6. Resources and services readily available
7. Community collaboration

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APPENDIX: SAMPLE SUSPICION OF BULLYING REPORTING FORM

I. LEADERSHIP

Canton Public Schools recognizes that Leadership at every level plays a critical role in developing and implementing the Bullying Prevention and Intervention Plan and Policy (BPIP) in the context of whole school /district and community efforts to promote positive school climate. The Canton administration and staff plays a pivotal role in teaching students to be civil and respectful to one another. Canton recognizes and embraces the notion that leadership can and will emanate from our School Committee, administration, staff, student body, and community members. However, Canton's educational leaders are responsible for setting priorities and for staying up-to-date with current research on strategies to prevent and effectively respond to bullying.

A. Public involvement in developing the re-authorization of the Plan

In compliance with M.G.L. c. 71, § 37O, the Canton Bully Prevention Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The Plan itself has been built entirely by the aforementioned personnel. Consultation included ample notice and a public comment period before the Plan is adopted by the School Committee. Along with comprehensive representation from all of these constituencies in the Plan development, the following components were included:

- a. Working Sub-Committees
- b. BPIP Committee
- c. Public Comment
- d. School Committee Hearing

The Canton Public School's BPIP Committee consists of the following individuals:

The 2015-16 BPIP Committee Members:

(Co-Chair) Ryan Gordy, Director of Wellness K-12

(Co-Chair) Kim Clarke-Connor, Canton Nurse Administrator

(Co-Chair) Debra Bromfield, Director of Student Services

Derek Folan, Canton High School Principal

Robie Peter, Luce Elementary School Principal

Charles Rae, Canton Police Officer/School Resource Officer

Donna Bauman, Canton High School Adjustment Counselor/Title IX Compliance Officer

Dr. Dan Muse, School Physician

Meg Gannon, School Committee Member

Martha Lawless, Director of Food Services

A. Assessing needs and resources

The Bullying Prevention and Intervention Plan is the Canton Public Schools district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, have assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources-including curricula, training programs, and behavioral health services. This "mapping" process assists Canton schools in identifying resource gaps and the most significant areas of need. Based on these findings, our schools will revise and develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities for the present and future.

At least once every four years beginning with 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident

data to the Department. Similar tools to the student survey may be used with faculty, staff, and parents/guardians to assist in determining school climate needs.

Upon completion of the survey to all schools in the district, the BPIP Committee will ascertain building-specific data on the prevalence and characteristics of bullying, and particularly focus on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses. This information will help to identify patterns of behaviors and areas of concern, and which will impact decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

A. Planning and oversight

The Principal or his/her designee will be the administrator responsible for receiving alleged bullying reports in the Canton Schools. Each school building in Canton has established a specific group of individuals who address those students who are identified as at-risk children. (These groups are named differently at each school). This group is compiled of administration, guidance counselors, the school nurse and school counselors and meets once weekly, or once per seven day cycle. The team reviews incident reports, and is able confidentially access the designated student(s) academic, discipline and social/emotional history through this format. This type of dialogue amongst team members provides a venue for actively and collaboratively addressing each student’s needs and recommended interventions.

Canton has K-10 Wellness programming which includes evidence-based bully prevention. The BPIP Committee, with the help of the Wellness department from each school, continues to include evidence based anti-bullying units of instruction in the K-10 Wellness Curriculum.

Members of the BPIP Committee, as well as select members from each school, work collaboratively to review and revise policies and protocols to address Bullying Prevention and Intervention. The Policy and the Plan is reviewed and revised regularly based on accumulating data reflecting the efficacy of the policy. If the BPIP Committee encounters an area(s) of concern in the interim, the Policy and/or Plan will be revised. The Technology Department has developed and distributed an Internet Safety Policy. The Principal’s will update all student and staff handbooks as well as codes of conduct as changes are made to either the BPIP policy or plan.

The BPIP Committee provides student, parent and faculty educational programs about bullying prevention and intervention. Each school currently has reporting forms that are available in the main office, guidance office, and/or counselor’s offices. A web-link to the district’s bully reporting forms are on the district’s website for reporting purposes. Additional resources are available on the district’s website as well.

The vision of the BPIP Committee is for all staff to appropriately identify and document initial incidents of possible bullying to establish an ongoing catalog of occurrences. An appointed CPS staff member will maintain these files so that the Civil Rights Officer will have supported documentation in the event that an incident leads to a comprehensive investigation. All invested individuals (students, parents, and staff) will be educated about the reporting and disciplinary process. Ultimately, when a report is filed and found to be substantiated by the principal or his/her designee, the student(s) found to be involved as aggressors (and their parents) will have full awareness of the reporting and potential disciplinary process.

The BPIP Committee works with the Title IX Coordinator to review and revise necessary guidelines outlined in the Bullying Prevention Policy when changes occur.

D. Priority statements

The Superintendent and the Canton School Committee’s Vision for the Canton Public School succinctly defines our priorities.

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

Individual schools in the district have established their own mission statements that are consistent with the overarching vision statement of the Canton Public Schools.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan

Annual training for all Canton Public Schools staff clearly outline all responsibilities staff members have to contribute to the perpetuation of a safe and welcoming school environment. This includes an overview of the steps that each building principal or designee follows upon receipt of a report of possible bullying or retaliation, as well as an overview of the bullying prevention curriculum for students at that grade level. Furthermore, staff is made aware of the full range of curricula offered at all grades throughout the Canton Public Schools. District staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired.

B. Ongoing professional development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development builds the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of professional development for the Canton Public School system and each school building is informed by research and will include information on:

- a) Developmentally (or age-) appropriate strategies to prevent bullying.
- b) Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents.
- c) Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying.
- d) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment.
- e) Information on the incidence and nature of cyberbullying.
- f) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to incidents that may be bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This includes a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the Canton Public Schools for professional development include:

- a) Promoting and modeling the use of respectful language.
- b) Fostering an understanding of and respect for diversity and difference.
- c) Building respectful relationships and communicating with families.
- d) Constructively managing classroom behaviors.
- e) Using positive behavioral intervention strategies.
- f) Applying constructive disciplinary practices.
- g) Teaching students skills including positive communication, anger management, and empathy for others.

- h) Engaging students in school or classroom planning and decision-making.
- i) Maintaining a safe and caring classroom for all students.

C. Written notice to staff

The Canton Public Schools provides all staff with annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school handbook or the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive Canton school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. Our goal is to provide strategies, support, and services necessary to meet these needs. In order to enhance Canton's capacity to prevent, intervene early, and respond effectively to bullying, the services mentioned below reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors.

A. Identifying resources

CPS has initiated the process of identifying its capacity to provide counseling and other services for targets, aggressors, and their families. The members of the BPIP Committee as well as the school district's leadership annually review the current staffing and programs that support the creation of positive school environments. We focus on early interventions and intensive services when warranted. The process of mapping resources is an ongoing, dynamic process and will allow us to develop recommendations and action steps to fill resource and service gaps.

1) Mapping the Resources

- a) Superintendent
- b) Director of Curriculum and Development
- c) Director of Student Services
- d) Business Manager
- e) Principal
- f) Assistant Principal
- g) Guidance Department
- h) School Psychologists
- i) Adjustment Counselors
- j) School Nurses
- k) School Resource Officer
- l) Teachers
- a) Student Mentors

2) Programs

- a) Bullying Prevention and Intervention Curricula [Refer to Section IV for complete list of curricula]
- a) School Crisis Response/Intervention Teams
- a) Building Incident Management Teams
- a) Building Specials, or At-Risk Teams
- b) High School (Mentor) Programs
 - Boomerang Project
 - Student Council
 - SADD
 - National Honor Society
 - Canton Character Crew
- f) Middle School (Mentor) Programs

- Student Council
- Student Leadership Council
- Boomerang Project (Fall 2012)
- PAWSitivity

g) **Elementary (Mentor) Programs**

- Good Citizenship Award/Wall of Fame (JFK)
- Team Building Motto
- SHINE (Luce)
- Bucket Filler (Hansen)
- Team Building Motto

B. Counseling and other services

Canton Public Schools is committed to ensuring that the emotional needs of both bullying targets and of aggressors are addressed. All students (K-12) have access to counseling staff and services within each building (school counselors, adjustment counselors, school psychologists, and nurses). These professionals will:

- Develop safety plans for students who have been targets of bullying.
- Work with students to develop their social skills as a way of preventing bullying through the promotion of positive communication skills.
- Intervene and address the aggressors of bullying, focusing on the function of the behavior and address techniques to redirect this behavior.
- When deemed necessary, counseling staff will implement behavioral intervention plans for specific students identified as aggressors.
- Incorporate culturally and linguistically appropriate resources as individual student needs are identified.

C. Students with disabilities

As required by M.G.L. c. 71, § 37O, the Special Education teams throughout the district work collaboratively to address situations in which students with cognitive, social, emotional, or physical disabilities may be vulnerable to bullying or harassment. If a student's disability is causing them to exhibit behaviors which are making them particularly vulnerable to harassment by their peers, or to fail to understand appropriate social interaction in the "mainstream," then the issues will be addressed in the student's Individualized Education Program (IEP). The IEP Team will ensure that all measures are taken to develop the student's skills to respond to and avoid situations in which the student may be bullied or harassed. The Team will provide clear and developmentally appropriate education that will in turn work towards effectively mitigating the instances and effects of bullying. This will include, but is not limited to including provisions, plans and goals as it relates to bullying in each student's IEP.

D. Referral to outside services

The Director of Student Services in concert with building principals or their designees identify and develop specific protocols for crisis prevention and intervention which become an integral component of the therapeutic approach when addressing bullying in the Canton Public Schools. If there is a need for community based linkages or other resources the Guidance Department has bridged its resources to include others. Such resources include, but are not limited to:

- Riverside Mental Health
- New Life Counseling and Wellness
- Norwood Hospital
- Bournewood Health Systems
- South Bay Mental Health

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Canton Public Schools strives to offer and implement age appropriate social, emotional and bully prevention K-10 curricula, as well as offering activities to encourage safety and respect throughout the district.

The Canton Public Schools send staff members to various MARC workshops to provide staff and parents with the appropriate tools and information to understand, prevent and intervene with bullying behaviors. All staff members receive training regarding the Bully Prevention and Intervention Law and its implications for Canton students.

The Canton Public Schools implements one primary bullying prevention curriculum, Committee For Children's evidence-based *Second Steps* and *Steps To Respect*, k-8. The high school has age appropriate curricula. The curricula is evidence-based and incorporates a wide variety of teaching techniques and strategies to support bullying prevention efforts. In addition, staff is provided ongoing training for these programs.

Current curricula directed toward grades PreK-10 including the following:

- a) Grades K-5: *Second Step*, *Steps to Respect*, Pacer Center, Kidhealth.org, Stop Bullying Now (HRSA website), MARC K-5 curriculum,
- a) Grades 6-8: *Second Step*, Discovery Education, Stop Bullying Now website, Glencoe Teen Health Courses, Teenage Health Teaching Modules, *Health Teacher*, Pacer Center
- a) Grades 9-12: Anti Defamation League, Pacer Center, Health & Human Services www.Mass.gov, Bullying Prevention and Intervention resources www.doe.mass.edu, MARC - Massachusetts Aggression Center.

The BPIP Committee has directed staff and parents to a wide variety of Bullying Prevention and Intervention resources, such as:

- a) Health & Human Services: www.Mass.gov
- b) Massachusetts Department of Elementary and Secondary Education: www.doe.mass.edu
- c) Bullying Prevention: www.indiana.edu/~safeschoolSrsBullying.pdf
- d) MARC: www.bridgew.edu/MARC
- e) ADL (Anti-Defamation League): www.adl.org
- f) www.Stopbullyingnow.org
- g) www.Casel.org
- h) www.MIAA.net

Technology use that is integrated into school curriculum fosters information retrieval skills, encourages critical thinking skills, collaboration and provides educational opportunities for both students and staff. CPS Technology access, for students and staff in Canton, is a privilege, not a right. Along with this privilege, come certain responsibilities for all users. The school district is providing access to the CPS Technology for educational purposes only. All users must conform to the terms and conditions established by the district's Acceptable Use Policy (AUP). All students and staff within the Canton Public Schools must read and sign this policy; students must also have their parents and/or guardians read and sign the policy. The school district cannot provide access to any student or staff who fail to sign and return the policy.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation

Reports of incidents that may be bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately on the designated form to the principal or designee any instance of possible bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members. The school or district will explore a variety of reporting options, in addition to the standardized K-5 and 6-12 reporting forms available to the school community. Such options include, but are not limited to a voicemail box, a dedicated mailing address, and/or an email address. Each building principal will determine the appropriate mode(s) of the reporting process and publicize this accordingly to students, staff, and parents.

The BPIP Committee will ensure that each public school building in Canton will:

- a) Include a copy of the Suspicion of Bullying Reporting Form in the beginning of the year packets for students and parents or guardians.
- b) Make the Suspicion of Bullying Reporting Form available in numerous sites, such as the school's main office, the counseling office(s), the school nurse's office, and other locations determined by the principal or designee.
- c) Post the Form on the school's individual, as well as the district, website. The Suspicion of Bullying Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the incident report, the name and contact information of the principal or designee, will be incorporated into student and staff handbooks. This information will also appear on school or district websites, and include in information about the Plan.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit, and encourages, the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The entire Canton School district expects students, parents or guardians, and others who witness or become aware of an instance of alleged bullying or retaliation involving a student to report it to the principal or designee. Students, parents or guardians, and others may request assistance from any staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of alleged bullying or retaliation by students or staff.

1. Safety

Before fully investigating the allegations of alleged bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Reasonable responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe

person” for the target; and altering the alleged aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation, a student who has reported alleged bullying or retaliation, a student who has witnessed alleged bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of alleged bullying or retaliation of or by a student. The Canton Public Schools, or the designated BPIP Committee, will establish student safety planning policies and procedures.

2. Obligations to Notify Others

a. Notice to parents or guardians

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation

The principal or designee will investigate promptly all reports of alleged bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of alleged bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

D. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will:

- 1) Determine what remedial action is required, if any, and
- 2) Determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the appropriate personnel, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. In addition, it will be determined if a referral needs to be made to the Title IX Compliance Officer.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination. <http://www.doe.mass.edu/pqa>

E. Responses to Bullying

The following components enumerate the school's or district's chosen strategies for building students' skills and other individualized interventions that CPS incorporates in response to remediate or prevent further bullying and retaliation. For example:

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula.

- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel.
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals.
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home.
- Adopting behavioral plans to include a focus on developing specific social skills.
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the each school's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times, less structured times (recess, lunch, etc...) and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement those supportive measures immediately.

VI. COLLABORATION WITH FAMILIES

Canton Public Schools will develop effective plans which will include strategies to engage and collaborate with students' families in order to increase the capacity of the schools to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. As required by law, Canton Public Schools will continually strive to meet state standards and to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the Canton Public Schools including:

1. How parents and guardians can reinforce the curricula at home and support the school and/or district plan.
2. The dynamics of bullying.
3. Online safety and cyberbullying. Parents and guardians must also be notified in writing each year about the student-related sections of the bullying prevention and intervention plan, in the language(s) most prevalent among the parents or guardians. In our initiative to collaborate with families, Canton Public Schools will take into account age, climate, socio-economic factors, linguistic, and cultural

make-up of students and their parents regarding these collaborations.

Furthermore, Canton Public Schools will develop a plan that will offer a resource and information network for parents and guardians. There will also be a timely notification system in place to ensure awareness of all parent and community programs/presentations.

A. Parent education and resources

Canton Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used. The programs will be offered in collaboration with the CAPT, School Councils, Special Education Parent Advisory Council, and any other relevant organization.

B. Notification requirements

Each year Canton Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Canton Public Schools will send parents written notice each year about the student-related sections of the Plan and of the Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The Plan and related information will be posted on the Canton Public School's website. Notification of presentations will be published in the local print media, as well as on Cable Access. In addition, other electronic communication (emails, texting, etc...) will be used whenever possible.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- a) On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- b) At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports an incident of alleged bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. PROBLEM RESOLUTION SYSTEM:

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the

Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

IX. DEFINITIONS

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- a. Causes physical or emotional harm to the target or damage to the target's property.
- b. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property.
- c. Creates a hostile environment at school for the target.
- d. Infringes on the rights of the target at school, or
- e. Materially and substantially disrupts the education process or the orderly operation of a school.

Bystander is a student (or students) who participate in the bullying incident(s) via observation or spectatorship.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Upstander is a student or students who actively choose to remove or support the target in some form during a bullying incident.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual

orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Bullying Part II

Procedure and Guidelines

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I. INTRODUCTION

The Canton Public Schools are committed to providing our educational community (students, staff, parents, and visitors) with a safe and equal opportunity to their educational pursuits and activities. The Canton Community recognizes that for children to learn, grow, and reach their full potential there must be several key components in place. At the forefront of these important pieces are parameters that help to safeguard the physical, social, emotional, and intellectual safety of each and every student. Promoting and encouraging each person in our educational family to be their best EVERY DAY is at the core of our educational foundation. Our goal is to encourage, educate, and motivate our students to make positive daily decisions and develop into happy and productive members of society. This policy has been developed to ensure that our students learn to treat others with respect in a safe learning environment free from any form of bullying or any other type of harassment.

The Canton Public Schools recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.

A. Definitions - Bullying Terminology

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below and encouraged by the law itself, Chapter 92 of the Acts of 2010 – an Act Relative to Bullying in Schools. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope.

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property.
- Places the target in reasonable fear of harm to himself or herself or of damage to his or her property.
- Creates a hostile environment at school for the target.
- Infringes on the rights of the target at school, or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Bystander is a student (or students) who participate in the bullying incident(s) via observation or spectatorship.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable

information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a person against whom bullying, cyber bullying, or retaliation has been perpetrated.

Upstander is a person who actively chooses to support the target in some manner during a bullying situation.

B. Confidentiality

Reports of bullying, harassment, sexual harassment, discrimination, or hate crime should be kept completely confidential, involving as few people as possible, with the goal of protecting the target and stopping the behavior.

The District will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations, its Policy to investigate, report, and take appropriate disciplinary and corrective action, and with applicable state and federal confidentiality laws and student record regulations.

(FERPA)

II. **ACADEMIC AND NON-ACADEMIC PREVENTATIVE ACTIVITIES**

A. Curricula Notification Requirements

Each year Canton Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Canton Public Schools will send parents written notice each year about the student-related sections of this Policy and of the Internet safety policy. All notices and information made available to parents or guardians will be in electronic formats and/or, hard copy and upon request will be available in the language(s) most prevalent among parents or guardians. The policy and related information will be posted on the Canton Public School's website. Notification of presentations will be published in the local print media, as well as on Cable Access. In addition, other electronic communication (emails, texting, etc...) will be used whenever possible.

B. Curriculum

PreK-12 bully prevention curriculum and education is under constant review. The Canton Wellness Department supplies bully prevention, violence prevention, and decision-making education in grades preK-12. To further encourage appropriate behavior K-3 educational classes provide age appropriate bully prevention and anti-violence curriculum in collaboration with Wellness classes in an interlocking evidence-based curriculum. Evidence-based programming is preferred and offered wherever possible. K-12 curricula, which are subject to change as new and innovative curricula is reviewed and discovered, directed toward grades PreK-12 currently include the following:

For questions or feedback regarding up-to-date curricula utilized in the Canton Public Schools please visit the CPS District website (www.cantonma.org) or contact the Wellness Coordinator.

C. Parent Workshops

Canton Public Schools bullying plans include strategies to engage and collaborate with students' families in order to increase the capacity of the schools to prevent and respond to bullying. Resources

for families and communication with them are essential aspects of effective collaboration. In our collaborations with families, Canton Public Schools take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and their parents regarding these collaborations. As required by law, Canton Public Schools continually strives to meet state standards and to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the Canton Public Schools including:

- How parents/guardians can reinforce the curricula at home and support the school and/or district plan.
- The dynamics of bullying.
- Online safety and cyberbullying.

Furthermore, Canton Public Schools offers resources and programming for parents and guardians.

Parent Education and Resources

Canton Public Schools offers education and skill-based programs for parents and guardians that are focused on the parental components of the bullying prevention curricula and any social competency curricula used. The programs are offered in collaboration with the CAPT, School Councils, Special Education Parent Advisory Council, and any other relevant organizations.

For questions or feedback regarding up-to-date programs utilized in the Canton Public Schools please visit the CPS District website (www.cantonma.org) or contact the Wellness Coordinator.

III. PROFESSIONAL DEVELOPMENT AND TRAINING

A. Staff Training

The Canton Public Schools provides annual training for all staff that clearly outlines the responsibilities that staff members have to contribute to the perpetuation of a safe and welcoming school environment. The training will include:

- Overview of what bullying is and how staff can help to prevent it or steps they must take to intervene
- Overview of the steps that each building principal/designee will follow upon receipt of a bullying or retaliation report
- Title IX training annually

District staff members hired after the start of the school year will be required to participate in a school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years. Staff trainings will be recorded and archived for professional training purposes.

B. On-going Professional Development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of professional development for the Canton Public School system, and each school building within, is based upon research and evidence-based practices, for example:

- Developmentally (or age-) appropriate strategies to prevent bullying.
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to

stop bullying incidents.

- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying.
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment.
- Information on the incidence and nature of cyberbullying.
- Internet safety issues as they relate to cyberbullying.

Professional development addresses ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the Canton Public Schools for professional development include:

- Promoting and modeling the use of respectful language.
- Fostering an understanding of and respect for diversity and difference.
- Building respectful relationships and communicating with families.
- Constructively managing classroom behaviors.
- Using positive behavioral intervention strategies.
- Applying constructive disciplinary practices.
- Teaching students skills including positive communication, anger management, and empathy for others.
- Engaging students in school or classroom planning and decision-making.
- Maintaining a safe and caring classroom for all students.

C. Written notice

The Canton Public Schools will provide all students, faculty, staff and families with annual electronic and/or written notice of the Bully Prevention and Intervention Policy by publishing it in the student handbook and on the CPS website. It will be reviewed and updated as needed each year in accordance with national and state law, local policy and school safety survey data collection that will be employed every three years to determine progress, programming and necessary changes.

IV. INTERVENTION - GUIDELINES/PROCEDURES FOR DEALING WITH BULLYING

Please refer to:

Appendix A: BULLYING REPORTING AND INVESTIGATION GUIDELINES and
Appendix B: PROCEDURE FOR RESPONDING TO A REPORT OR WITNESSING OF BULLYING.

In school systems, bullying may cross many lines. The situation may be an instance of student to student, student to staff member, staff member to student, or staff member to staff member.

Guidelines for dealing with any of these charges are as follows:

A. Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities, functions, or programs;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Canton

Public schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Canton Public Schools if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

B. Notification, Reporting and Response Guidelines:

1. **Staff members must always take every report of behavior that may be bullying or retaliation seriously and take action immediately.**

It is up to the principal or his/her designee to determine if the reported behavior meets the definition of bullying.

All reports of suspected bullying must be documented on the reporting form. Please refer to Appendix C.

- 2) If bullying is suspected (student to student) and is reported to a staff member other than an administrator, the staff member should inform the Building Principal or Superintendent Designee and complete the Suspicion of bullying form.
- 3) If bullying is suspected (staff member to student) and is brought to the attention of any staff member, that staff member should notify the Building Principal or Superintendent Designee. The Suspicion of Bullying Form will be completed as determined by the Building Principal or Superintendent Designee. She/he will then determine if the complaint warrants further investigation.
- 4) If bullying is suspected (student to staff member) the staff member should notify the Building Principal or Superintendent Designee and complete the Suspicion of bullying form.
- 5) In a situation involving a charge of staff member to staff member bullying the staff member should notify the Building Principal or the Superintendent Designee. The Suspicion of bullying form will be completed as determined by the Building Principal or Superintendent Designee. She/he will then determine if the complaint warrants further investigation.
- 6) In all situations in which bullying is suspected, the alleged the target should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result no disciplinary action shall be taken on anonymous complaints unless independently verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard. Complaints need to be in written form and should the complainant need assistance writing the complaint then a scribe will be provided.
- 7) Once a suspicion has been reported, including charges of physical harassment as well as threats to a person's safety or position in the school or work environment, the following course of action should be taken:
 - a. Under any investigation of allegations of possible bullying or retaliation, school personnel will consider if there is an immediate need to initiate steps to support

the alleged target and/or protect the alleged target from further potential incidents of concern. In taking such action, however, the rights of both the alleged target and alleged aggressor will be considered fully.

- b. The Building Principal or designee should investigate the charge through discussions with the individuals involved and should use the **Suspicion of Bullying Reporting Form** to document the alleged incident. Please refer to Appendix D. In situations involving a staff member, he/she should be informed of his/her rights to have a third party present at the time of the discussion. In situations involving students, the Principal or designee should interview the reporting staff member, alleged target, witness(es)/bystander(s) and alleged aggressor. Parents will be informed of the situation and invited to participate in discussions. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit. Follow-up verification procedures will be explained.
 - c. The matter shall be documented in a manner consistent with the behavior, the impact of the behavior on the alleged target and the school, and the disciplinary consequences imposed by the administration. Failure to comply after a resolution meeting will result in appropriate discipline.
- 8) If after formal discussion with the involved parties, the Building Principal or Designee determines that further action must be taken, the following would occur:
- a. In instances involving student to student or student to staff member bullying, the student would be held to the discipline code of the school. Legal action may also be initiated at this point.
 - b. Any decision regarding further action will be documented on the **INDIVIDUAL BEHAVIOR PLAN** and/or the **BEHAVIORAL MEDIATION AGREEMENT**. Please refer to Appendices E and F.
 - c. In instances involving staff member to student and staff member to staff member, bullying findings would be reported to the Superintendent of Schools or Designee for further action. Legal action may also be initiated at this point.

C. Retaliation or False Accusations

Retaliation or false accusations against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. If it occurs, it could be considered grounds for removal from the educational setting for a student or dismissal of staff personnel. A referral to law enforcement may be made.

D. Target Assistance:

The Canton Public Schools encourages counseling and/or referral to appropriate services, including student support services, guidance, special education team, civil rights officer, and school resource officer, academic intervention, and protection to students, both targets and aggressors, affected by bullying, as necessary.

The Canton Public Schools recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.

For further information about these guidelines or help with sexual harassment, bullying, or hazing problems, or any other form of harassment, consult: the Superintendent of Schools or Designee at 781-821-5060.

E. Consequences:

If it has been determined that bullying has occurred, the aggressor shall be subject to disciplinary action. The action taken for the individual will be through the discipline procedure as noted in the student handbooks. Please refer to Appendix G to view **THE CONSEQUENCES OF BULLYING**.

If the investigation does not substantiate the complaint of bullying, no record of the incident will be placed in the aggressor's personal file unless requested by the alleged aggressor, but will be kept on file in the principal's office and office of student services

V. ACCESS TO RESOURCES AND SERVICES

A. Identifying Resources.

Each school building has a Crisis Response Team and/or an At-Risk Team that meets on a regular basis to discuss students who are at risk for any number of reasons. These teams focus on individual issues and seek to establish plans for intervention utilizing existing resources as well as collaborative creative problem solving to establish alternatives for intervention and remediation.

B. Counseling and Other Services.

Canton Public Schools is committed to ensuring that the social emotional needs of both bullying targets and of aggressors are addressed. All students (PreK-12) have access to counseling staff and services within each building (school psychologists, school counselors, adjustment counselors, nurses, school resource officer, and other professional staff). These professionals will:

- Develop safety plans for students who have been targets of bullying
- Work with students to develop their social skill strategies as a way of promoting positive communication skills. This in turn will promote coping skills for a student who has been bullied.
- Intervene and address the aggressors of bullying, focusing on the function of the behavior and address techniques to redirect this behavior.
- When deemed necessary, counseling staff will implement behavioral intervention plans for specific students identified as aggressors.
- Incorporate culturally and linguistically appropriate resources as individual student needs are identified.

C. Students with Disabilities.

The special education team will consider the student's level of social skills development and disability when initiating or reviewing the student's Individualized Education Program. The team will determine whether or not the student navigates peer relationships in ways that are positive and developmentally appropriate. The team will also determine if the student displays a deficit in the area of social development and if their disability is likely to make the student more vulnerable to bullying, harassment, and/or teasing. If so, the team will incorporate a developed and agreed upon safety plan and appropriate interventions into the student's IEP to address help remedy the identified deficit(s).

Please refer to Appendix H to view the **PROCEDURAL GUIDELINES FOR STUDENTS WITH**

DISABILITIES.

D. Outside services.

Resources/information is available on the district website to assist parents seeking outside services. It helps students and families access appropriate and timely services.

VI. Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Policy prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Policy is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, 37H ¾ other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Policy covers the behavior.

Applicable Laws of Massachusetts that help navigate the situation and protect the integrity and right of ALL students to a reasonable education free of any physical, social, or emotional interference:

- Chapter 92 of the Acts of 2010: An Act Relative to Bullying in Schools (The Governor of Massachusetts guarantees a comprehensive bully-free education.)
- Chapter 12, Section 11h (Attorney General guarantees the civil rights to an education free and clear of intimidation or interference.)
- Chapter 265, Section 43 (Considers willful and intentional distress a crime and therefore punishable by law.)
- Chapter 265, Section 43a (Considers a second conviction of intentional distress and potentially more punishable by law.)
- Chapter 266, Section 37E (Considers any type of annoyance or harassment via phone or technology as a crime, especially when impersonation is involved.)
- Chapter 269, Section 17 (Considers hazing as a punishable crime with fines or some type of confined sentence.)

APPENDICES

APPENDIX A

Bullying Reporting and Investigation Guidelines

The following provides general guidelines for investigating situations where bullying is alleged. The Principal/designees will make adjustments to the process as necessary to conduct an effective and timely investigation.

Step One:

COMPLETE SUSPICION OF BULLYING REPORTING

If an adult witnesses or reports incident:

- Staff member must complete **Suspicion of Bullying Reporting Form** (see appendix) and gives to the principal or designee.

If a student reports alleged incident to staff member:

- Staff member acknowledges the student's concerns.
- Staff member determines if there are safety issues that must be addressed immediately.
- Student or staff member must complete **Suspicion of Bullying Reporting Form** and give to designated administrative staff.
- Staff are not responsible for investigating suspicion of bullying behavior nor are they responsible for determinations.

Step Two:

CONDUCT INVESTIGATION

Prepare to interview students:

- Principal or designee completes the **Bullying Investigation Form** (see appendix).
- Review students' discipline and school records (include: IEP, 504s) to see if there are prior similar incidents.
- Consult with additional staff (e.g., SPED Liaison, counselor, nurse, art, wellness).
- Determine which additional staff, if any, needs to be present during student interviews and/or decision process (e.g., SPED Liaison, other administrator, staff member of same gender as target, etc.).
- Take reasonable precautions to ensure that students are unable to communicate or undermine the investigation (e.g., prevent access to cell phones, call all students to the office at the same time, but interview separately).
- Determine which students need to be interviewed. Include alleged target(s), alleged aggressor(s), and bystander(s).

Interview all students involved, one at a time.

Interview target of bullying:

- Ask Target to complete a written narrative of the event, if appropriate.
- Read back to the student a summary of his or her account to ensure accuracy of notes.
- Interview the target first, without the presence of the aggressor.
- Encourage target to immediately report any additional incidents involving alleged aggressor.
- Mediation should generally not be used with bullying situations, and in no event without full agreement of both students.
- Remind the alleged target that retaliation is strictly prohibited and will result in disciplinary action.

Interview the student alleged aggressor of bullying, and witnesses if necessary:

- Ask alleged accused student to complete a written narrative of the event, if appropriate.
- Read back to the student a summary of his or her account to ensure accuracy of notes.
- Focus more on the alleged aggressor's behavior, protecting the target's confidentiality.
- In case of denial or if further information is needed, interview the witnesses.
- Document the all witness accounts.
- Remind the alleged target and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Contact parent of target and alleged aggressor as appropriate to the process

Step Three:

DETERMINATION AND CONSEQUENCES IF NEEDED

- Determine whether there is sufficient basis to conclude that the alleged conduct occurred, and if so whether it meets the legal definition of bullying.
- Review whether matter should be referred to Civil Rights Officer, law enforcement, special education team or others.
- If the student has an IEP, work with his or her liaison to determine whether the specialized procedures apply or whether Team should convene to address the conduct.
- Assign appropriate consequences and take other steps to prevent recurrence.
- If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you hope s/he is right and that nothing happened, but you will continue to monitor the behavior. Stress that any retaliation is strictly prohibited and will lead to consequences.

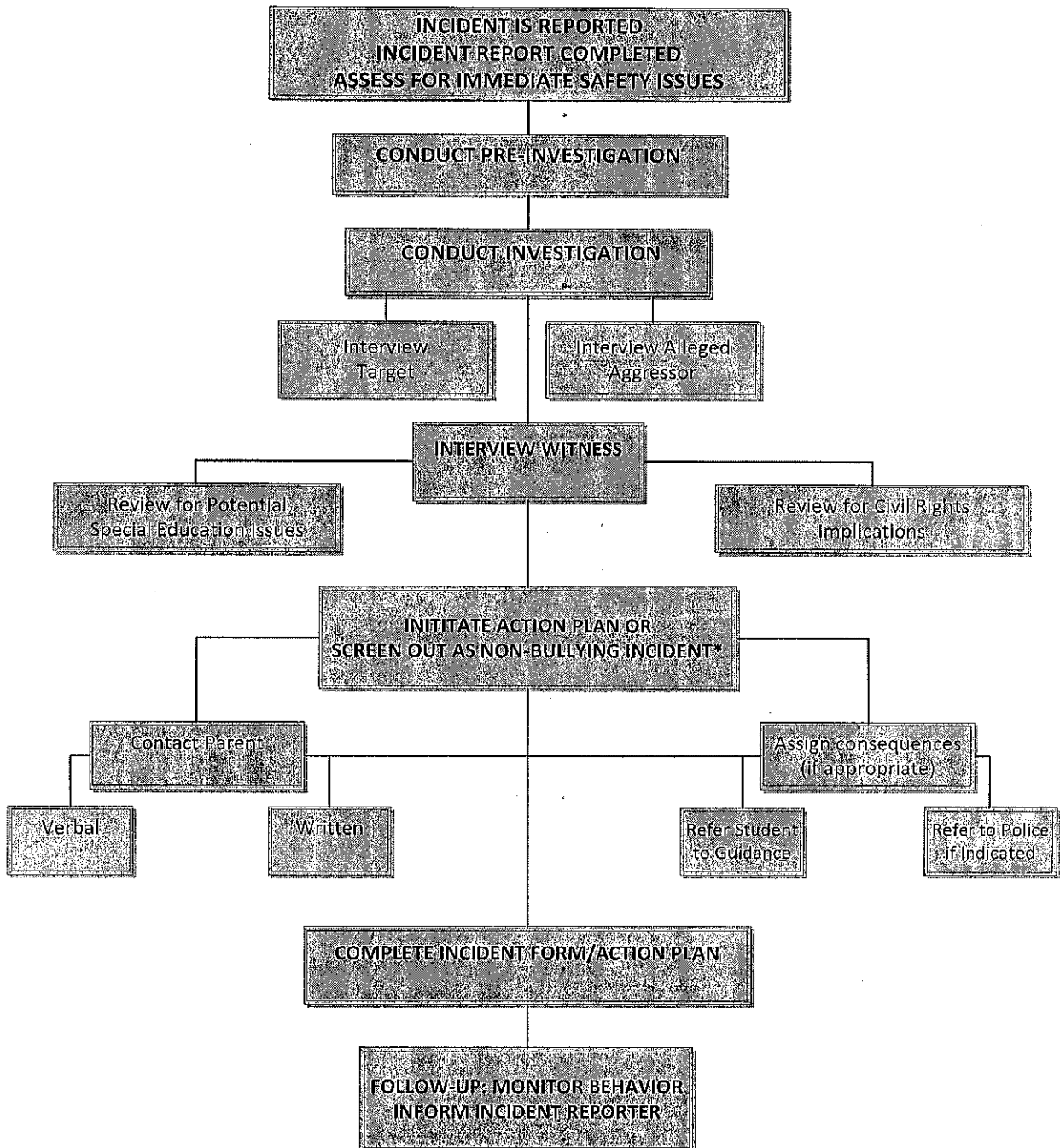
Step Four:

DOCUMENT INCIDENT AND CONSEQUENCES

- Document outcome of investigation on the **Bullying Investigation Form**.
- Working with the aggressor, and if applicable) document on the **Individual Behavior Plan Form** and the **Behavioral Remediation Form** (see appendix).
- The **Behavioral Remediation Agreement Form** includes warning against retaliation and repeat offences. It should include disciplinary actions, strategies and supports to be used to stop the bullying and restore a sense of safety for the target, including steps taken to ensure there is no retaliation against the targets or reporters. See Appendix E.
- Target will be notified of steps taken to prevent recurrence and provide for participation in school.
- Notify all staff members that work directly with these students to allow for appropriate monitoring of the target and aggressor.
- File all report forms with the district "point person", or Superintendent designee [Note: job description and title of individual to be determined]

APPENDIX B

PROCEDURE FOR RESPONDING TO A REPORT OR WITNESSING OF BULLYING



* Students may be held responsible for other inappropriate content

APPENDIX C

14

Canton Public Schools SUSPICION OF BULLYING REPORTING FORM

Directions: The Canton Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students, and/or staff do occur at times. If you wish to report a disturbing incident between two or more students, or with staff, complete this form and return it to the Principal at the individual's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. **EVERY** reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.

Date of Report:

Name of student/staff target:

Age:

Grade:

School:

Name(s) of alleged aggressor(s) (if known):

Age:

Grade:

School:

Name(s) of witness(es) (if known):

Where did the incident(s) happen? (choose all that apply)

☐ On school property

☐ Online/via technology

☐ Other: _____

☐ On a school bus

☐ On the way to/from school

☐ At a school-sponsored activity or event off school property

Please provide a brief written description of what happened:

☐ Teasing

☐ Threat/property damage

☐ Stalking

☐ Public humiliation

☐ Social exclusion

☐ Theft/property damage

☐ Physical violence

☐ Discrimination

☐ Retaliation

☐ Sexual or other harassment

☐ Intimidation

☐ Other: _____

What did the alleged aggressor(s) say or do? (Include dates. Attach a separate piece of paper if necessary)

Are there other indications of gateway behavior? (eye rolling, isolating, put down, ignoring, tattling)

What is the relationship of the alleged target to the alleged aggressor?

Did a physical injury result from this incident?

☐ No

☐ Yes, but did not require medical attention

☐ Yes, and required medical attention. Please describe injury _____

Is there any additional information you would like to provide? Attach a separate piece of paper if necessary

Name of person reporting incident: _____

Telephone (optional): _____

E-mail (optional): _____

Place an X in the appropriate box: ☐ Student

☐ Staff

☐ Parent/guardian

☐ Other

Signature: _____

Date: _____

Administrative Action Taken:

Date: _____

Administrator: _____

APPENDIX D

15

Canton Public Schools BULLYING INVESTIGATION FORM

Investigation start date:

Name of student/staff target:

Age:

Grade:

School:

Name(s) of alleged aggressor(s) (if known):

Age:

Grade:

School:

Investigation

- ☐ Review and attach **Suspicion of Bullying Reporting Form**
- ☐ Review discipline and school records (include IEP, 504s)
- ☐ Consult as needed with additional staff (e.g. SPED Liaison, counselor, nurse). Include names here:
- ☐ Determine which additional staff, if any, needs to be present during student interviews and/or decision process.
Include names here:
- ☐ Consult all staff who provide direct instruction or services to student
- ☐ Conduct student interviews
- ☐ Read back to each person involved a summary of his or her account to ensure accuracy of your notes
- ☐ If physical injuries have occurred, ask nurse to examine target.
- ☐ The following checked items are attached to this report:
 - Suspicion of Bullying Reporting Form (if available)
 - Print-outs of blog posts, social networking emails, etc.)
 - Copies of other evidence
 - Consultation with additional staff as needed.
 - Police report(s)
 - Written statements from interviewees, reporters, etc.
 - Nurse report(s)

Determination

- ☐ Provide a brief description of the nature of the conduct:
- ☐ Check all that apply:
 - ☐ **Repeated** use by one or more students/staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (must include at least one of the following)
 - ☐ Causes **physical or emotional harm** to the target or damage to the target's property;
 - ☐ Places the target in **reasonable fear of harm to himself or herself** or damage to his/her property;
 - ☐ Creates a **hostile environment** at school for the target;
 - ☐ **Infringes on the rights** of the target at school; or
 - ☐ Materially and substantially **disrupts the education process** or the orderly operation of a school
 - ☐ *Involves an imbalance of perceived or real physical or social power between target and aggressor(s)*
 - ☐ *Retaliation from reporting of previous incident*
- ☐ Provide a Final Determination
 - ☐ Incidents **did not** meet the definition of bullying
 - ☐ Conduct of concern will be addressed by principal or designee
 - ☐ Bullying has occurred and will be addressed by principal or other designee
 - ☐ Criminal bullying has occurred and police should be notified of possible criminal charges.

What is the relationship of alleged target to alleged aggressor?

Canton Public Schools
BULLYING INVESTIGATION FORM

Response Plan if any)

Disciplinary Actions:

Remediation Actions:

- ☐ **Behavioral Remediation Agreement** attached
- ☐ **Individual Behavior Plan** attached (if applicable)

Student/Staff Safety Actions:

Notification and Documentation

- ☐ Parent(s)/Guardian(s) of the target
- ☐ Parent(s)/Guardian(s) of the aggressor
- ☐ School Information systems
- ☐ School alert system (if necessary)
- ☐ Counselor of target
- ☐ Counselor of aggressor
- ☐ Special Education (for repeat offenders)
- ☐ Police will be notified for possible criminal charges
- ☐ Other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions. Please describe.

Administrator/Investigator Signature

Date:

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Canton Public Schools BEHAVIORAL REMEDIATION AGREEMENT			
Date:			
Name of student:	Age:	Grade:	School:
Reason for Behavior Remediation Agreement:			
I agree to the following terms to change my behavior:			
I will need the following support(s) to help me meet the obligations of my agreement:			
The consequences of me not meeting the expectations/terms listed above are as follows:			
Student Signature:		Date:	
Parent/Guardian Signature:		Date:	
Plan Coordinator:		Date:	
Administrator/Investigator Signature:		Date:	

APPENDIX F

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**Canton Public Schools
INDIVIDUAL BEHAVIORAL PLAN**

Date:

Name of student:

Age:

Grade:

School:

Reason for Behavior Plan:

Student Behavior Goal:

1. Objective:

2. Objective:

3. Objective:

Student Supports:

Timeline/Monitoring of Plan and Progress towards Goal(s)

Daily _____

Team Contact _____

Weekly _____

Team Contact _____

Termination from Plan

Date of Termination: _____

Student Signature:

Date:

Parent/Guardian Signature:

Date:

Plan Coordinator:

Date:

Administrator/Investigator Signature:

Date:

APPENDIX G

CONSEQUENCES OF BULLYING *

Disciplinary Actions	Remediation Actions	Target Safety
<ul style="list-style-type: none"> • Admonishment, various warning(s) 	<ul style="list-style-type: none"> • Meetings with parents 	<ul style="list-style-type: none"> • Strategies on how to help students seek support and network
<ul style="list-style-type: none"> • Temporary removal from the classroom 	<ul style="list-style-type: none"> • Counseling 	<ul style="list-style-type: none"> • Clarification about who will be notified
<ul style="list-style-type: none"> • Loss of privileges 	<ul style="list-style-type: none"> • Education including strategies to avoid repeating behavior. 	<ul style="list-style-type: none"> • Notify staff about incident and danger of further contact
<ul style="list-style-type: none"> • Classroom or administrative detention 	<ul style="list-style-type: none"> • Academic and nonacademic positive behavioral supports 	<ul style="list-style-type: none"> • Strategies to respond if being bullied (e.g., script, role playing, etc)
<ul style="list-style-type: none"> • In-school suspension during the school week or the weekend 	<ul style="list-style-type: none"> • Revision of IEP, if applicable 	<ul style="list-style-type: none"> • Identifying trusted adults and "safe areas"
<ul style="list-style-type: none"> • Out-of-school suspension 	<ul style="list-style-type: none"> • Individual Behavior Plan form is included in this packet) 	<ul style="list-style-type: none"> • Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate)
<ul style="list-style-type: none"> • Referral to Law Enforcement 	<ul style="list-style-type: none"> • Referral to Special Education (for conduct that may be related to a disability) 	<ul style="list-style-type: none"> • Periodic check-ins
<ul style="list-style-type: none"> • Expulsion or termination 		<ul style="list-style-type: none"> • Whole community meetings
<ul style="list-style-type: none"> • Consequences for repeat offenses 		<ul style="list-style-type: none"> • Identification and empowerment of bystanders
		<ul style="list-style-type: none"> • Education about technology

* **Note** the following: Aggressors can be required to undergo counseling with an in-house counselor (i.e., authorized school staff) as part of their remediation agreement or behavior plan.

1. Notify the aggressor of his or her rights and the process to appeal your decision.
2. Meet with the target and/or bystanders to develop a safety plan.

Notification

3. Notify parent(s)/Guardian(s) of the target and aggressor about your determination and—to the extent allowed by confidentiality laws—actions taken to prevent recurrence of conduct that is of concern.

- a. School staff is generally prohibited from informing the target or his/her parents of disciplinary actions taken against a student, unless it directly relates to the target, e.g., a "stay away" order.
4. Consult with police, as needed.
 - a. There is no such thing as "criminal bullying" but we should consult with police to determine whether the conduct at issue could result in criminal charges such as criminal harassment, stalking, or assault/battery).
5. Contact other schools, coaches, and staff members if necessary to implement disciplinary, remediation, or student safety actions.
 - a. School administrators may generally not share information about students with anyone except with "authorized school personnel" (this include coaches and contracted service providers), who need the information in order to perform their duties. Thus, administrators must review each circumstance to determine the information each staff member needs to know in order to perform their responsibilities.

Documentation

6. Each school has a "Bully Binder." This binder is used to store incident and investigation forms, alphabetically by aggressor and their date of graduation.
 - a. Discipline information is part of each student's temporary record. Bullying records are kept for six years.
 - b. Temporary records must be destroyed no later than seven years after the student graduates. (this includes electronic records)
 - c. Your personal memory aids or "notes" are not part of the student record unless you use them to communicate with others individuals, including staff members. You may maintain these indefinitely
7. The school's student information system is used to document the results of your investigation, including:
 - a. Determination of bullying or other conduct that needs to be addressed
 - b. Disciplinary, remediation, target safety actions taken.
8. File copies of the following forms are found the school's "Bully Binder":
 - a. ***Bullying Investigation Form***
 - b. ***Suspicion of Bullying Reporting Form*** (if any),
 - c. ***Behavioral Remediation Agreement*** (if any), and
 - d. ***Individual Behavior Plan*** (if any, for repeat offenders only)

	TARGET(S)	AGRESSOR(S)
<i>Bullying Investigation Form</i>	✓	✓
<i>Suspicion of Bullying Reporting Form</i> (if any)	✓	✓
<i>Behavioral Remediation Agreement</i> (if any)		✓
<i>Individual Behavior Plan</i> (repeat offenders)		✓
Notify Special Education (repeat offenders)		✓
Copy of reports to counselor/Special Ed staff)	✓	✓

APPENDIX H

PROCEDURAL GUIDELINES FOR STUDENTS WITH DISABILITIES

1. At the time that a student is determined to be eligible for special education, and Individual Education Program (IEP) will be developed at the Team meeting, which includes the parent(s) and all required members.
2. All elements of a completed IEP will utilize the most up to date format provided by the DESE.
3. The Team Chairperson will ensure that the IEP is not changed at a higher administrative level within the district.
4. If the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability make him or her vulnerable to bullying, harassment, or teasing, the IEP must speak to the determination of the appropriate modifications, accommodations and/or specialized instructing needed to avoid and respond to bullying, harassment, or teasing.
5. When a student is identified with a disability on the autism spectrum, the IEP Team must speak to determination of the appropriate modifications, accommodations and/or specialized instruction needed to avoid and respond to bullying, harassment, or teasing.

SEARCHES AND INTERROGATIONS

Searches by Staff

Students' school lockers remain the property of the school and are subject to inspection at any time by school officials.

In the event that school administration has reasonable suspicion to believe that a student has in their possession or otherwise in their vehicle, locker or belongings evidence that a student committed a crime or violation of the disciplinary policy, the school administrator may conduct a search. Students, their bags, backpacks, lockers, electronic devices and vehicles on school property or at school-sponsored event (on or off school property) as well as other items/areas may be the subject of such a search.

The Canton School Department may periodically utilize police K9's under the direction of the Canton Police Department to search school property and the surrounding campus for the presence of controlled substances, drugs, weapons, or explosives.

School officials are authorized to question students about information that is relevant to the performance of their duties, including enforcement of school rules.

Formal Interrogations by Police

When law enforcement officials seek to question students during the school day or periods of extracurricular activities, the school Principal or their designee will make an effort contact the student's parent or guardian so that the responsible individual may be notified of the situation.

AGES FOR SCHOOL ENROLLMENT AND ATTENDANCE

Entrance Age

In an effort to allow for consideration of each child's chronological age as well as individual readiness to enter kindergarten or first grade the School Committee establishes the following policy on entrance age:

1. Children who will be five years of age on or before September 1 of the school year during which they wish to enroll will be eligible to enter kindergarten in September.

The admission of children whose birthdays fall after September 1 will be solely at the discretion of the Superintendent.

2. A child entering grade one must be six years of age or older on or before September 1st of the year of entrance into grade one. Children who do not meet Canton's grade one age requirement but have successfully completed kindergarten in Canton or in another public school and then relocated to Canton for grade one will generally be accepted for grade one placement.

If a child has successfully completed Kindergarten in a private school and there are data indicating that the child is ready for first grade and is within three months of our age cutoff for first grade, a parent or guardian may request that the appropriate elementary Principal review the child's readiness. This would involve an examination of a portfolio of a child's work as well as a review of the child's social readiness. Upon completion of this review, the Principal will make a recommendation to the Superintendent based the child's readiness. If the Superintendent agrees that there is sufficient evidence that the child is ready for first grade, enrollment can proceed. However, if the child is judged not to be ready, the student will only be allowed to enroll in Kindergarten. The decision of the Superintendent is final and cannot be appealed.

Maximum Age for School Enrollment/Attendance

The maximum age for enrollment and/or attendance in the Canton Public Schools is age 21.

Ages for Compulsory Attendance

State law requires that all children be enrolled in grade one beginning in September of the calendar year in which they attain the age of six (6) and that they attend school regularly until they reach the age of sixteen (16). Under law, each School Committee must enforce the school attendance of all children of compulsory school age residing in the town.

LEGAL REFS.:

M.G.L. 15:1G

Board of Education Regulations for Entrance to First Grade and
Kindergarten,

adopted 7/20/71

Canton Bullying Prevention and Intervention Policy

LEADERSHIP EXPECTATIONS

Canton Public Schools recognizes that Leadership at every level will play a critical role in developing and implementing the Bullying Prevention and Intervention Plan and Policy (BPIP) in the context of whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another while promoting the understanding of, and respect for, diversity and difference. The Canton Community recognizes and embraces the notion that leadership can and will emanate from our School Committee, administration, staff, student body, and community members. However, Canton's educational leaders will be responsible for setting priorities and for staying up-to-date with current research on strategies to prevent and effectively respond to bullying.

Public involvement in developing the Plan

In compliance with M.G.L. c. 71, § 37O, the Canton Bully Prevention Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians (2010) and Act of 2014.

Adopted: _____

CANTON PUBLIC SCHOOLS

Jennifer A. Henderson
Interim Superintendent of Schools



Debra L. Bromfield
Director of Student Services

Jayne A. Moore
*Interim Director of Curriculum
and Instruction*

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

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

TO: The Canton Teachers' Association
FROM: Barry S. Nectow, Business Administrator
SUBJECT: Recommendation from the Stipend Sub-Committee
DATE: November 28, 2016

A Memorandum of Agreement ("MOA") between the Canton School Committee and the Canton Teachers' Association was signed on September 18, 2015, setting forth the terms and conditions of a new three (3) year contract beginning September 1, 2015 through August 31, 2018. The MOA established a Joint Study Committee to review the stipends in Appendices C and D and make recommendations for changes based on the following criteria:

JOINT STUDY COMMITTEE- APPENDICES C AND D: The parties agree to convene a joint committee to study and make recommendations for stipends paid under Appendices C and D. The CTA and the Committee shall each appoint three (3) designees to serve on such joint committee. The goal of this committee is to establish internal equity for all stipended activities. The committee shall conduct a survey among the individuals (advisors and coaches) who currently receive stipends for activities under Appendices C and D and will consider the following factors that will serve as rubrics for determining stipend adjustments:

1. Time the advisor/coach spends actually engaged in the activity with students
2. The number of students participating in such activity
3. The amount of time spent on travelling with students for such activity (i.e. away games, events)

For comparison purposes, the committee will determine benchmark stipend rates in the following communities: Dedham, Foxboro, Milton, Needham, Norwood, Randolph, Sharon, Stoughton, Walpole, Wellesley, Westwood.

The committee will make recommendations as to the ratio of advisors/coaches to students, taking into account safety and effectiveness factors.

The committee will also make recommendations regarding which activities that are not currently being paid a stipend as to which activities should be stipended based on the rubrics above and shall also make a recommendation for a process for funding activities in the future.

The committee will complete its study and make its recommendations to the parties by no later than December 31, 2015. The parties will then meet promptly to negotiate over the implementation of the committee's recommendations.

The committee was formed as follows:

Barry Nectow, Chair
Patty Willis
Danny Erickson
Lori Mooney
Kaitlyn Aspell
Ed McDonough
Ida Pappas
Jayne Moore

The committee had its first meeting on October 30, 2015. During the first meeting, tasks were assigned to committee members, primarily consisting of researching area towns for information about stipend calculation methodology and comparable data.

In December 2015, the committee requested an extension to the end of the school year, in order to complete their work.

The committee met several times throughout the winter and spring and completed its work in late May. This memo includes a proposal to modify the stipends outlined in Appendix C & D to reflect time on task. Additionally, stipends no longer applicable were eliminated or combined with other stipends to more closely match the role or assignments.

The committee researched area towns and found a wide range of approaches in determining the amount of extra-curricular and athletic stipends.

Extra-Curricular Including Performing Arts - Appendix C

Ida Pappas, the K-12 Director of Performing Arts, lead the effort to revise the performing arts stipends. She compared several data elements including:

- Reviewing the stipends from area towns;
- Number of days and hours dedicated to the stipend task;
- Necessity for the stipend position.

Ida's research and analysis produced the proposal included herein. The stipend grid for performing arts is organized based on the number of days/week and the amount of time the advisor or stipend recipient spends earning the stipend. There are ten (10) categories with a stipend amount assigned to each.

Athletics – Appendix D

The committee reviewed material from area towns as well as a spreadsheet detailing the number of hours each CHS coach works during the season. The proposal includes restructuring Appendix D as follows:

1. The committee found the Canton athletic program needed a freshman and junior varsity head coach position, which many area towns have in their contracts. The contract is currently silent on the amount paid to freshman and junior varsity head coach position and the practice has

been to pay each the same amount as an assistant coach. The committee found this to be unfair, based on the amount of work the freshman and junior varsity head coaches do compared to an assistant coach.

2. The proposal added a 5th step, which is step 4 added between step 3 and step 5, in order to add an additional year before a coach reaches step 5, the highest step. Additionally, the amount of pay on each step is based off of step 5 and is a percentage of step 5.
3. The last change to Appendix D is reduce the number of categories from six to five. The effect of the reduction of categories is to more closely align sports with similar numbers of days and hours from the coaching staff.

Existing assistant coaches hired for the 2016-17 school year will be paid the higher of the stipend in the existing appendix or the proposed appendix.

The following information is attached to this memo:

Attachment 1 – The stipend grid for Performing Arts.

Attachment 2 – Teachers Extra Curricula Pay Schedule-Appendix C2, with changes proposed from the Performing Arts stipend grid. Changes, additions and deletions are highlighted in red.

Attachment 3 – The current Teachers Extra Curricula Pay Schedule-Appendix C2

Attachment 4 – Appendix D1-Coaches Salary Schedule – 2016-17, with the changes proposed by the committee.

Attachment 5 – The current Appendix D2-Coaches Salary Schedule – 2016-17.

Attachment 6 – Appendices from Milton.

Attachment 7 – Appendices from Walpole.

Attachment 8 – Appendices from Westwood.

Attachment 9 – Appendices from Stoughton.

Attachment 10 – Appendices from Sharon.

The committee recommends this proposal.

TEACHERS EXTRA CURRICULA PAY SCHEDULE-APPENDIX C 2				
9/1/16 – 8/31/17				
<u>DISTRICT-WIDE</u>				
Civil Rights - Building Based (Han, JFK, Luce, GMS)				\$1,000
Accompanist (per show)				\$1,500
<u>CANTON HIGH SCHOOL</u>	<u>STEP</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>FOREIGN EXCHANGES</u>				
French		\$1,746	\$2,030	\$2,325
German		\$1,746	\$2,030	\$2,325
Spanish		\$1,746	\$2,030	\$2,325
<u>DRAMA</u>				
Drama Club				\$1,610
Musical – Director / Producer				\$4,003
Musical – Costume Advisor				\$1,608
Musical – Tech Set				\$1,608
Musical – Music Director				\$3,340
Musical – Stage Manager/Props				\$2,000
Musical - Pit Director				\$2,390
Musical - Tech Lights				\$800
Musical - Tech Sound				\$800
Drama-Director				\$4,003
Drama – Stage Manager/Props				\$2,000
Drama - Costume Advisor				\$1,608
Drama - Tech Set				\$1,608
Drama - Tech Lights				\$800
Cabaret - Director				\$2,000
Cabaret - Music Director				\$2,000
Cabaret - Pit Director				\$1,608
One Act Play Festival – Director/Producer				\$1,608
<u>CLASS ADVISOR</u>				
Grade 9				\$460
Grade 10				\$460
Grade 11				\$1,332
Grade 12		\$1,653	\$1,849	\$2,202

New

4

TEACHERS EXTRA CURRICULA PAY SCHEDULE- APPENDIX C 2 (cont'd)

9/1/16 – 8/31/17

	STEP	1	2	3
MISCELLANEOUS				
Band Director (Pep Band)				\$5,093
Jazz Band				\$3,000
A Cappella				\$1,500
Debating Team (Mock Trial)				\$2,006
Robotics				\$3,575
Literary Magazine Advisor (Prism)				\$2,544
Math Team Advisor				\$5,331
Math Team Assistant (2)				\$1,880
Student Newspaper Advisor (Spectrum)				\$3,466
National Honor Society				\$1,880
Student Council Advisor				\$2,544
Yearbook Advisor				\$5,062
Tri - M Club				\$1,610
Cable TV Coordinator				\$7,662
GALVIN MIDDLE SCHOOL				
MISCELLANEOUS				
Student Council Advisor (2)		\$1,742	\$2,074	\$2,544
Yearbook Advisor (2)		\$1,357	\$1,750	\$2,138
Literary Magazine Advisor (1)		\$1,742	\$2,074	\$2,544
GMS Jazz Club				\$3,000
GMS Wind Ensemble				\$1,500
GMS Chamber Orchestra				\$1,500
GMS A Cappella				\$1,500
Robotics				\$2,000
Musical:				
Director/Producer				\$3,340
Assistant Director				\$2,390
Costume Advisor				\$1,608
Tech Sound				\$800
Future Problem Solving Director (2)				\$665
Interscholastic Athletic Coordinator				\$2,000

New

5

<u>ELEMENTARY SCHOOLS</u>				
<u>MISCELLANEOUS</u>				
Play Directors - each elementary				\$3,340
Assistant Play Directors- Support staff, each elementary				\$1,608
Tech Sound - Each elementary				\$800
Music Director - Each elementary				\$1,608
Robotics - each elementary				\$1,500
Music Mania - Each Elementary				\$1,500
Gardening - Each Elementary				\$1,500
Running/Athletic				\$1,500
Optional Elementary (Content Specified By Principal)				\$1,500
Elementary School Publication				\$423
*At the Elementary, Middle and High School, all extra-curricular or intramural				
activities not listed in this Agreement will be paid as follows:				
Enrollment:		Minimum 15 Students		
Duration:		2 days per week, 10 weeks		
Stipend:		\$1,248		
Enrollment:		Minimum 8 Students		
Duration:		1 days per week, 10 weeks		
Stipend:		\$624		

New

6

TEACHERS EXTRA CURRICULA PAY SCHEDULE-APPENDIX C 3

9/1/17 – 8/31/18

DISTRICT-WIDE

Civil Rights - Building Based (Han, JFK, Luce, GMS)

\$1,000

Accompanist (per show)

\$1,500

CANTON HIGH SCHOOL**STEP****1****2****3****FOREIGN EXCHANGES**

French

\$1,781

\$2,071

\$2,372

German

\$1,781

\$2,071

\$2,372

Spanish

\$1,781

\$2,071

\$2,372

DRAMA

Drama Club

\$1,642

Musical – Director / Producer

\$4,083

Musical – Costume Advisor

\$1,640

Musical – Tech Set

\$1,640

Musical – Music Director

\$3,407

Musical – Stage Manager/Props

\$2,040

Musical - Pit Director

\$2,438

Musical - Tech Lights

\$816

Musical - Tech Sound

\$816

Drama-Director

\$4,083

Drama – Stage Manager/Props

\$2,040

Drama - Costume Advisor

\$1,640

Drama - Tech Set

\$1,640

Drama - Tech Lights

\$816

Cabaret - Director

\$2,040

Cabaret - Music Director

\$2,040

Cabaret - Pit Director

\$1,640

One Act Play Festival – Director/Producer

\$1,640

CLASS ADVISOR

Grade 9

\$469

Grade 10

\$469

Grade 11

\$1,359

Grade 12

\$1,686

\$1,886

\$2,246

New

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TEACHERS EXTRA CURRICULA PAY SCHEDULE- APPENDIX C 3 (cont'd)				
9/1/17 – 8/31/18				
	STEP	1	2	3
MISCELLANEOUS				
Band Director (Pep Band)				\$5,195
Jazz Band				\$3,060
A Cappella				\$1,530
Debating Team (Mock Trial)				\$2,046
Robotics				\$3,647
Literary Magazine Advisor				\$2,595
Math Team Advisor				\$5,438
Math Team Assistant				\$1,918
Spectrum Advisor				\$3,535
National Honor Society				\$1,918
Student Council Advisor				\$2,595
Yearbook Advisor				\$5,163
Tri - M Club				\$1,642
Cable TV Coordinator				\$7,815
GALVIN MIDDLE SCHOOL				
MISCELLANEOUS				
Student Council Advisor (2)		\$1,777	\$2,116	\$2,595
Yearbook Advisor (2)		\$1,384	\$1,785	\$2,181
Literary Magazine Advisor (1)		\$1,777	\$2,116	\$2,595
GMS Jazz Club				\$3,060
GMS Wind Ensemble				\$1,530
GMS Chamber Orchestra				\$1,530
GMS A Cappella				\$1,530
Robotics				\$2,040
Musical:				
Director/Producer				\$3,407
Assistant Director				\$2,438
Costume Advisor				\$1,640
Tech Sound				\$816
Future Problem Solving Director (2)				\$678
Interscholastic Athletic Coordinator				\$2,040

ELEMENTARY SCHOOLS				
MISCELLANEOUS				
Play Directors - each elementary				\$3,407
Assistant Play Directors- Support staff, each elementary				\$1,640
Tech Sound - Each elementary				\$816
Music Director - Each elementary				\$1,640
Robotics - each elementary				\$1,530
Music Mania - Each Elementary				\$1,530
Gardening - Each Elementary				\$1,530
Running/Athletic				\$1,530
Optional Elementary (Content Specified By Principal)				\$1,530
Elementary School Publication				\$432
*At the Elementary, Middle and High School, all extra-curricular or intramural activities not listed in this Agreement will be paid as follows:				
Enrollment:	Minimum 15 Students			
Duration:	2 days per week, 10 weeks			
Stipend:	\$1,248			
Enrollment:	Minimum 8 Students			
Duration:	1 days per week, 10 weeks			
Stipend:	\$624			

New

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Appendix D2- Coaches' Salary Schedule - 2016-17						
Category 1	Step	1	2	3	4	5
Football	Head	\$6,449	\$6,910	\$7,370	\$8,292	\$9,213
	JV/Frosh Head	\$3,553	\$3,806	\$4,060	\$4,568	\$5,075
	Assistant	\$2,580	\$2,764	\$2,948	\$3,317	\$3,685
	Galvin	\$2,396	\$2,567	\$2,738	\$3,081	\$3,423
Category 2						
Basketball, Ice Hockey	Head	\$4,939	\$5,292	\$6,005	\$6,350	\$7,056
Wrestling	JV/Frosh Head	\$2,729	\$2,924	\$3,118	\$3,508	\$3,898
	Assistant	\$1,976	\$2,117	\$2,402	\$2,540	\$2,822
	Galvin	\$1,741	\$1,865	\$1,990	\$2,238	\$2,487
Category 3						
Baseball, Spring Track,	Head	\$4,394	\$4,708	\$5,022	\$5,649	\$6,277
Gymnastics, Field Hockey,	JV/Frosh Head	\$2,411	\$2,583	\$2,755	\$3,100	\$3,444
Soccer, Softball, Lacrosse,	Assistant	\$1,758	\$1,883	\$2,009	\$2,260	\$2,511
Volleyball, Swimming,	Galvin	\$1,588	\$1,701	\$1,814	\$2,041	\$2,268
Indoor Track						
Category 4						
XC, Tennis,	Head	\$2,561	\$2,744	\$2,927	\$3,293	\$3,659
Golf, Cheer	Assistant	\$1,024	\$1,098	\$1,171	\$1,317	\$1,464
	Galvin	\$1,500	\$1,607	\$1,714	\$1,929	\$2,143
Category 5						
Weight Room Supervisor	Winter & Spring	\$700	\$750	\$800	\$900	\$1,000
Grandfather any assistant coach currently under employment under the old contract until they leave. (For 2016-17 school year only) Move any head or jv/frosh head scheduled to be on step 4 to step 5.						

Appendix D3- Coaches' Salary Schedule - 2017-18						
Category 1	Step	1	2	3	4	5
Football	Head	\$6,578	\$7,048	\$7,517	\$8,458	\$9,397
	JV/Frosh Head	\$3,624	\$3,882	\$4,141	\$4,659	\$5,177
	Assistant	\$2,632	\$2,819	\$3,007	\$3,383	\$3,759
	Galvin	\$2,444	\$2,618	\$2,793	\$3,143	\$3,491
Category 2						
Basketball, Ice Hockey	Head	\$5,038	\$5,398	\$6,125	\$6,477	\$7,197
Wrestling	JV/Frosh Head	\$2,784	\$2,982	\$3,180	\$3,578	\$3,976
	Assistant	\$2,016	\$2,159	\$2,450	\$2,591	\$2,878
	Galvin	\$1,776	\$1,902	\$2,030	\$2,283	\$2,537
Category 3						
Baseball, Spring Track,	Head	\$4,482	\$4,802	\$5,122	\$5,762	\$6,403
Gymnastics, Field Hockey,	JV/Frosh Head	\$2,459	\$2,635	\$2,810	\$3,162	\$3,513
Soccer, Softball, Lacrosse,	Assistant	\$1,793	\$1,921	\$2,049	\$2,305	\$2,561
Volleyball, Swimming,	Galvin	\$1,620	\$1,735	\$1,850	\$2,082	\$2,313
Indoor Track						
Category 4						
XC, Tennis,	Head	\$2,612	\$2,799	\$2,986	\$3,359	\$3,732
Golf, Cheer	Assistant	\$1,044	\$1,120	\$1,194	\$1,343	\$1,493
	Galvin	\$1,530	\$1,639	\$1,749	\$1,967	\$2,186
Category 5						
Weight Room Supervisor	Winter & Spring	\$714	\$765	\$816	\$918	\$1,020
Grandfather any assistant coach currently under employment under the old contract until they leave. (For 2016-17 school year only) Move any head or jv/frosh head scheduled to be on step 4 to step 5.						

New

IDA

TEACHERS EXTRA CURRICULA PAY SCHEDULE-APPENDIX C 2

9/1/16 – 8/31/17

CANTON HIGH SCHOOL**STEP****1****2****3****ACADEMIC DECATHLON**

Coordinator				\$548
English				\$548
Mathematics				\$548
Social Studies				\$548
Science				\$548
Foreign Language				\$548

FOREIGN EXCHANGES

French		\$1,746	\$2,030	\$2,328
German		\$1,746	\$2,030	\$2,328
Spanish		\$1,746	\$2,030	\$2,328

DRAMA

Drama Club		\$938	\$1,223	\$1,608
Musical – Choreographer		\$938	\$1,223	\$1,608
Musical – Costume Advisor		\$938	\$1,223	\$1,608
Musical – Director / Producer		\$2,935	\$3,443	\$4,003
Musical – Set Light Designer		\$2,669	\$3,054	\$3,608
Musical – Director		\$2,402	\$2,794	\$3,340
Musical – Prop Advisor / Stage Manager		\$1,079	\$1,208	\$1,349
Play-Director/Producer				\$2,407
Play-Set Light Designer		\$1,605	\$1,748	\$1,879
One Act Play Festival – Director/Producer		\$943	\$1,080	\$1,216
One Act Play Festival – Set Light Designer		\$811	\$944	\$1,084
Gr. 9 One Act Play – Director/Producer		\$811	\$944	\$1,084
Gr. 10 One Act Play – Director/Producer		\$811	\$944	\$1,084
Gr. 11 One Act Play – Director/Producer		\$811	\$944	\$1,084
Gr. 12 One Act Play – Director/Producer		\$811	\$944	\$1,084

CLASS ADVISOR

Grade 9				\$460
Grade 10				\$460
Grade 11				\$1,332
Grade 12		\$1,653	\$1,777	\$2,203

Existing

11

TEACHERS EXTRA CURRICULA PAY SCHEDULE- APPENDIX C 2 (cont'd)

9/1/16 – 8/31/17

	STEP	1	2	3
MISCELLANEOUS				
Audio Visual Director		\$1,742	\$2,074	\$2,406
Band Director		\$3,621	\$4,332	\$5,220
Band Drill Instructor		\$1,302	\$1,629	\$1,958
Chess Club Advisor				\$926
Computer Room Monitor				\$4,258
Debating Team				\$2,006
Drill Team		\$573	\$801	\$1,099
Green House Manager		\$1,952	\$2,282	\$2,599
Literary Magazine Advisor		\$1,742	\$2,076	\$2,544
Math Team Advisor		\$3,733	\$4,529	\$5,333
Math Team Assistant		\$1,209	\$1,547	\$1,879
Spectrum Advisor		\$2,004	\$2,669	\$3,466
National Honor Society		\$939	\$1,343	\$1,879
Student Council Advisor		\$1,742	\$2,074	\$2,544
Yearbook Advisor		\$3,869	\$4,398	\$5,063
Cable TV Coordinator				\$7,663
Civil Rights Coordinator				\$2,544

GALVIN MIDDLE SCHOOL

MISCELLANEOUS

Audio Visual Director		\$3,126	\$3,665	\$4,191
Chess Club Advisor				\$1,798
Cheerleader Coach		\$271	\$434	\$548
Computer Club				\$2,715
Student Council Advisor		\$1,742	\$2,074	\$2,544
Yearbook Advisor		\$1,357	\$1,750	\$2,137
Literary Magazine Advisor		\$1,742	\$2,074	\$2,544
Newspaper Advisor		\$940	\$1,213	\$1,481
Mathcounts				\$1,817
Musical:				
Director/Producer		\$1,677	\$1,994	\$2,450
Director		\$1,677	\$1,994	\$2,450
Prop Advisor/Stage Manager		\$1,677	\$1,994	\$2,450
PACE Teacher				\$746
Future Problem Solving Director				\$665
Interscholastic Athletic Coordinator				\$857

ELEMENTARY SCHOOLS

MISCELLANEOUS

Play Directors- each elementary				\$3,144
Play Directors- Support staff, each elementary				\$989
Early Childhood Coordinator				\$1,794
Luce School Elementary Publication				\$423

Existing

12

COACHES' SALARY SCHEDULE-APPENDIX D 2					
9/1/16- 8/31/17				COLA	2.50%
	Step	1	2	3	4
CATEGORY I					
FOOTBALL	Head Coach	6,617	7,320	8,148	9,442
	Assts./Freshman	3,643	4,031	4,498	5,201
	Galvin	2,458	2,719	3,040	3,507
CATEGORY II					
BASKETBALL, ICE HOCKEY					
WRESTLING	Head Coach	5,072	5,616	6,265	7,233
	Assts./Freshman	2,797	3,099	3,456	3,997
	Galvin	1,788	1,979	2,207	2,549
CATEGORY III					
BASEBALL, SPRING TRACK					
GYMNASTICS, FIELD HOCKEY, SOCCER					
SOFTBALL, LACROSSE, VOLLEYBALL					
	Head Coach	4,507	4,995	5,572	6,434
	Assts./Freshman	2,469	2,733	3,061	3,529
	Galvin	1,625	1,801	2,010	2,324
CATEGORY IV					
INDOOR TRACK, SWIMMING					
	Head Coach	3,432	3,794	4,241	4,901
	Assts./Freshman	1,905	2,104	2,351	2,716
	Galvin	1,625	1,712	2,010	2,324
CATEGORY V					
CROSS COUNTRY, TENNIS, GOLF					
	Head Coach	2,628	2,911	3,251	3,750
	Assistant	1,458	1,613	1,801	2,081
CATEGORY VI					
CHEERLEADING					
	Head Coach	2,143	2,331	2,603	3,003
	Assistant	1,292	1,405	1,569	1,810
MISCELLANEOUS					
	Athletic Trainer/EMT	26,106	27,193	28,281	29,369

Existing

12A

COACHES' SALARY SCHEDULE-APPENDIX D 2 (cont'd)					
9/1/16- 8/31/17					
INTRAMURAL SPORTS	SCHOOL	SEASON	SALARY		
Tennis (Boys' & Girls')	HIGH	FALL	1,055		
Basketball (Boys' & Girls')	HIGH	FALL	1,253		
Basketball (Boys' & Girls')	HIGH	WINTER	840		
Weight Training	HIGH	WINTER	2,090		
Girls' Softball	HIGH	SPRING	1,253		
Boys' Tennis	HIGH	SPRING	429		
Weight Training	HIGH	SPRING	2,090		
Tennis (Boys' & Girls')	MIDDLE	FALL	1,253		
Girls' Field Hockey	MIDDLE	FALL	1,253		
Girls' Gymnastics	MIDDLE	FALL	1,253		
Cross Country	MIDDLE	FALL	1,401		
Badminton	MIDDLE	FALL	634		
Basketball Coordinator					
(Boys' & Girls')	MIDDLE	WINTER	2,717		
Basketball Assistant (Per. AS)	MIDDLE	WINTER	1,848		
Girls' Gymnastics	MIDDLE	WINTER	1,675		
Badminton	MIDDLE	WINTER	634		
Softball (2)	MIDDLE	SPRNG	1,401		
Tennis (Boys' & Girls')	MIDDLE	SPRING	1,253		
Track	MIDDLE	SPRING	1,401		
Flag Football	MIDDLE		1,229		
Kickball	MIDDLE		1,229		
Wrestling	MIDDLE		614		
Soccer	MIDDLE		1,229		
All others (min.15 students, 2 days/week,10 weeks)	MIDDLE		1,406		
All others (min. 8 students,1 day/week,10 weeks)	MIDDLE		703		
Basketball (Boys' & Girls')	HANSEN	WINTER	1,970		
Basketball (Boys' & Girls')	KENNEDY	WINTER	1,970		
Basketball (Boys' & Girls')	LUCE	WINTER	1,970		

Existing

mil for

For payroll purposes, salaries for the 2015-2016 School Year will be paid at the following "blended rate" reflecting a 1.5% increase over the prior school year. Actual salaries are determined by the prior charts.

Effective September 1, 2015
1.5 % Blended Rate for Payroll Purposes Only

STEP	B	B+15	M /B+30	M+30/B+60	M+45/B+75
1	46,026	47,519	49,826	52,821	54,312
2	47,479	49,018	51,402	54,491	56,030
3	50,713	52,260	54,616	57,717	59,273
4	53,200	54,745	57,093	60,190	61,763
5	56,070	57,698	60,171	63,434	65,093
6	59,995	61,625	64,097	67,409	69,018
7	63,743	65,325	67,649	70,755	72,303
8	66,854	68,401	70,755	73,853	75,402
9	70,458	72,089	74,486	77,574	79,132
10	74,293	75,860	78,204	81,309	82,859
11	76,111	77,703	81,601	84,697	86,256
12		79,228	85,951	89,047	90,601
13			87,477	90,573	92,127
15	77,287	80,402	88,652	91,746	93,304
20	79,776	82,955	90,726	93,883	95,470
30	81,252	84,461	92,308	95,496	97,099

APPENDIX A - COMMUNITY SERVICE PLACEMENT DIRECTOR

Community Service Placement Director
Salary Schedule

Step	9/1/13	9/1/14	9/1/15	92 nd day of 2015-16
	2%	2%	1%	1%
1	59,759	60,954	61,563	62,179
2	60,954	62,173	62,795	63,423
3	62,172	63,416	64,050	64,490

**APPENDIX B
ADDITIONAL REMUNERATION**

	9/1/2013	9/1/2014	9/1/2015
	2%	2%	2%
Position			
Extracurricular per hr.	\$26.80	\$27.34	\$27.89
Part-time Inst. Per hr.	\$43.42	\$44.29	\$45.18
Applied Lesson Program Director(self-funded)	\$5,944	\$6,063	\$6,184
Athletic Trainer	\$19,821	\$20,217	\$20,621
Driver Education (3)	\$3,675	\$3,749	\$3,824
Elementary Assistant Principal	\$7,776	\$7,932	\$8,091
Elementary Club Advisor	\$915	\$933	\$952
Elementary Computer Club	\$915	\$933	\$952
Elementary Edline	\$798	\$814	\$830
Elementary Future Problem Solving	\$472	\$481	\$491
Elementary Grade Level Facilitator	\$551	\$562	\$573
Elementary Math Club	\$915	\$933	\$952
Elementary MCAS Club	\$915	\$933	\$952
Elementary Science Club	\$915	\$933	\$952
Faculty Manager	\$6,598	\$6,730	\$6,865
Guidance Stipend - High School	\$3,348	\$3,415	\$3,483
Guidance Stipend - Middle School	\$2,207	\$2,251	\$2,296
HS Grade Level Facilitators	\$551	\$562	\$573
HS Academic Decathlon	\$1,219	\$1,243	\$1,268
HS Activity Fund Manager	\$4,008	\$4,170	\$4,253
HS After School Singers	1,829	1,866	1,903
HS American Field Service	\$915	\$933	\$952
HS Amnesty International	\$915	\$933	\$952
HS Art Club	\$915	\$933	\$952
HS Asian American Club	\$915	\$933	\$952
HS Assistant Dramatics	\$2,061	\$2,102	\$2,144
HS Assistant Marching Band	\$1,780	\$1,816	\$1,852
HS Auditorium Technology Director	\$4,123	\$4,205	\$4,289
HS Band Director	\$4,563	\$4,654	\$4,747
HS Bridge Teacher	\$5,319	\$5,425	\$5,534
HS Cabaret Director	\$1,507	\$1,537	\$1,568
HS Chess Club	\$915	\$933	\$952
HS Choral Audition Director	\$473	\$482	\$492
HS Cultural Diversity Club	\$915	\$933	\$952
HS Dance	\$1,447	\$1,476	\$1,506

HS Debate(3)	\$4,000	\$4,080	\$4,162
HS Dramatics	\$4,123	\$4,205	\$4,289
HS Drill Team Instructor	\$2,474	\$2,523	\$2,573
HS Drum Majorette	\$1,776	\$1,812	\$1,848
HS Environmental Club	\$915	\$933	\$952
HS Fall Intramural	\$2,290	\$2,336	\$2,383
HS FHA	\$915	\$933	\$952
HS Film Club	\$915	\$933	\$952
HS French Club	\$915	\$933	\$952
HS Freshman Class Advisor	\$915	\$933	\$952
HS Future Business Leaders	\$915	\$933	\$952
HS Future Teachers of America	\$2,676	\$2,730	\$2,785
HS Gay and Straight Alliance	\$915	\$933	\$952
HS Gospel Choir	\$915	\$933	\$952
HS Greek Club	\$915	\$933	\$952
HS Hispanic Cape Verdean Club	\$915	\$933	\$952
HS Human Rights Club	\$915	\$933	\$952
HS Irish American Club	\$915	\$933	\$952
HS Italian Club	\$915	\$933	\$952
HS Jazz Ensemble	\$1,447	\$1,476	\$1,506
HS Junior Class Advisor	\$1,924	\$1,962	\$2,001
HS Latin Club	\$915	\$933	\$952
HS Ledger Corspd'n Student Advisor	\$703	\$717	\$731
HS Math Club	\$915	\$933	\$952
HS Mock Trial	\$2,319	\$2,365	\$2,412
HS Mountain Biking Club	\$915	\$933	\$952
HS Musical Director	\$2,061	\$2,102	\$2,144
HS Musical Review Director	\$2,061	\$2,102	\$2,144
HS Musical Technology Director	\$2,061	\$2,102	\$2,144
HS National Honor Society	\$1,924	\$1,962	\$2,001
HS Newspaper	\$1,327	\$1,354	\$1,381
HS Outdoor Club	\$915	\$933	\$952
HS P.E.P. (Peers Educating Peers)	\$1,776	\$1,812	\$1,848
HS Peer Mediation Club	\$915	\$933	\$952
HS Pep Band	\$915	\$933	\$952
HS Photography Club	\$915	\$933	\$952
HS Poetry	\$915	\$933	\$952
HS Recycling Club	\$915	\$933	\$952
HS Robotics	\$915	\$933	\$952
HS S.A.D.D	\$915	\$933	\$952
HS S.O.A.D. Advisor	\$915	\$933	\$952

HS Scholarship Chair	\$3,767	\$3,842	\$3,919
HS Science Club	\$915	\$933	\$952
HS Senior Class Advisor	\$2,822	\$2,878	\$2,936
HS Service League	\$2,235	\$2,280	\$2,326
HS Sewing Club	\$915	\$933	\$952
HS Sophomore Class Advisor	\$915	\$933	\$952
HS Spanish Club	\$915	\$933	\$952
HS Spring Intramural	\$2,290	\$2,336	\$2,383
HS Step Squad	\$1,231	\$1,256	\$1,281
HS String Ensemble Instructor	\$1,447	\$1,476	\$1,506
HS Student Council	\$4,011	\$4,091	\$4,173
HS Student Leader Advisor	\$915	\$933	\$952
HS Tri-M Honor Society Advisor	\$473	\$482	\$492
HS Echo	\$1,328	\$1,355	\$1,382
HS Volunteers/Key Club	\$1,447	\$1,476	\$1,506
HS Winter Intramural	\$2,290	\$2,336	\$2,383
HS Yearbook	\$5,146	\$5,249	\$5,354
HS Yearbook Publicity & Finance	\$2,187	\$2,231	\$2,276
Mentor Stipend	\$550	\$561	\$572
MS After School Singers	\$915	\$933	\$952
MS Assistant Dramatics	\$2,061	\$2,102	\$2,144
MS Band Director	\$2,523	\$2,573	\$2,624
MS Basketball	\$915	\$933	\$952
MS Before School Singers	\$915	\$933	\$952
MS Choral Audition Director	\$473	\$482	\$492
MS Combo	\$915	\$933	\$952
MS Core Club Advisor	\$1,231	\$1,256	\$1,281
MS Dance Club	\$915	\$933	\$952
MS Debate Team	\$1,231	\$1,256	\$1,281
MS Drama Music Director/Pianist	\$915	\$933	\$952
MS Drama Technology Director	\$915	\$933	\$952
MS Dramatics	\$4,123	\$4,205	\$4,289
MS Edline/Grade Quick Mentor	\$1,595	\$1,627	\$1,660
MS Fall Intramural	\$2,290	\$2,336	\$2,383
MS Honors Band	\$915	\$933	\$952
MS Intramural Soccer Club	\$915	\$933	\$952
MS Mock Trial	\$1,231	\$1,256	\$1,281
MS Jazz Band	\$915	\$933	\$952
MS Latin Club	\$915	\$933	\$952
MS Library Club	\$915	\$933	\$952
MS Math Club	\$915	\$933	\$952

MS MCAS Club	\$915	\$933	\$952
MS Chess Club	\$915	\$933	\$952
MS Art Club	\$915	\$933	\$952
MS French Club	\$915	\$933	\$952
MS Science Club	\$915	\$933	\$952
MS Spring Intramural	\$2,290	\$2,336	\$2,383
MS Strings	\$915	\$933	\$952
MS Student Council	\$1,374	\$1,401	\$1,429
MS Student Government	\$4,011	\$4,091	\$4,173
MS Track	\$915	\$933	\$952
MS Winter Intramural	\$2,290	\$2,336	\$2,383
MS Yearbook	\$1,649	\$1,682	\$1,716
PASS Program	\$1,231	\$1,256	\$1,281
Professional Development Strand Presenter	\$1,244	\$1,269	\$1,294
School News (Mx. 4)	\$2,935	\$2,994	\$3,054
Schools Abroad Coordinator	\$703	\$717	\$731
Webmaster	\$3,735	\$3,810	\$3,886
HS Homework Club Supervisor	\$7,253	\$7,398	\$7,546
HS Online Course Supervisor	\$7,253	\$7,398	\$7,546
HS Online Program Instructor	\$12,506	\$12,756	\$13,011
MS Homework Club Supervisor	\$5,441	\$5,550	\$5,661
District Wide ELE Coordinator	\$6,000	\$6,120	\$6,242

* It is understood that the high school guidance stipend is in consideration for an additional five (5) days of work.

** It is understood that, in order to receive one of the high school debate stipends, an advisor must attend at least 8 competitions as one of the two advisors present.

APPENDIX C
COACHING STIPENDS 2013 – 2014 – 2.0%

Varsity	Step 1	Step 2	Step 3	Step 4
Football	8,697	9,373	10,039	10,709
Asst. 1	3,869	4,419	4,974	5,526
Asst 2				
Asst 3, Asst 4	3,112	3,458	3,803	4,147
Frosh				
Frosh Asst	2,769	3,040	3,283	3,595
(red circled: as the 2001-2002 incumbent leaves, this position will be grouped with the Soccer cluster)				
Basketball (B)	6,155	6,689	7,223	7,759
Soccer (B,G)	5,417	5,904	6,435	7,014
Basketball(G)				
Ice Hockey (B,G)				
Baseball				
Rugby				
Crew				
Softball				
Wrestling				
Gymnastics (B,G)				
Track (B,G)				
Lacrosse				
Field Hockey				
Volleyball				
Indoor Track				
X Country (B,G)				
Fall Cheer				
Winter Cheer				
Skating	3,739	4,075	4,315	4,844
Golf				
Tennis (B,G)				
Junior Varsity	Step 1	Step 2	Step 3	Step 4
Baseball	3,275	3,567	3,891	4,240
Basketball (B,G)				
Track (B,G) / V Asst				
Cross Country (B,G) / V Asst				
Indoor Track (B,G) / V Asst				
Ice Hockey / V Asst				
Wrestling / V Asst				
Rugby / V Asst				
Softball				
Track Frosh				
Soccer (B,G)				
Lacrosse (B,G)				
Field Hockey				
Volleyball				
Tennis V Asst				
Freshmen				
Lacrosse (B,G)	2,814	3,068	3,341	3,644
Basketball (B,G)				
Baseball				
Soccer (B,G)				
Field Hockey				
Gym Asst (B,G)				
Softball				
Volleyball				
Cheer Asst (Fall/Winter)	\$1530	\$1668	\$1818	\$1982
Middle School				

Basketball (B,G)	\$2,533	\$2,761	\$3,009	\$3,280
Cross Country	\$1,500	\$1,635	\$1,782	\$1,942
Track and Field	\$1,500	\$1,635	\$1,782	\$1,942
Cross Country Asst.	\$1,000	\$1,090	\$1,188	\$1,295
Track and Field Asst.	\$1,000	\$1,090	\$1,188	\$1,295

COACHING STIPENDS 2014 – 2015 – 2.0%

Varsity	Step 1	Step 2	Step 3	Step 4
Football	8,871	9,561	10,240	10,924
Asst. 1	3,946	4,507	5,074	5,637
Asst 2				
Asst 3, Asst 4	3,174	3,528	3,879	4,230
Frosh				
Frosh Asst	2,824	3,101	3,349	3,667
(red circled: as the 2001-2002 incumbent leaves, this position will be grouped with the Soccer cluster)				
Basketball (B)	6,278	6,823	7,368	7,915
Soccer (B,G)	5,525	6,022	6,564	7,154
Basketball(G)				
Ice Hockey (B,G)				
Baseball				
Rugby				
Crew				
Softball				
Wrestling				
Gymnastics (B,G)				
Track (B,G)				
Lacrosse				
Field Hockey				
Volleyball				
Indoor Track				
X Country (B,G)				
Fall Cheer				
Winter Cheer				
Skiing	3,814	4,157	4,401	4,940
Golf				
Tennis (B,G)				
Junior Varsity	Step 1	Step 2	Step 3	Step 4
Baseball	3,341	3,638	3,969	4,325
Basketball (B,G)				
Track (B,G) / V Asst				
Cross Country (B,G) / V Asst				
Indoor Track (B,G) / V Asst				
Ice Hockey / V Asst				
Wrestling / V Asst				
Rugby / V Asst				
Softball				
Track Frosh				
Soccer (B,G)				
Lacrosse				
Field Hockey				
Volleyball				
Tennis V Asst				
Freshmen				
Lacrosse (B,G)	2,870	3,129	3,408	3,716
Basketball (B,G)				

Baseball				
Soccer (B,G)				
Field Hockey				
Gym Asst (B,G)				
Softball				
Volleyball				
Cheer Asst (Fall/Winter)	\$1561	\$1701	\$1854	\$2022
Middle School				
Basketball (B,G)	\$2,584	\$2,816	\$3,069	\$3,346
Cross Country	\$1,530	\$1,668	\$1,818	\$1,981
Track and Field	\$1,530	\$1,668	\$1,818	\$1,981
Cross Country Asst.	\$1,020	\$1,112	\$1,212	\$1,321
Track and Field Asst.	\$1,020	\$1,112	\$1,212	\$1,321

COACHING STIPENDS 2015 – 2016 – 2.0%

Varsity	Step 1	Step 2	Step 3	Step 4
Football	9,048	9,752	10,445	11,142
Asst. 1	4,025	4,598	5,175	5,750
Asst 2				
Asst 3, Asst 4	3,237	3,598	3,957	4,314
Frosh				
Frosh Asst	2,881	3,163	3,416	3,740
(red circled: as the 2001-2002 incumbent leaves, this position will be grouped with the Soccer cluster)				
Basketball (B)	6,404	6,959	7,515	8,073
Soccer (B,G)	5,636	6,143	6,695	7,297
Basketball(G)				
Ice Hockey (B,G)				
Baseball				
Rugby				
Crew				
Softball				
Wrestling				
Gymnastics (B,G)				
Track (B,G)				
Lacrosse				
Field Hockey				
Volleyball				
Indoor Track				
X Country (B,G)				
Fall Cheer				
Winter Cheer				
Skating	3,890	4,240	4,489	5,039
Golf				
Tennis (B,G)				
Junior Varsity	Step 1	Step 2	Step 3	Step 4
Baseball	3,408	3,711	4,049	4,412
Basketball (B,G)				
Track (B,G) / V Asst				
Cross Country (B,G) / V Asst				
Indoor Track (B,G) / V Asst				
Ice Hockey / V Asst				
Wrestling / V Asst				
Rugby / V Asst				
Softball				

COACHES	2013-2014			2014-2015			2015-2016		
	Base	Step 1	Step 2	Base	Step 1	Step 2	Base	Step 1	Step 2
Group #1 Misc:									
Head Football	8,906	9,967	11,029	9,040	10,117	11,194	9,220	10,319	11,418
Trainer									
Fall	3,783	3,966	4,157	3,840	4,025	4,219	3,917	4,106	4,304
Winter	3,783	3,966	4,157	3,840	4,025	4,219	3,917	4,106	4,304
Football									
1 st Ass't	5,038	5,088	5,403	5,114	5,164	5,383	5,216	5,268	5,490
Group #2									
Basketball G/B	5,407	5,936	6,524	5,488	6,025	6,622	5,598	6,146	6,754
Hockey G/B	5,407	5,936	6,524	5,488	6,025	6,622	5,598	6,146	6,754
Group #3									
Soccer G/B	4,241	4,666	5,088	4,305	4,736	5,164	4,391	4,831	5,268
Field Hockey	4,241	4,666	5,088	4,305	4,736	5,164	4,391	4,831	5,268
Spring Track G/B	4,241	4,666	5,088	4,305	4,736	5,164	4,391	4,831	5,268
Baseball/Softball	4,241	4,666	5,088	4,305	4,736	5,164	4,391	4,831	5,268
Wrestling	4,241	4,666	5,088	4,305	4,736	5,164	4,391	4,831	5,268
Lacrosse G/B	4,241	4,666	5,088	4,305	4,736	5,164	4,391	4,831	5,268
Group #4									
Gymnastics	3,604	4,030	4,454	3,658	4,090	4,521	3,731	4,172	4,611
Winter Track	3,604	4,030	4,454	3,658	4,090	4,521	3,731	4,172	4,611
Tennis G/B	3,604	4,030	4,454	3,658	4,090	4,521	3,731	4,172	4,611
Volleyball	3,604	4,030	4,454	3,658	4,090	4,521	3,731	4,172	4,611
Hockey Ass't G/B	3,604	4,030	4,454	3,658	4,090	4,521	3,731	4,172	4,611
Basketball Ass't	3,604	4,030	4,454	3,658	4,090	4,521	3,731	4,172	4,611
Cross Country	3,604	4,030	4,454	3,658	4,090	4,521	3,731	4,172	4,611
Group #5									
Baseball/Softball Ass't	3,023	3,286	3,604	3,068	3,335	3,658	3,130	3,402	3,731
Soccer Ass't G/B	3,023	3,286	3,604	3,068	3,335	3,658	3,130	3,402	3,731
Field Hockey Ass't	3,023	3,286	3,604	3,068	3,335	3,658	3,130	3,402	3,731
Track Ass't	3,023	3,286	3,604	3,068	3,335	3,658	3,130	3,402	3,731
Football 2 nd Ass't	3,023	3,286	3,604	3,068	3,335	3,658	3,130	3,402	3,731
Football Frosh Head	3,023	3,286	3,604	3,068	3,335	3,658	3,130	3,402	3,731
Swimming G/B	3,023	3,286	3,604	3,068	3,335	3,658	3,130	3,402	3,731
Lacrosse Ass't G/B	3,023	3,286	3,604	3,068	3,335	3,658	3,130	3,402	3,731
Volleyball Ass't	3,023	3,286	3,604	3,068	3,335	3,658	3,130	3,402	3,731
COACHES									
Group #6									
Basketball Frosh	2,379	2,651	2,862	2,415	2,691	2,905	2,463	2,745	2,963
Cheerleading - Fall/Winter	2,379	2,651	2,862	2,415	2,691	2,905	2,463	2,745	2,963
Baseball/Softball - Frosh	2,379	2,651	2,862	2,415	2,691	2,905	2,463	2,745	2,963
Soccer Frosh G/B	2,379	2,651	2,862	2,415	2,691	2,905	2,463	2,745	2,963
Field Hockey Frosh	2,379	2,651	2,862	2,415	2,691	2,905	2,463	2,745	2,963
Football Frosh Ass't	2,379	2,651	2,862	2,415	2,691	2,905	2,463	2,745	2,963
Lacrosse Frosh G/B	2,379	2,651	2,862	2,415	2,691	2,905	2,463	2,745	2,963
Golf	2,379	2,651	2,862	2,415	2,691	2,905	2,463	2,745	2,963

Walpole - 1

TITLE:	2012-2013	2014-2015	2015-2016
Dept. Technology Coordinator (H.S.) X 8	110	112	114
Faculty Council to NHS (H.S.) X 5	122	124	126
*Overnight	132	134	137
International Trip	1,325	1,345	1,372
Book Club	607	616	628
Chess Club	607	616	628
Commencement Coordinator	607	616	628
Costume Director (musical)	607	616	628
Diversity Club	607	616	628
Frisbee Social Club	607	616	628
Humane Society	607	616	628
Ping Pong Club	607	616	628
SADD	607	616	628
Student Advisory Committee (School Committee)	607	616	628
Art Director (musical)	966	980	1,000
Film Festival Assistant Director #1	966	980	1,000
Film Festival Assistant Director #2	966	980	1,000
French Club*	966	980	1,000
German Club*	966	980	1,000
Latin Club*	966	980	1,000
Literary Magazine (Cricket)	966	980	1,000
Mock Trial Team #1	966	980	1,000
Mock Trial Team #2	966	980	1,000
Outdoor Adventure Club*	966	980	1,000
Photography Club	966	980	1,000
Spanish Club*	966	980	1,000
Art Club	1,352	1,372	1,400
Auditorium Assets Advisor*	1,352	1,372	1,400
Best Buddies Club	1,352	1,372	1,400
Choreographer (musical)	1,352	1,372	1,400
Community Service Club #1	1,352	1,372	1,400
Community Service Club #2	1,352	1,372	1,400
Entrepreneur Club	1,352	1,372	1,400
Freshman Class Advisor	1,352	1,372	1,400
Junior Achievement	1,352	1,372	1,400
Peer Mediators	1,352	1,372	1,400
PM Club	1,352	1,372	1,400
Project Close Up*	1,352	1,372	1,400
School Store	1,352	1,372	1,400
Sophomore Class Advisor	1,352	1,372	1,400
Student Council #1	1,352	1,372	1,400

Wol pole - 2

Student Council #2	1,352	1,372	1,400
WHS Morning News	1,352	1,372	1,400
Video Club	1,352	1,372	1,400
Academic Decathlon #1	1,710	1,736	1,770
Academic Decathlon #2	1,710	1,736	1,770
Choral Director (musical)	1,710	1,736	1,770
Intramurals	1,710	1,736	1,770
Jazz Band Ensemble	1,710	1,736	1,770
Jazz Choir	1,710	1,736	1,770
Junior Class Advisor	1,710	1,736	1,770
Math Team Club	1,710	1,736	1,770
National Honor Society #1	1,710	1,736	1,770
National Honor Society #2	1,710	1,736	1,770
Orchestra	1,710	1,736	1,770
Orchestra Director (musical)	1,710	1,736	1,770
Prom Coordinator	1,710	1,736	1,770
Senior Class Advisor #1	1,710	1,736	1,770
Senior Class Advisor #2	1,710	1,736	1,770
Band Director	2,594	2,633	2,686
Dance Ensemble	2,594	2,633	2,686
School Newspaper (Rebellion)	2,594	2,633	2,686
Web Page Coordinator	2,594	2,633	2,686
Yearbook Advisor #1	2,594	2,633	2,686
Yearbook Advisor #2	2,594	2,633	2,686
Drama Director	4,691	4,761	4,857
Film Festival Director	4,691	4,761	4,857
Musical Director	4,691	4,761	4,857
Robotics Team Coordinator*	4,691	4,761	4,857
Student Funds Coordinator	4,691	4,761	4,857
Middle Schools			
School-wide Technology Liaison (M.S.) X 2	166	168	172
News 2x	635	645	657
Ski Club 2x	635	645	657
Environmental Education 8x	755	766	782
Curriculum Liaison 10x	828	840	857
Jazz Ensemble 2x	828	840	857
Select Chorus 2x	828	840	857
Team Leaders 12x	828	840	857
Student Council Advisor 2x	1,049	1,065	1,086
Yearbook Advisor 2x	1,049	1,065	1,086

W J pole - 3

Theatre Director 2x	1,408	1,429	1,458
Elementary Schools			
School-wide Tech. Liaison (Elem) X 4	110	112	114
Student Council Advisor (One per school) X 4	166	168	172
Team Leaders (one per gr. K-5) X 24	221	224	229
Other			
Systemwide Academic Enrichment	28.00	28.42	28.99

Wol pole - 4

*Performing Arts Activities

High School Musical		Middle	
Director	7,500	Director	4,500
Vocal Director	4,000	Vocal Director	2,400
Orchestra Conductor	1,300	Orchestra	800
Outside Musicians	1,800	Outside	??
Scenic Designer	1,500	Scenic	900
Light Designer	750	Light Designer	450
Sound Designer	750	Sound	450
Technical Support	1,300	Technical	800
Costume Designer	1,500	Costume	900
Choreographer	2,300	Choreographer	1,400
High School Play		Middle School	
Director	4,000	Director	2,000
Scenic Designer	1,000	Scenic	600
Costume Designer	500	Costume	500
Light Designer	1,000	Light Designer	600
Sound Designer	500	Sound	500
High School Music		Costume	1,000
Before School Jazz Band	4,600	Light, Sound,	1,200
Passing Notes (High Sch)	3,000	Middle School Talent Show	
Music Honors (High Sch)	1,200	Director	500
Elementary Activities			
Grade 5 Orchestra	4,600		
Elementary Jazz Band	4,600		
Play/Musical	2,000		

*Clubs and Activities

	Tier 1	Tier 2	Tier 3
Hours/year	20-25	25-40	>40
Preparation	none	some	weekly
Adult Role	monitor/support	interaction &	instructor
Competition	none	1 or 2	>2

5/10/16

APPENDIX B
EXTRA-CURRICULAR COMPENSATION

2013-2017

	9/1/2013	9/1/2014	9/1/2015	8/31/2016	9/1/2016	8/31/2017
<u>LEVEL I</u>	1%	1%	1%	1%	1%	1%
<u>LEVEL II</u>						
High School Newspaper	2129	2150	2172	2194	2216	2238
Literary Advisor to Yearbook	2129	2150	2172	2194	2216	2238
Senior Class Advisor	2129	2150	2172	2194	2216	2238
Student Council Advisor	2129	2150	2172	2194	2216	2238
<u>LEVEL IIIA</u>						
Peer Leader Advisor (federally funded)	1563	1579	1595	1611	1627	1643
<u>LEVEL IIIB</u>						
SHS Math Competition Advisor	1338	1352	1365	1379	1393	1407
Yearbook Advisor Middle School	1338	1352	1365	1379	1393	1407
Science Olympiad	1338	1352	1365	1379	1393	1407
<u>LEVEL IV</u>						
Financial Advisor to Year Book	1142	1154	1165	1177	1189	1201
Junior Class Advisor	1142	1154	1165	1177	1189	1201
Sophomore Class Advisor	1142	1154	1165	1177	1189	1201
Freshman Class Advisor	1142	1154	1165	1177	1189	1201
National Honor Society Advisor	1142	1154	1165	1177	1189	1201
Middle School Student Council	1142	1154	1165	1177	1189	1201
Middle School Math Team	1142	1154	1165	1177	1189	1201
OMS After School MCAS	1142	1154	1165	1177	1189	1201
OMS Science Club	1142	1154	1165	1177	1189	1201
OMS Saturday MCAS	1142	1154	1165	1177	1189	1201
Elementary MCAS (Subject to Grant Funding)	1142	1154	1165	1177	1189	1201
DECA	1142	1154	1165	1177	1189	1201
Gay Straight Alliance	1142	1154	1165	1177	1189	1201

Intramural OMS (2 positions)	1142	1154	1165	1177	1189	1201
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LEVEL V

S.A.D.D. Advisor (federally funded)	944	954	963	973	983	993
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LEVEL VI

Curriculum Work Team	137	139	140	142	143	144
	277	280	282	285	288	291
	414	418	422	427	431	435
	551	557	563	568	574	580
	691	698	705	712	719	726

Extended Day (Per Hour)	37.50	37.50	37.88	38.25	38.64	39.02
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Elementary Assistant Principals

Dawe School	2428	2452	2477	2502	2527	2552
Gibbons	2428	2452	2477	2502	2527	2552
Hansen	2428	2452	2477	2502	2527	2552
South	2428	2452	2477	2502	2527	2552
West	2428	2452	2477	2502	2527	2552

Head Teachers

Middle School English	2428	2452	2477	2502	2527	2552
Middle School Math	2428	2452	2477	2502	2527	2552
Middle School Science	2428	2452	2477	2502	2527	2552
Middle School Social Studies	2428	2452	2477	2502	2527	2552
Secondary Reading	2428	2452	2477	2502	2527	2552
Middle School Foreign Language	2428	2452	2477	2502	2527	2552
ELE	2428	2452	2477	2502	2527	2552

Liaisons

Math Liaison	2117	2138	2160	2181	2203	2225
Technology Liaison	2117	2138	2160	2181	2203	2225
Student Attendance & Discipline	2207	2229	2251	2274	2296	2319

Lead Teachers

Art	1485	1500	1515	1530	1545	1560
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Directors:

Guidance & Testing plus per capita	6558 192	6624 194	6690 196	6757 198	6824 200	6892 202
Fine Arts plus per capita	4459 192	4504 194	4549 196	4594 198	4640 200	4687 202
Math	5050	5101	5152	5203	5255	5308
English	5050	5101	5152	5203	5255	5308
Social Studies	5050	5101	5152	5203	5255	5308
Applied and Natural Science and Physical Education and Health	5050	5101	5152	5203	5255	5308
World Language	5050	5101	5152	5203	5255	5308
Special Education - SHS plus per capita	4459 192	4504 194	4549 196	4594 198	4640 200	4687 202
Special Education - Middle School plus per capita	4459 192	4504 194	4549 196	4594 198	4640 200	4687 202
Business/Technology plus per capita	4459 192	4504 194	4549 196	4594 198	4640 200	4687 202
SHS Advisory Coordinator	5000	5050	5101	5152	5203	5255

APPENDIX C **9/1/2013-9/1/2015**

<i>FY 14</i> <i>FY15</i> <i>FY16</i>	ATHLETIC COACHES	9/1/2013 1%				9/1/2014 1%				9/1/2015 1%			
<i>CATEGORY</i> <i>I</i>	<i>POSITION</i> <i>FOOTBALL</i>	1	2	3	4	1	2	3	4	1	2	3	4
<i>II</i>	Head Coach	7,495	7,754	7,856	8,765	7,570	7,832	7,935	8,853	7,646	7,910	8,014	8,941
	Assts (3)	3,312	3,707	4,280	4,496	3,345	3,744	4,323	4,541	3,379	3,782	4,366	4,586
	Freshman	3,312	3,707	4,280	4,496	3,345	3,744	4,323	4,541	3,379	3,782	4,366	4,586
<i>III</i>	BASKETBALL B/G												
	Head Coach	5,977	6,371	6,768	6,989	6,037	6,435	6,836	7,059	6,097	6,499	6,904	7,130
	Jr. Varsity	2,473	2,867	3,263	3,656	2,498	2,896	3,296	3,693	2,523	2,925	3,329	3,730
<i>IV</i>	ICE HOCKEY												
	Head Coach	5,977	6,371	6,768	6,989	6,037	6,435	6,836	7,059	6,097	6,499	6,904	7,130
	Jr. Varsity	2,473	2,867	3,263	3,656	2,498	2,896	3,296	3,693	2,523	2,925	3,329	3,730
<i>V</i>	A. BASEBALL B. SOFTBALL												
	Head Coach	3,805	4,122	4,596	5,785	3,843	4,163	4,641	5,843	3,881	4,205	4,688	5,902
	Jr. Varsity	2,030	2,227	2,424	2,621	2,050	2,249	2,448	2,647	2,071	2,272	2,473	2,674
<i>VI</i>	A TENNIS: SPRING B/G B. GOLF - FALL/SPRING												
	Freshman	1,831	2,030	2,227	2,424	1,849	2,050	2,249	2,448	1,868	2,071	2,272	2,473
	Head Coach	2,079	2,473	2,669	3,981	2,099	2,498	2,696	4,021	2,120	2,523	2,723	4,061

**A. TRACK -
WINTERB/G**

1

Head Coach

[illegible]

CROSS COUNTRY
B/G

N

Head Coach

1,682	2,079	2,473	3,376	1,698	2,099	2,498	3,410	1,715	2,120	2,523	3,444
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FIELD HOCKEY

III

Head Coach
Assistant
Freshman

3,114	3,511	3,903	5,191	3,145	3,546	3,942	5,243	3,176	3,581	3,981	5,296
2,030	2,227	2,424	2,621	2,050	2,249	2,448	2,647	2,071	2,272	2,473	2,674
1,831	2,030	2,227	2,424	1,849	2,050	2,249	2,448	1,868	2,071	2,272	2,473

A. GYMNASTICS
B. WRESTLING

III

Head Coach
Assistant

5,902	4,688	4,205	3,881	5,843	4,163	3,843	5,785	4,596	4,122	3,805	4,227	2,030	2,227	2,424	2,621	2,050	2,249	2,448	2,647	2,071	2,272	2,473	2,674
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A. SOCCER B/G
B. SWIM TEAM

IX

Head Coach
Assistant

3,511	3,903	5,191	3,145	3,546	3,942	5,243	3,176	3,581	3,981	5,296
2,227	2,424	2,621	2,050	2,249	2,448	2,647	2,071	2,272	2,473	2,674

CHIERING

✕

Fall

1,339	1,535	1,730	2,296	1,353	1,551	1,747	2,319	1,366	1,566	1,765	2,342
1,339	1,535	1,730	2,296	1,353	1,551	1,747	2,319	1,366	1,566	1,765	2,342

VOLLEYBALL

X

Head Coach
Jr. Varsity

3,314	3,511	3,903	5,191	3,145	3,546	3,942	5,243	3,176	3,581	3,981	5,296
2,030	2,227	2,424	2,621	2,050	2,249	2,448	2,647	2,071	2,272	2,473	2,674

APPENDIX C **8/31/2016-8/31/2017**

FY17 FY18		ATHLETIC COACHES		8/31/2016 1%				9/1/2016 1%				8/31/2017 1%							
CATEGORY		POSITION		1		2		3		4		1		2		3		4	
I		FOOTBALL																	
		Head Coach		7,989		7,722		8,094		9,030		8,069		7,800		8,175		9,121	
		Assts (3)		3,412		3,819		4,410		4,632		3,446		3,857		4,454		4,678	
		Freshman		3,412		3,819		4,410		4,632		3,446		3,857		4,454		4,678	
II		BASKETBALL B/G																	
		Head Coach		6,158		6,564		6,973		7,201		6,220		6,630		7,043		7,273	
		Jr. Varsity		2,548		2,954		3,362		3,767		2,574		2,984		3,396		3,805	
		Freshman		2,142		2,548		2,954		3,362		2,163		2,574		2,984		3,396	
		ICE HOCKEY																	
		Head Coach		6,158		6,564		6,973		7,201		6,220		6,630		7,043		7,273	
		Jr. Varsity		2,548		2,954		3,362		3,767		2,574		2,984		3,396		3,805	
III		A. BASEBALL																	
		B. SOFTBALL																	
		Head Coach		3,920		4,247		4,735		5,961		3,959		4,289		4,782		6,020	
		Jr. Varsity		2,092		2,295		2,497		2,700		2,113		2,317		2,522		2,727	
		Freshman		1,887		2,092		2,295		2,497		1,905		2,113		2,317		2,522	
IV		A TENNIS: SPRING																	
		B/G																	
		B. GOLF -																	
		FALL/SPRING																	
		Head Coach		2,142		2,548		2,750		4,102		2,163		2,574		2,778		4,143	
V		A. TRACK -																	
		WINTERB/G																	
		B. TRACK -																	
		SPRING B/G																	
		Head Coach		3,005		3,412		3,819		5,219		3,035		3,446		3,857		5,271	
				1,685		1,887		2,092		2,295		1,702		1,905		2,113		2,317	
VI		CROSS COUNTRY																	
		B/G																	
		Head Coach		1,733		2,142		2,548		3,479		1,750		2,163		2,574		3,514	

VII	FIELD HOCKEY												
	Head Coach	3,208	3,617	4,021	5,349	3,240	3,653	4,061	5,402	3,273	3,690	4,102	5,456
	Assistant	2,092	2,295	2,497	2,700	2,113	2,317	2,522	2,727	2,134	2,341	2,548	2,755
	Freshman	1,887	2,092	2,295	2,497	1,905	2,113	2,317	2,522	1,925	2,134	2,341	2,548
VIII	A. GYMNASTICS												
	B. WRESTLING												
IX	Head Coach	3,920	4,247	4,735	5,961	3,959	4,289	4,782	6,020	3,999	4,332	4,830	6,080
	Assistant	2,092	2,295	2,497	2,700	2,113	2,317	2,522	2,727	2,134	2,341	2,548	2,755
	A. SOCCER B/G												
	B. SWIM TEAM												
X	Head Coach	3,208	3,617	4,021	5,349	3,240	3,653	4,061	5,402	3,273	3,690	4,102	5,456
	Assistant	2,092	2,295	2,497	2,700	2,113	2,317	2,522	2,727	2,134	2,341	2,548	2,755
	CHEERING												
	Fall	1,380	1,582	1,783	2,365	1,394	1,598	1,800	2,389	1,408	1,614	1,818	2,413
XI	Winter	1,380	1,582	1,783	2,365	1,394	1,598	1,800	2,389	1,408	1,614	1,818	2,413
	VOLLEYBALL												
	Head Coach	3,208	3,617	4,021	5,349	3,240	3,653	4,061	5,402	3,273	3,690	4,102	5,456
	Jr. Varsity	2,092	2,295	2,497	2,700	2,113	2,317	2,522	2,727	2,134	2,341	2,548	2,755

APPENDIX D

PERFORMING STUDENT ADVISORS SALARY SCHEDULE

	<u>2013-2017</u>					
	9/1/2013	9/1/2014	9/1/2015	8/31/2016	9/1/2016	8/31/2017
	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
<u>LEVEL I</u>						
Marching Band Director	7,064	7,135	7,206	7,278	7,351	7,424
<u>LEVEL II</u>						
Senior High School Jazz Band	3,004	3,034	3,064	3,095	3,126	3,157
Senior High School Choir Director	3,004	3,034	3,064	3,095	3,126	3,157
Drama Production Director (1 Dramatic; 1 Musical Production)	3,004	3,034	3,064	3,095	3,126	3,157
<u>LEVEL III</u>						
Middle School Jazz Band	2,337	2,361	2,384	2,408	2,432	2,456
Assistant Marching Band Director	2,337	2,361	2,384	2,408	2,432	2,456
Percussion Coach	2,337	2,361	2,384	2,408	2,432	2,456
<u>LEVEL IV</u>						
Color Guard/Drill Team	1,929	1,948	1,968	1,988	2,007	2,028
Middle School Drama Production	1,929	1,948	1,968	1,988	2,007	2,028
Middle School Band	1,929	1,948	1,968	1,988	2,007	2,028
Elementary Band	1,929	1,948	1,968	1,988	2,007	2,028
<u>LEVEL V</u>						
Senior High Spring Color Guard Advisor	1212	1224	1236	1249	1261	1274
Senior High Guitar Ensemble Advisor	1212	1224	1236	1249	1261	1274
Senior Jazz Band II Dir	1212	1224	1236	1249	1261	1274
Middle School Drum Club Dir	1212	1224	1236	1249	1261	1274
Middle School Glee Club Dir	1212	1224	1236	1249	1261	1274
Middle School Woodwind Ensemble	1212	1224	1236	1249	1261	1274

ATTACHMENT (A)(2)

Sharon

I. ACTIVITIES

The following extracurricular activities are included under the ratio formula for determining compensation when the incumbent leader/coach/advisor is a member of the Association:

Academic Decathlon
ADL Advisor (MS) (3)
ADL Advisor (HS) (2)
Art Club Advisor
Band, SEMSBA District (MS)
Band, (HS)
Baseball, Varsity
Baseball, Junior Varsity
Baseball, Freshman
Baseball, Asst.
Basketball, Varsity Boys
Basketball, Varsity Girls
Basketball, Junior Varsity Boys
Basketball, Junior Varsity Girls
Basketball, Freshman, Boys
Basketball, Freshman Girls
Cheerleading (2 seasons)
Cheerleading Asst (2 seasons)
Chess
Chorus (Cottage)
Chorus, SEMSBA District (MS)
Chorus, (HS)
Class Advisor, 9th Grade
Class Advisor, 10th Grade
Class Advisor, 11th Grade
Class Advisor, 12th Grade
Conductor (MS)
Debate Team Advisor
Drama, Musical Director (MS)
Drama Asst., Musical (MS)
Drama Asst. Technical, Musical (MS)
Drama Director (MS)
Drama Director - Fall (HS)
Drama Asst. - Fall (HS)
Drama Asst. Technical - Fall (HS)
Drama Director - Winter (HS)
Drama Asst. - Winter (HS)
Drama Asst. Technical - Winter (HS)
Drama Director - Spring (HS)
Drama Asst. - Spring (HS)
Drama Asst. Technical - Spring (HS)
DUO
East Newspaper
Elementary Music (3)
Euphony
Field Hockey, Freshman
Field Hockey, Varsity
Field Hockey, Junior Varsity
Football Coach, Varsity
Football Assistants (4)
Football, Freshman
Foreign Language/Honor Society
Gay/Straight Alliance
Golf

Gymnastics
IGEM
Intramurals, (MS) (2) (3 seasons)
Jazz Band (MS)
Lacrosse, Junior Varsity Boys
Lacrosse, Junior Varsity Girls
Lacrosse, Varsity Girls
Lacrosse, Varsity Boys
Marsengold Advisor
Marimba (Heights)
Marimba (MS)
Math Advisor (MS)
Math League (MathCounts) (MS)
Math League, (HS)
Middle School Yearbook
Mock Trial
Model UN Advisor
Morning Announcement Advisor (HS)
Musical Director, (MS)
Musical Director, (HS)
National Honor Society
Orchestra Director
Pianist/Vocal (MS)
Pianist, (HS)
P.O.W.E.R.
Quiz Bowl Team
S.A.D.D.
Sailing Coach (2 seasons)
Sailing Asst. Coach (2 seasons)
Set Design (Dec-Mar) (MS)
SHS Radio
Sharon High Talon (newspaper)
Soccer, Freshman Boys
Soccer, Freshman Girls
Soccer, Junior Varsity Boys
Soccer, Junior Varsity Girls
Soccer, Varsity Boys
Soccer, Varsity Girls
Softball, Varsity
Softball, Junior Varsity
Softball Asst.
Student Council Advisor (MS)
Student Council Advisor (HS)
Swimming Coach
Swimming Asst.
Tennis, Varsity Boys (HS)
Tennis, Varsity Girls (HS)
Track, Cross Country Boys
Track, Cross Country Girls
Track, Head Coach, Winter
Track Asst, Winter
Track & Field, Spring, Varsity Boys
Track & Field, Spring, Varsity Girls
Track & Field, Spring, Asst. (3)

Ultimate Frisbee Boys
Ultimate Frisbee Girls
Ultimate Frisbee Asst.
Vocal Director (HS)
Volleyball Coach
Volleyball, Junior Varsity
Volleyball, Freshman
Wrestling Coach
Wrestling Junior Varsity

II. THE FORMULA FOR COMPUTING THE EXTRA-PAY SCHEDULE

A. Computations for implementation of the formula are subject to agreement by both parties. In computing salaries the following factors have been considered:

1. Time Factor:

At least these hours outside
the workday in a school year
(schedule will be submitted annually).

<u>Factor</u>	
1	25
2	50
3	100
4	125
5	150
6	175
7	200
8	250
9	275
10	300

2. Responsibility/Enrollment Factor

Assistants are not eligible for Responsibility Factors
of students regularly involved in the event. This
assumes assistants for 40+ students.

<u>Factor</u>	<u>At Least</u>	<u>Up to</u>
0	1	9
1	10	34
2	35	300
3	301	360

3. Athletic Coaches ONLY (MIAA)

<u>Factor</u>	
0	This is an assistant coach Position
1	This is a JV or Freshman Head Coach Position
2	This is a Varsity Head Coach Position

4. Location of Activity (A schedule will be submitted annually)

<u>Factor</u>	
0	A majority of meetings/events occur in the school or on the grounds
1	Approximately equal number of events/activities/games are in Sharon and in nearby Towns
2	Over 70% of event activities are out of State or Out of the Country

5. Time Commitment in terms of the work day

<u>Factor</u>	
0	Over 60% of time spent on this activity is during the school day
1	Over 50% of time spent on this activity is afternoons and evenings
2	Over 50% of time spent on this activity requires regular weekend work

6. Experience

Experience in a given activity is recognized up through a maximum of five (5) years. Each year of experience is equivalent to a stated percentage as indicated in the following table and applied as outlined in II-B:

Years of Experience:	1	2	3	4	5
Percentage FACTOR:	5	10	15	20	25

B. The Formula

1. The NUMERICAL FACTORS for time, responsibility/enrollment, athletic coaches, location of activity and time commitment, will be added together and multiplied by the Bachelor's Salary Step 1 Schedule as of September 1 of each school year and then divided by 100.

2. EXPERIENCE PAYMENT: The result set forth in 1 (THE FACTOR PAYMENT) above will be multiplied by the appropriate experience PERCENTAGE FACTOR as derived from the table under "Experience" and divided by 100.

3. TOTAL COMPENSATION: The total of the sum obtained in 1 and 2 above will, in each case, represent the total compensation assigned to the activity.

4. During any school year if as the result of participation in a tournament, festival, or similar activity the schedule for an activity extends beyond the normal schedule, compensation for such participation will be paid at the rate of thirty dollars (\$30) per event through the State level of competition. This compensation will be paid prior to the close of the fiscal year.

Factors for any club or sport listed, not listed, or not funded in the budget or the contract, may be determined by completing the application form and returning it to the administration. A joint meeting with the STA will be held to discuss funding possibilities.

ELEMENTARY SCHOOL Co-Curricular Pay Rates CHART - Clubs & Intramurals

Time	Coaches & Clubs Resp	Coaches	Location	Commitment	Sum	ACTIVITIES
2	1	0	0	0	3	Cottage Chorus
2	1	0	0	0	3	East Newspaper
2	1	0	0	1	4	Heights Marimba
0	2	0	0	1	3	Elementary Music
0	2	0	0	1	3	Elementary Music
0	2	0	0	1	3	Elementary Music

MIDDLE SCHOOL - Co-Curricular Pay Rates CHART - Clubs & Intramurals

Time	Coaches & Clubs Resp	Coaches	Location	Commitment	Sum	ACTIVITIES
1	2	0	0	0	3	ADL Advisor
1	2	0	0	0	3	ADL Advisor
1	2	0	0	0	3	ADL Advisor
2	1	0	1	2	6	Band (SEMSBA DISTRICT)
2	2	0	0	2	6	Chorus (SEMSBA DISTRICT)
2	2	0	0	1	5	Conductor
9	2	0	0	1	12	Drama (Musical Director)
5	0	0	0	1	6	Drama Asst. (Musical)
5	0	0	0	1	6	Drama Asst. Tech (Musical)
9	2	0	0	1	12	Drama Director
1	2	0	0	1	4	Intramurals – Fall After School Sports
1	2	0	0	1	4	Intramurals – Fall After School Sports
1	2	0	0	1	4	Intramurals – Winter After School
1	2	0	0	1	4	Intramurals – Winter After School
1	2	0	0	1	4	Intramurals – Spring After School
1	2	0	0	1	4	Intramurals – Spring After School
1	1	0	0	0	2	Jazz Band
2	2	0	1	1	6	Math Advisor
2	1	0	1	1	5	Math League (MATHCOUNTS)
2	1	0	0	1	4	Middle Marimba
1	1	0	0	1	3	Middle School Yearbook
3	1	0	0	1	5	Pianist/Vocal
2	1	0	0	1	4	Set Design (Dec-March)
6	1	0	0	1	8	Student Council Advisor

HIGH SCHOOL - Co-Curricular Pay Rates CHART - Clubs & Intramurals

Time	Coaches & Clubs Resp	Coaches	Location	Commitment	Sum	ACTIVITIES
1	1	0	0	1	3	Academic Decathlon
1	1	0	0	1	3	ADL Advisor
1	1	0	0	1	3	ADL Advisor
1	1	0	0	1	3	Art Club Advisor
3	2	0	1	1	7	Band
3	1	0	1	1	6	Chess
9	2	0	0	1	12	Chorus
1	2	0	0	1	4	Class Advisor 9th
4	2	0	0	1	7	Class Advisor 10th
4	2	0	0	1	7	Class Advisor 11th
5	2	0	0	1	8	Class Advisor 12th
3	1	0	1	1	6	Debate Team Advisor
7	2	0	0	2	11	Drama Director - Fall
7	0	0	0	2	9	Drama Asst. - Fall
7	0	0	0	2	9	Drama Asst. Technical - Fall
9	2	0	1	2	14	Drama Director - Winter
9	0	0	1	2	12	Drama Asst. - Winter
9	0	0	1	2	12	Drama Asst. Technical - Winter
5	2	0	0	2	9	Drama Director - Spring
5	0	0	0	2	7	Drama Asst. - Spring
5	0	0	0	2	7	Drama Asst. Technical - Spring
2	1	0	0	0	3	DUO
1	1	0	0	1	3	Euphony
						Exchange/Adventure Planner *factors TBD – varies w/each out of country trip (self-funding)
1	2	0	0	1	4	Foreign Language/Honor Society
2	1	0	0	1	4	Gay/Straight Alliance
2	1	0	0	1	4	IGEM
8	1	0	0	1	10	Marsengold
3	1	0	1	1	6	Math League
9	1	0	1	1	12	Mock Trial
7	1	0	1	1	10	Model UN
6	1	0	0	1	8	Morning Announcement Advisor
2	2	0	0	1	5	National Honor Society
1	1	0	0	1	3	Orchestra Director
3	2	0	0	2	7	Pianist
3	1	0	0	1	5	POWER
2	1	0	1	1	5	Quiz Bowl Team
2	1	0	0	1	4	SADD
2	1	0	0	1	4	SHS Radio
2	1	0	0	1	4	Sharon High Talon (newspaper)
6	1	0	0	1	8	Student Council
3	2	0	1	1	7	Ultimate Frisbee Boys
3	0	0	1	1	5	Ultimate Frisbee Asst.
2	0	0	0	1	3	Ultimate Frisbee Asst. B
2	0	0	0	1	3	Ultimate Frisbee Asst. C
2	0	0	0	1	3	Ultimate Frisbee Girls'

3

2

0

0

2

7

Vocal Director

ATHLETICS - FALL - Co-Curricular Pay Rates CHART

Time	Coaches & Clubs Resp	Coaches	Location	Commitment	Sum	ACTIVITIES
2	1	4	1	1	9	Cheerleading (2 seasons)
2	0	0	1	1	4	Cheerleading Asst. (2 seasons)
3	1	1	1	1	7	Field Hockey, Freshman
4	1	1	1	1	8	Field Hockey, JV
5	1	4	1	1	12	Field Hockey, V
8	0	0	1	1	10	Football Asst.
8	0	0	1	1	10	Football Asst.
8	0	0	1	1	10	Football Asst.
8	0	0	1	1	10	Football Asst.
6	1	1	1	1	10	Football, Freshman
8	2	4	1	1	16	Football, V
3	1	4	1	1	10	Golf
6	1	4	1	1	13	Sailing Coach (2 seasons)
6	0	0	1	1	8	Sailing Asst. Coach (2 seasons)
3	1	1	1	1	7	Soccer, Freshman (boys)
3	1	1	1	1	7	Soccer, Freshman (girls)
4	1	1	1	1	8	Soccer, JV (boys)
4	1	1	1	1	8	Soccer, JV (girls)
6	1	4	1	1	13	Soccer, V (boys)
6	1	4	1	1	13	Soccer, V (girls)
3	2	4	1	1	11	Track, Cross County (boys)
3	2	4	1	1	11	Track, Cross County (girls)
4	1	4	1	1	11	Volleyball
4	1	1	1	1	8	Volleyball, JV
3	1	1	1	1	7	Volleyball, Freshman

ATHLETICS - WINTER - Co-Curricular Pay Rates CHART

Time	Coaches & Clubs Resp	Coaches	Location	Commitment	Sum	ACTIVITIES
3	1	1	1	1	7	Basketball, Freshman (boys)
3	1	1	1	1	7	Basketball, Freshman (girls)
7	1	1	1	1	11	Basketball, JV (boys)
7	1	1	1	1	11	Basketball, JV (girls)
7	1	4	1	1	14	Basketball, V (boys)
7	1	4	1	1	14	Basketball, V (girls)
4	1	4	1	1	11	Gymnastics
6	1	4	1	1	13	Swimming
6	0	0	1	1	8	Swimming Asst.
4	2	4	1	1	12	Track Head Coach - Winter
4	0	0	1	1	6	Track Asst. - Winter
7	1	4	1	1	14	Wrestling
7	1	1	1	1	11	Wrestling, JV

ATHLETICS - SPRING - Co-Curricular Pay Rates CHART

Time	Coaches & Clubs Resp	Coaches	Location	Commitment	Sum	ACTIVITIES
6	0	0	1	1	8	Baseball Asst. Coach
4	1	1	1	1	8	Baseball, Freshman
5	1	1	1	1	9	Baseball, JV
6	1	4	1	1	13	Baseball, V
4	1	1	1	1	8	Lacrosse Coach, JV (boys)
4	1	1	1	1	8	Lacrosse Coach, JV (girls)
6	1	4	1	1	13	Lacrosse Coach, V (boys)
6	1	4	1	1	13	Lacrosse Coach, V (girls)
6	0	0	1	1	8	Softball Asst.
5	1	1	1	1	9	Softball, JV
6	1	4	1	1	13	Softball, V
4	1	4	1	1	11	Tennis, HS V (boys)
4	1	4	1	1	11	Tennis, HS V (girls)
4	0	0	1	1	6	Track & Field Asst. (boys)
4	0	0	1	1	6	Track & Field Asst. (girls)
4	0	0	1	1	6	Track & Field Asst. (girls)
4	2	4	1	1	12	Track & Field, V (boys)
4	2	4	1	1	12	Track & Field, V (girls)

Weekends	none	none	travel &
Proposed Stipends	\$700.00	\$1,200.00	\$2000.00

SALARY SCHEDULE PLAN FOR

DEPARTMENT HEADS AND DIRECTORS

The salary schedule for Department Heads and Directors is organized around three variables:

1. The category and number of classes assigned.
2. The number of full-time personnel or their equivalent in the
3. The length of the work year.

Category I	Category II	Category III
Department Heads	Directors Department Heads	Directors
184 Days	209 Days	224 Days

A. There shall be two types of content-specific curriculum roles: Department Heads and K-12 Directors. Department Heads shall be assigned to the following areas at the High School: English, Social Studies, Science, Math, Foreign Language (7-12), Guidance and Special Education. At the Middle School, there shall be assigned a 6-8 Student Services Department Head. K-12 Directors shall have responsibilities in the following areas: Art, Performing Arts, Physical Education & Health, Library/Media Center, and Athletics. The Athletic Director shall work a 224-day work year and receive 12 percent of his/her base salary for the extra time. The 6-8 Student Services Department Head shall work a 209-day work year and receive forty (40) vacation days, and also shall receive 7% of salary for the extra time.

B. Each full time staff member or equivalent supervised by a Department Head or Director shall be considered for the purpose of salary computation.

C. Subject to the stipulations found in Section B above, all Department Heads and Directors shall receive stipends as per the increment scale and according to the actual number of personnel assigned to each department as of September 1st of each year.

D. In order to fulfill certain administrative responsibilities and consistent with the provisions contained in Article XV (TEACHERS' DAY AND YEAR), Section E of this Agreement, the work year and compensation of individual Department Heads and Directors serving under 184-day contracts shall be increased up to a limit of ten (10) days per contract year subject to the

1. A maximum of one (1) day during the summer shall be granted to provide orientation for
2. A reasonable number of days shall be granted, subject to the prior approval of the

Superintendent, to conduct interviews and check the credentials of applicants when departmental vacancies occur after June 1st.

3. A reasonable number of days, as determined and approved in advance by the Superintendent, may be granted to coordinate departmental curriculum projects and/or participate in staff development programs.

4. Any Department Head or Director seeking compensation for additional workdays shall submit a signed statement on a form created by the Superintendent and co-signed by his/her principal detailing the date(s) and times claimed for additional compensation. For the purposes of this provision, a "workday" shall be defined as seven (7) hours, inclusive of a 30-minute lunch, or its equivalent. Compensation for any such work shall be made in a lump sum on the last pay period in August.

any newly-hired departmental staff person or long-term substitute hired after June 1st.

CATEGORY I

Department Heads, Directors
184 days

CATEGORY II

Department Heads
209 days

CATEGORY III

Directors
224 days

Per School Year

B Min. (base
pay) of base of

Level	Dept.	base	184 days	209 days	224 days
1	2 to 5	0.125	\$5,280	\$5280 + 7% of base	\$5280 + 12% of base
2	6 to 9	0.15	\$6,336	\$6336 + 7% of base	\$6336 + 12% of base
3	10 to 13	0.175	\$7,391	\$7391 + 7% of base	\$7391 + 12% of base
4	14+	0.2	\$8,447	\$8447 + 7% of base	\$8447 + 12% of base



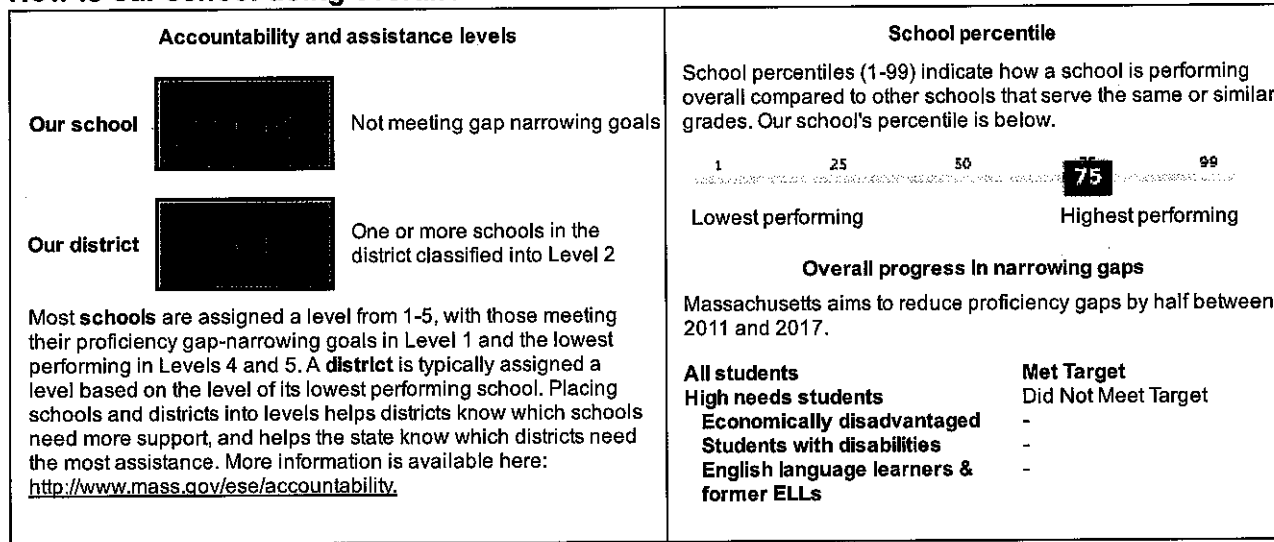
2016 Massachusetts School Report Card Overview CANTON HIGH (00500505)

Canton Public School District (00500000)
Derek F Folan, Principal
Grades Served: 09,10,11,12

900 Washington Street, Canton, MA 02021
Phone: 781.821.5050
Website: <http://cantonma.org/chs>

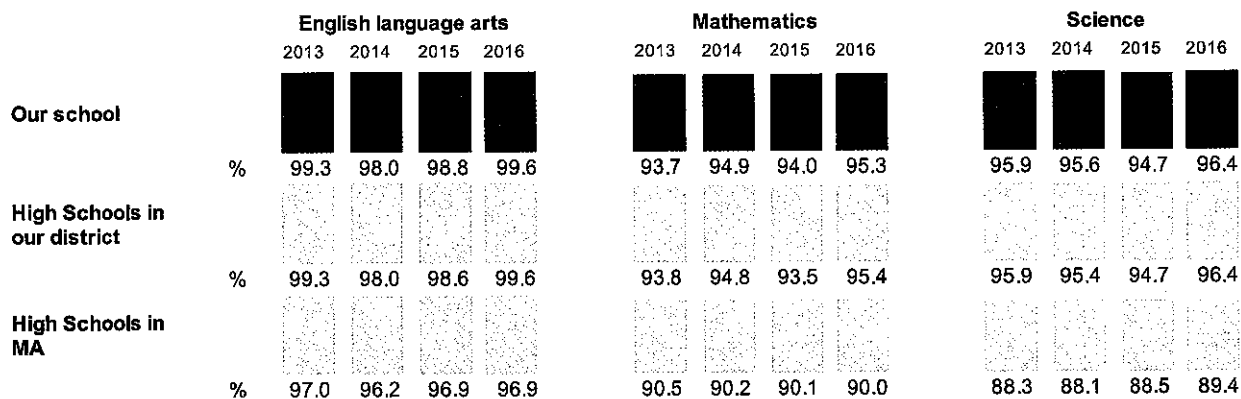
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's principal or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

How is our school doing overall?



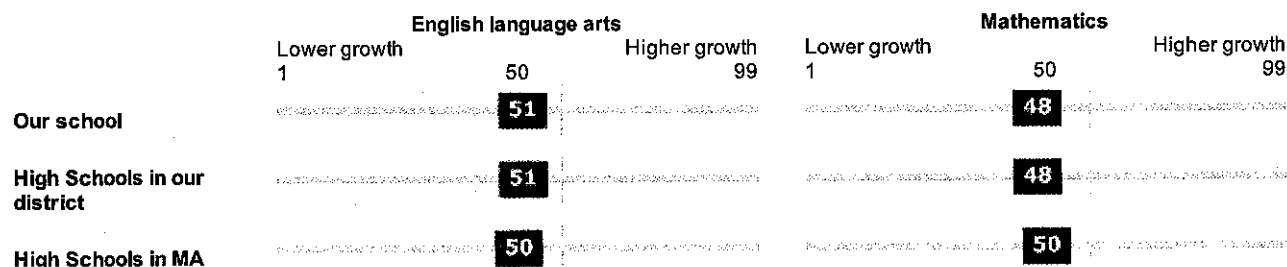
How does our school's achievement over time compare to the district and the state?

The transitional Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our school's transitional CPIs for 2013-2016 are below.



How does our school's growth compare to the district and the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2016 are below. (Note: Growth values are truncated.)



How does our school's enrollment compare to the district and the state?

Total enrollment	Our school		Our district		Our state	
	941		3,308		953,429	
By high needs population	Our school		High Schools in our district		High Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	98	10.4	98	10.4	59,120	22.9
Students with disabilities	97	10.3	97	10.3	41,910	16.2
English language learners	9	1.0	9	1.0	15,252	5.9

How do our school's teachers and classrooms compare to the district and the state?

General information	Our school	High Schools in our district	High Schools in MA
Teachers (#)	70.8	70.8	20,394.8
Core academic classes taught by highly qualified teachers (%)	100.0	100.0	96.4
Average class size (#)	17.1	17.1	15.9
Student : teacher ratio	13.3 to 1	13.3 to 1	12.7 to 1

How is our school doing on other important measures?

Attendance	Our school	High Schools in our district	High Schools in MA
2016 Attendance rate (%)	95.0	95.0	93.5
2016 Average days absent per student (#)	8.9	8.9	11.1
2016 Chronic absenteeism rate (%)	11.8	11.8	17.7

Discipline

2016 In-school suspension rate (%)	5.4	5.4	3.6
2016 Out-of-school suspension rate (%)	4.0	4.0	4.5

High school completion

	Our school	Our district	Our state
2014 5-year graduation rate (%)	96.6	95.7	88.5
2015 4-year graduation rate (%)	96.5	94.8	87.3
2015 annual dropout rate (%)	0.2	0.2	1.9
2014 graduates attending institutions of higher education* (%)	82.9	81.8	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	58.6	58.6	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	67.3	67.3	66.5
2016 SAT average score - Reading	520	520	509
2016 SAT average score - Writing	507	507	497
2016 SAT average score - Math	537	536	522
2015 MassCore** - Completing a rigorous course of study (%)	89.5	89.5	72.3

*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

**MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

What else should you know about our school?



2016 Massachusetts District Report Card Overview CANTON PUBLIC SCHOOL DISTRICT (00500000)



Jennifer Fischer-Mueller, Superintendent
960 Washington Street, Canton, MA 02021

Phone: 781.821.5060

Website: <http://www.cantonma.org>

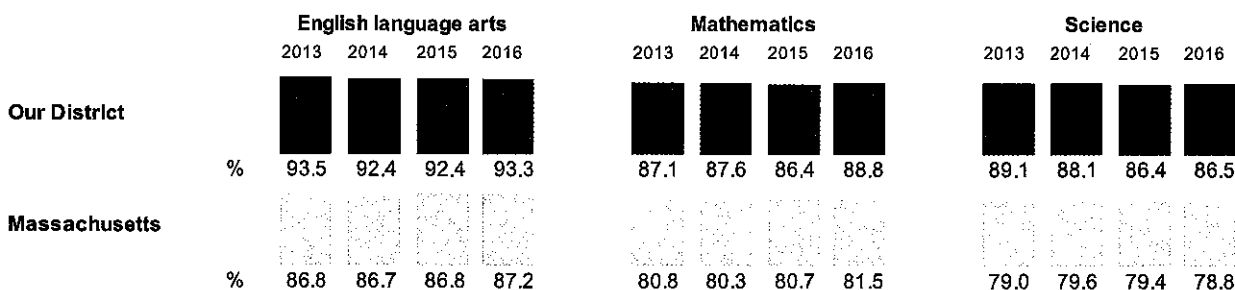
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our district's performance. For the full report card containing additional data contact the district or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit <http://profiles.doe.mass.edu/help/data.aspx>.

How is our district doing overall?

Accountability & assistance levels	Overall progress in narrowing gaps										
 <p>One or more schools in the district classified into Level 2</p> <p>Most schools are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A district is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: http://www.mass.gov/ese/accountability.</p>	<p>Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.</p> <table> <tr> <td>All students</td><td>Did Not Meet Target</td></tr> <tr> <td>High needs students</td><td>Did Not Meet Target</td></tr> <tr> <td>Economically disadvantaged</td><td>-</td></tr> <tr> <td>Students with disabilities</td><td>Did Not Meet Target</td></tr> <tr> <td>English language learners & former ELLs</td><td>Met Target</td></tr> </table>	All students	Did Not Meet Target	High needs students	Did Not Meet Target	Economically disadvantaged	-	Students with disabilities	Did Not Meet Target	English language learners & former ELLs	Met Target
All students	Did Not Meet Target										
High needs students	Did Not Meet Target										
Economically disadvantaged	-										
Students with disabilities	Did Not Meet Target										
English language learners & former ELLs	Met Target										
<p>District determination of need for special education technical assistance or intervention</p>  <p>Districts, including single school districts, are assigned a determination of need for special education technical assistance or intervention. These determinations, which are typically based on the district's accountability and assistance level, range from <i>Meets Requirements - Provisional</i> (districts with insufficient data) to <i>Needs Substantial Intervention</i> (Level 5 districts). The determination, which also incorporates compliance measures, helps to identify whether the Department will require districts to take additional actions to support improved outcomes for all children, especially students with disabilities.</p>											

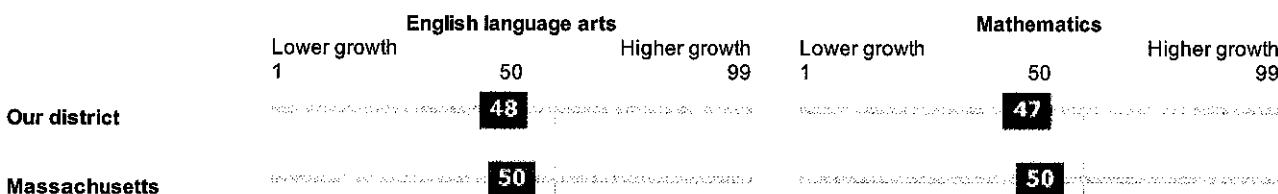
How does our district's achievement over time compare to the state?

The transitional Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our district's transitional CPIs for 2013-2016 are below.



How does our district's growth compare to the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our district's median SGPs for 2016 are below. (Note: Growth values are truncated.)



How does our district's enrollment compare to the state?

Total enrollment	Our district		Massachusetts	
	3,308		953,429	
By high needs population	Our district		Massachusetts	
	#	%	#	%
Economically disadvantaged students	384	11.6	260,998	27.4
Students with disabilities	448	13.3	165,560	17.2
English language learners	60	1.8	85,762	9.0

How do our district's teachers and classrooms compare to the state?

General information	Our district		Massachusetts	
Teachers (#)	239.7		72,384.1	
Core academic classes taught by highly qualified teachers (%)	98.4		96.3	
Average class size (#)	18.9		18.0	
Student : teacher ratio	13.8 to 1		13.2 to 1	

How is our district doing on other important measures?

Attendance	Our district	Massachusetts
2016 Attendance rate (%)	95.8	94.9
2016 Average days absent per student (#)	7.4	8.8
2016 Chronic absenteeism rate (%)	7.7	12.3

Discipline		
2016 In-school suspension rate (%)	2.4	1.9
2016 Out-of-school suspension rate (%)	1.5	2.9

High school completion	Our district	Massachusetts
2014 5-year graduation rate (%)	95.7	88.5
2015 4-year graduation rate (%)	94.8	87.3
2015 annual dropout rate (%)	0.2	1.9
2014 graduates attending institutions of higher education* (%)	81.8	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	58.6	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	67.3	66.5
2016 SAT average score - Reading	520	509
2016 SAT average score - Writing	507	497
2016 SAT average score - Math	536	522
2015 MassCore** - Completing a rigorous course of study (%)	89.5	72.3

*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

**MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

What else should you know about our district?

What are our schools' accountability and assistance levels?

School	School type	Student enrollment	Accountability & assistance level
<u>Rodman Early Childhood Center</u>	Early Elementary School	78	Insufficient data
<u>Lt Peter M Hansen</u>	Elementary School	477	Level 1
<u>John F Kennedy</u>	Elementary School	491	Level 2
<u>Dean S Luce</u>	Elementary School	511	Level 2
<u>Wm H Galvin Middle</u>	Middle School	810	Level 2
<u>Canton High</u>	High School	941	Level 2

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2016 Massachusetts School Report Card Overview

LT PETER M HANSEN (00500012)

Canton Public School District (00500000)
David Simmons Brauning, Principal
Grades Served: K,01,02,03,04,05

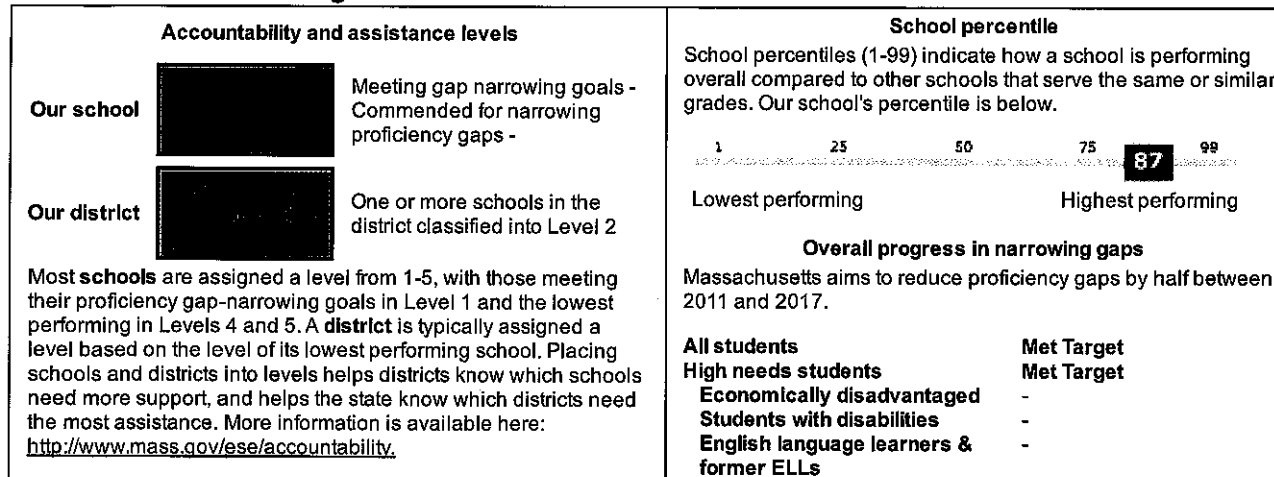
25 Pecunit Street, Canton, MA 02021

Phone: 781.821.5085

Website: <http://www.cantonma.org/hansen/index.htm>

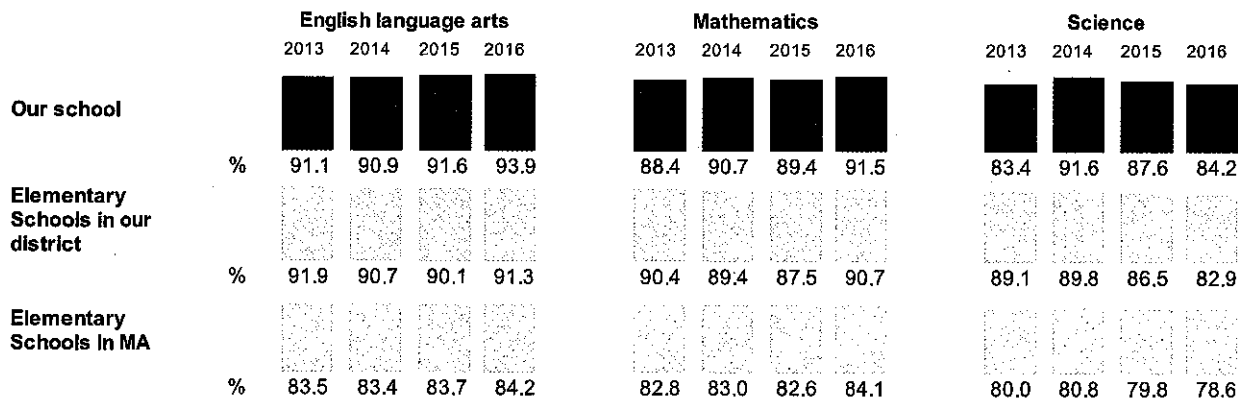
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How is our school doing overall?



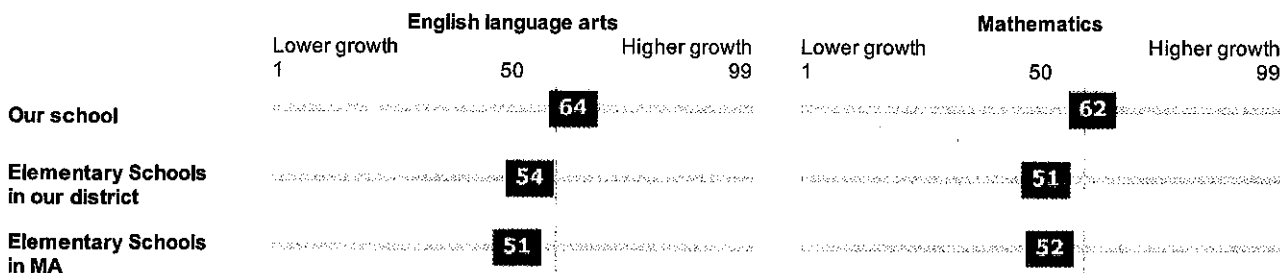
How does our school's achievement over time compare to the district and the state?

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How does our school's growth compare to the district and the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2016 are below. (Note: Growth values are truncated.)



How does our school's enrollment compare to the district and the state?

Total enrollment	Our school		Our district		Our state	
	477		3,308		953,429	
By high needs population	Our school		Elementary Schools in our district		Elementary Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	61	12.8	184	12.4	105,033	29.7
Students with disabilities	47	9.9	162	11.0	54,668	15.4
English language learners	16	3.4	46	3.1	41,225	11.6

How do our school's teachers and classrooms compare to the district and the state?

General information	Our school	Elementary Schools in our district	Elementary Schools in MA
Teachers (#)	36.5	107.0	25,630.9
Core academic classes taught by highly qualified teachers (%)	100.0	99.3	96.5
Average class size (#)	20.1	19.5	19.6
Student : teacher ratio	13.1 to 1	13.8 to 1	13.9 to 1

How is our school doing on other important measures?

Attendance	Our school	Elementary Schools in our district	Elementary Schools in MA
2016 Attendance rate (%)	96.1	96.5	95.7
2016 Average days absent per student (#)	6.7	6.0	7.4
2016 Chronic absenteeism rate (%)	6.0	4.5	8.7

Discipline

2016 In-school suspension rate (%)	0.6	0.7	0.5
2016 Out-of-school suspension rate (%)	1.0	0.5	0.9

High school completion

	Our school	Our district	Our state
2014 5-year graduation rate (%)	-	95.7	88.5
2015 4-year graduation rate (%)	-	94.8	87.3
2015 annual dropout rate (%)	-	0.2	1.9
2014 graduates attending institutions of higher education* (%)	-	81.8	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	-	58.6	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	-	67.3	66.5
2016 SAT average score - Reading	-	520	509
2016 SAT average score - Writing	-	507	497
2016 SAT average score - Math	-	536	522
2015 MassCore** - Completing a rigorous course of study (%)	-	89.5	72.3

*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

**MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

What else should you know about our school?

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2016 Massachusetts School Report Card Overview

JOHN F KENNEDY (00500017)

Canton Public School District (00500000)

Christine McMahon, Principal

Grades Served: K,01,02,03,04,05

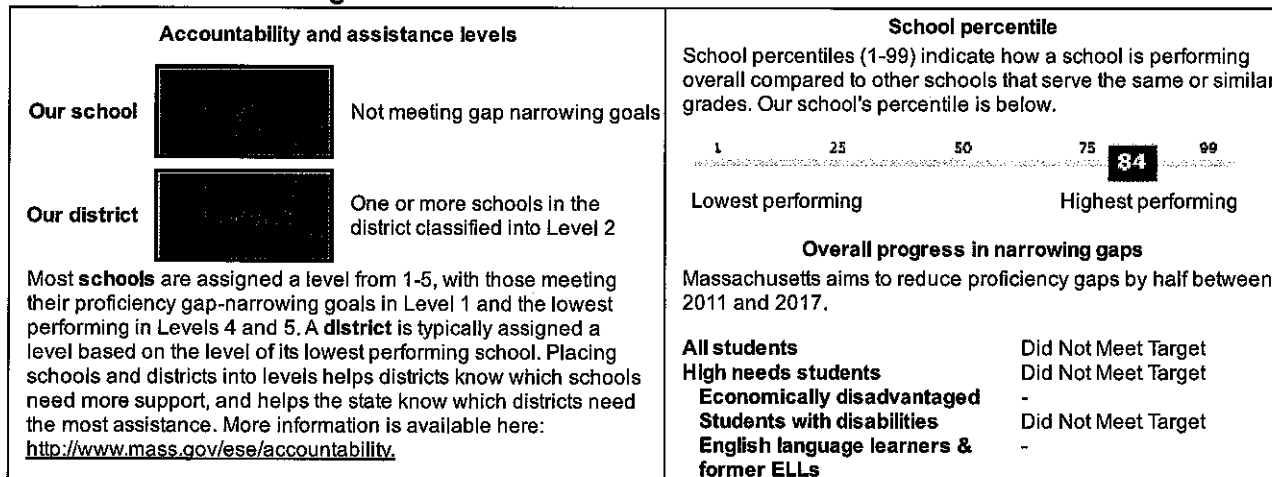
100 Dedham Street, Canton, MA 02021

Phone: 781.821.5080

Website: <http://cantonma.org/kennedy>

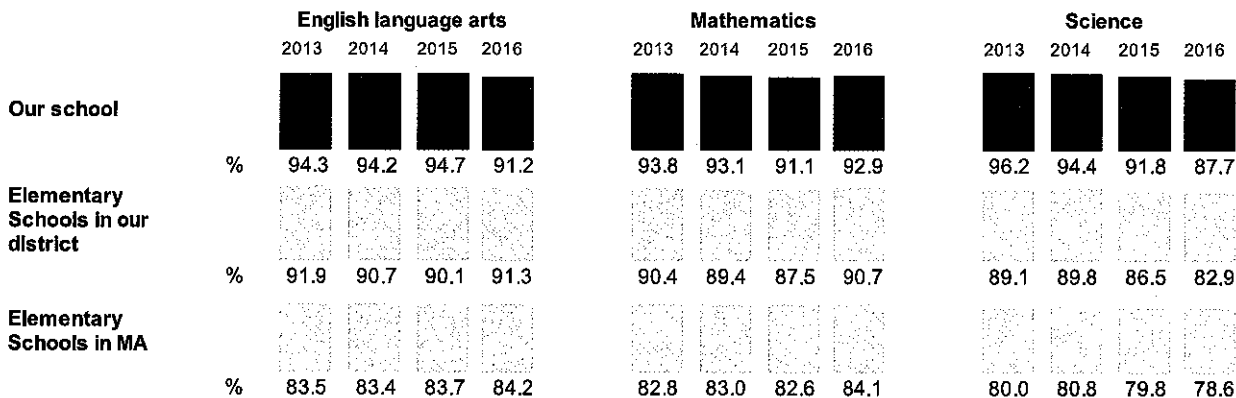
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How is our school doing overall?



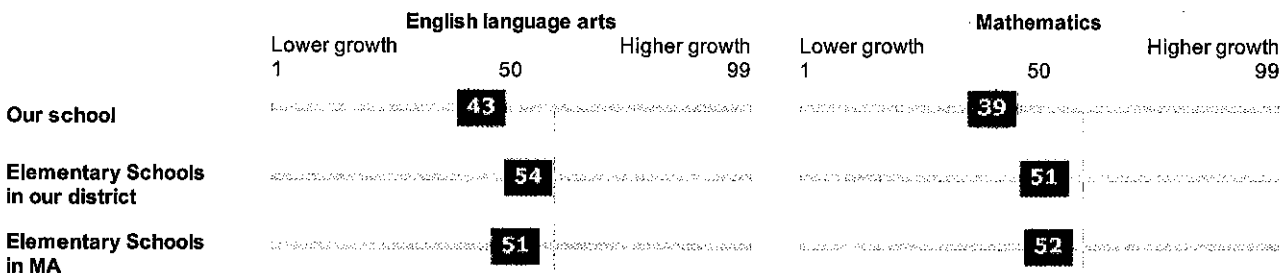
How does our school's achievement over time compare to the district and the state?

The transitional Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our school's transitional CPIs for 2013-2016 are below.



How does our school's growth compare to the district and the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2016 are below. (Note: Growth values are truncated.)



How does our school's enrollment compare to the district and the state?

Total enrollment	Our school		Our district		Our state	
	491		3,308		953,429	
By high needs population	Our school		Elementary Schools in our district		Elementary Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	34	6.9	184	12.4	105,033	29.7
Students with disabilities	57	11.6	162	11.0	54,668	15.4
English language learners	12	2.4	46	3.1	41,225	11.6

How do our school's teachers and classrooms compare to the district and the state?

General information	Our school	Elementary Schools in our district	Elementary Schools in MA
Teachers (#)	34.9	107.0	25,630.9
Core academic classes taught by highly qualified teachers (%)	100.0	99.3	96.5
Average class size (#)	20.4	19.5	19.6
Student : teacher ratio	14.1 to 1	13.8 to 1	13.9 to 1

How is our school doing on other important measures?

Attendance	Our school	Elementary Schools in our district	Elementary Schools in MA
2016 Attendance rate (%)	96.8	96.5	95.7
2016 Average days absent per student (#)	5.6	6.0	7.4
2016 Chronic absenteeism rate (%)	3.6	4.5	8.7

Discipline

2016 In-school suspension rate (%)	-	0.7	0.5
2016 Out-of-school suspension rate (%)	-	0.5	0.9

High school completion

	Our school	Our district	Our state
2014 5-year graduation rate (%)	-	95.7	88.5
2015 4-year graduation rate (%)	-	94.8	87.3
2015 annual dropout rate (%)	-	0.2	1.9
2014 graduates attending institutions of higher education* (%)	-	81.8	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	-	58.6	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	-	67.3	66.5
2016 SAT average score - Reading	-	520	509
2016 SAT average score - Writing	-	507	497
2016 SAT average score - Math	-	536	522
2015 MassCore** - Completing a rigorous course of study (%)	-	89.5	72.3

*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

**MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

What else should you know about our school?

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2016 Massachusetts School Report Card Overview

DEAN S LUCE (00500020)

Canton Public School District (00500000)

Robie Peter, Principal

Grades Served: K,01,02,03,04,05

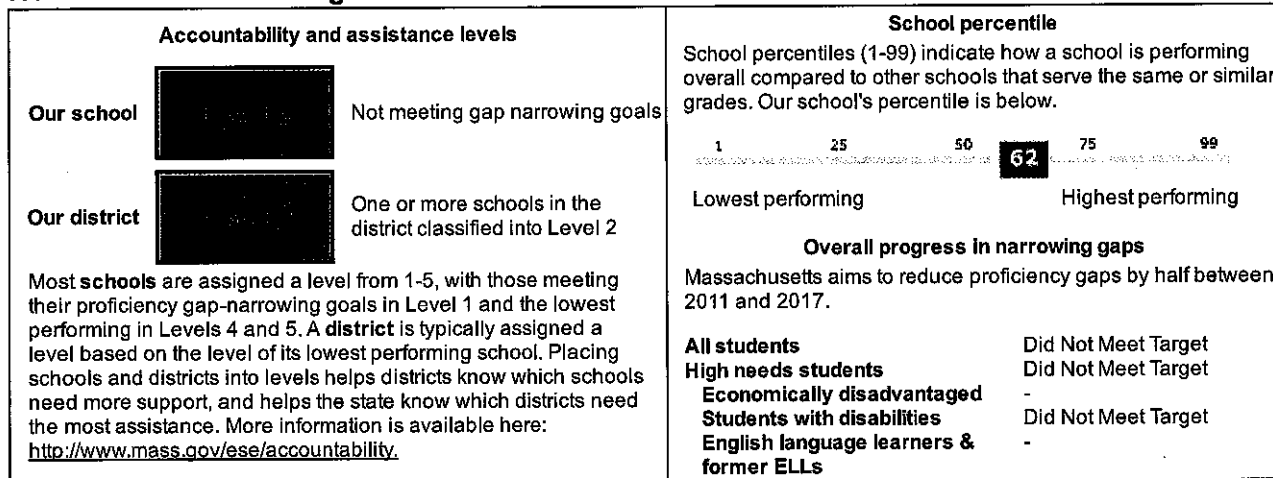
45 Independence St., Canton, MA 02021

Phone: 781.821.5075

Website: <http://cantonma.org/luce>

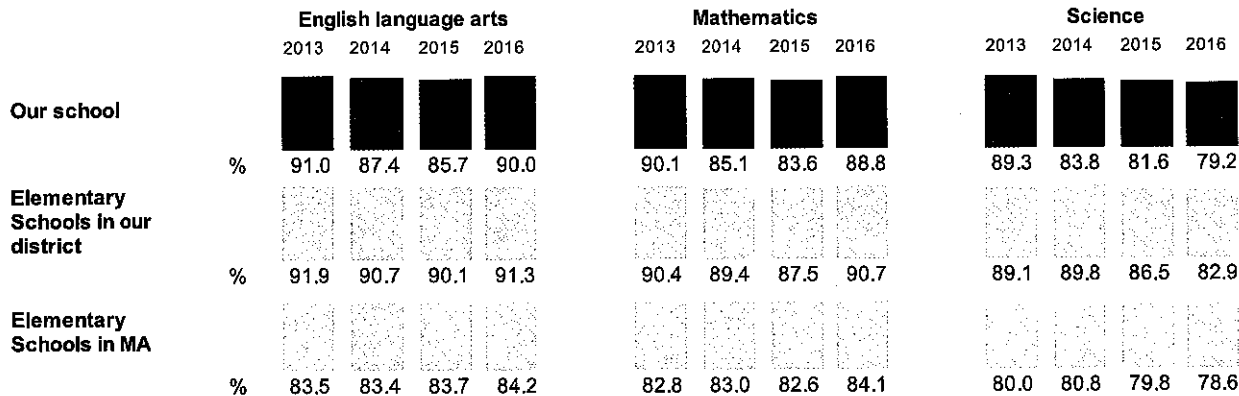
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How is our school doing overall?



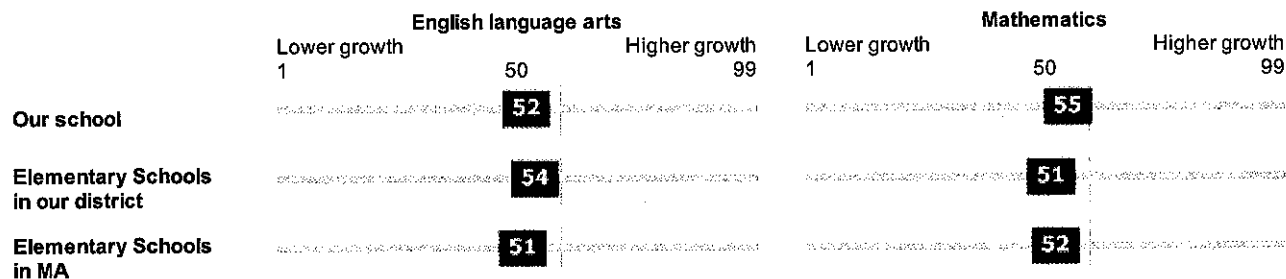
How does our school's achievement over time compare to the district and the state?

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Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2016 are below. (Note: Growth values are truncated.)



How does our school's enrollment compare to the district and the state?

Total enrollment	Our school		Our district		Our state	
	511		3,308		953,429	
By high needs population	Our school		Elementary Schools in our district		Elementary Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	89	17.4	184	12.4	105,033	29.7
Students with disabilities	58	11.4	162	11.0	54,668	15.4
English language learners	18	3.5	46	3.1	41,225	11.6

How do our school's teachers and classrooms compare to the district and the state?

General information	Our school	Elementary Schools in our district	Elementary Schools in MA
Teachers (#)	35.7	107.0	25,630.9
Core academic classes taught by highly qualified teachers (%)	98.1	99.3	96.5
Average class size (#)	18.2	19.5	19.6
Student : teacher ratio	14.3 to 1	13.8 to 1	13.9 to 1

How is our school doing on other important measures?

Attendance	Our school	Elementary Schools in our district	Elementary Schools in MA
2016 Attendance rate (%)	96.6	96.5	95.7
2016 Average days absent per student (#)	5.3	6.0	7.4
2016 Chronic absenteeism rate (%)	4.0	4.5	8.7

Discipline

2016 In-school suspension rate (%)	1.5	0.7	0.5
2016 Out-of-school suspension rate (%)	0.4	0.5	0.9

High school completion

	Our school	Our district	Our state
2014 5-year graduation rate (%)	-	95.7	88.5
2015 4-year graduation rate (%)	-	94.8	87.3
2015 annual dropout rate (%)	-	0.2	1.9
2014 graduates attending institutions of higher education* (%)	-	81.8	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	-	58.6	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	-	67.3	66.5
2016 SAT average score - Reading	-	520	509
2016 SAT average score - Writing	-	507	497
2016 SAT average score - Math	-	536	522
2015 MassCore** - Completing a rigorous course of study (%)	-	89.5	72.3

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2016 Massachusetts School Report Card Overview

WM H GALVIN MIDDLE (00500305)

Canton Public School District (00500000)

William Conard, Principal

Grades Served: 06,07,08

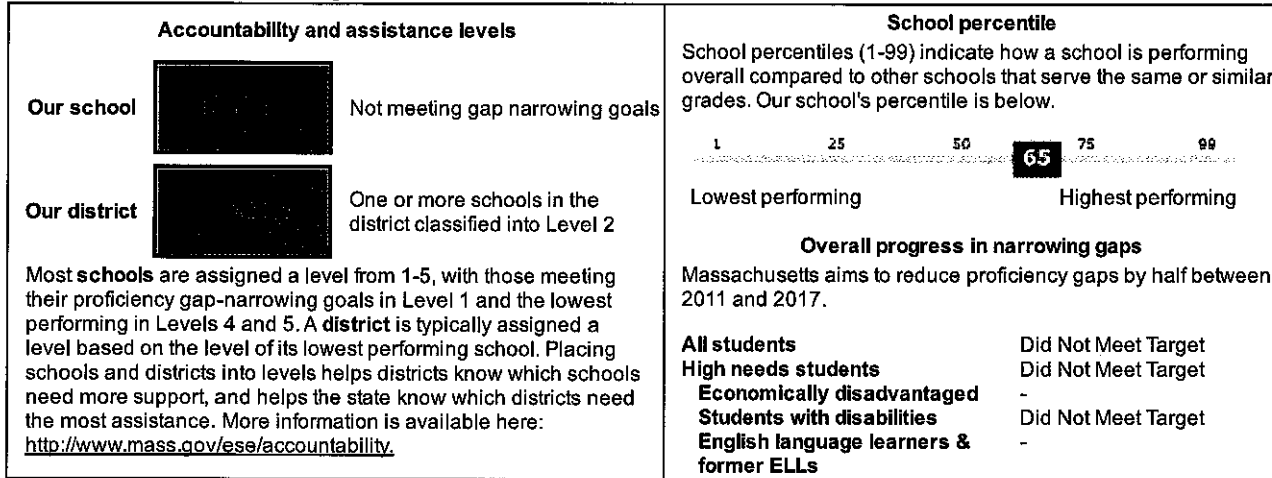
55 Pecunit Street, Canton, MA 02021

Phone: 781.821.5070

Website: <http://cantonma.org/galvin>

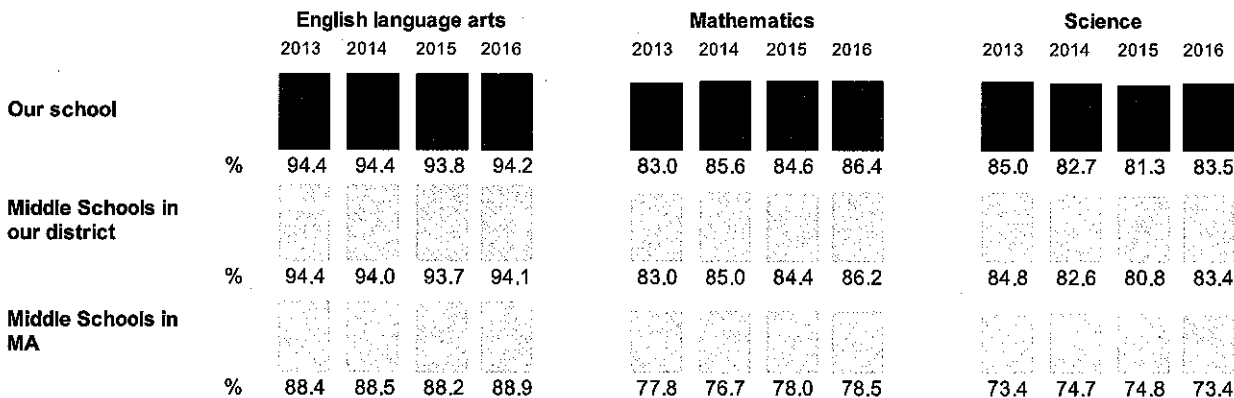
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How is our school doing overall?



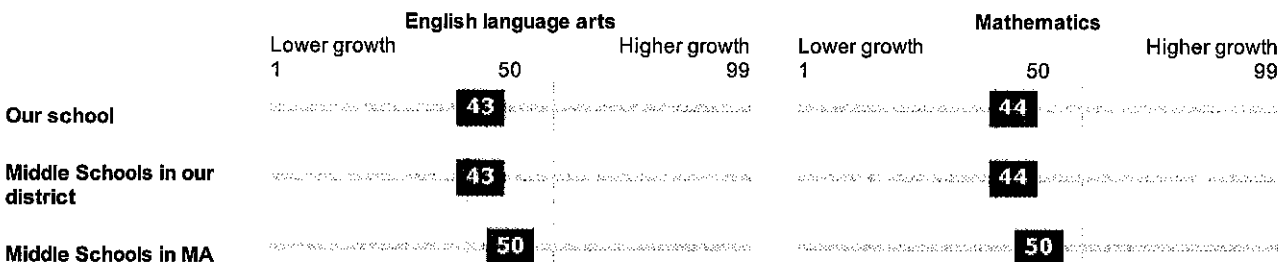
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How does our school's enrollment compare to the district and the state?

Total enrollment	Our school		Our district		Our state	
	810		3,308		953,429	
By high needs population	Our school		Middle Schools in our district		Middle Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	92	11.4	92	11.4	42,711	24.6
Students with disabilities	116	14.3	116	14.3	30,100	17.3
English language learners	5	0.6	5	0.6	9,867	5.7

How do our school's teachers and classrooms compare to the district and the state?

General information	Our school	Middle Schools in our district	Middle Schools in MA
Teachers (#)	56.8	56.8	13,823.9
Core academic classes taught by highly qualified teachers (%)	95.3	95.3	96.8
Average class size (#)	19.7	19.7	19.0
Student : teacher ratio	14.3 to 1	14.3 to 1	12.6 to 1

How is our school doing on other important measures?

Attendance	Our school	Middle Schools in our district	Middle Schools in MA
2016 Attendance rate (%)	95.7	95.7	95.6
2016 Average days absent per student (#)	7.6	7.6	7.7
2016 Chronic absenteeism rate (%)	8.2	8.2	9.6

Discipline

2016 In-school suspension rate (%)	2.2	2.2	2.5
2016 Out-of-school suspension rate (%)	0.7	0.7	4.2

High school completion

	Our school	Our district	Our state
2014 5-year graduation rate (%)	-	95.7	88.5
2015 4-year graduation rate (%)	-	94.8	87.3
2015 annual dropout rate (%)	-	0.2	1.9
2014 graduates attending institutions of higher education* (%)	-	81.8	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	-	58.6	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	-	67.3	66.5
2016 SAT average score - Reading	-	520	509
2016 SAT average score - Writing	-	507	497
2016 SAT average score - Math	-	536	522
2015 MassCore** - Completing a rigorous course of study (%)	-	89.5	72.3

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Published by the Massachusetts Department of Elementary and Secondary Education

AGES FOR SCHOOL ENROLLMENT AND ATTENDANCE

Entrance Age

In an effort to allow for consideration of each child's chronological age as well as individual readiness to enter kindergarten or first grade the School Committee establishes the following policy on entrance age:

1. Children who will be five years of age on or before September 1 of the school year during which they wish to enroll will be eligible to enter kindergarten in September.

The admission of children whose birthdays fall after September 1 will be solely at the discretion of the Superintendent.

2. A child entering grade one must be six years of age or older on or before September 1st of the year of entrance into grade one. Children who do not meet Canton's grade one age requirement but have successfully completed kindergarten in Canton or in another public school and then relocated to Canton for grade one will generally be accepted for grade one placement.

If a child has successfully completed Kindergarten in a private school and there are data indicating that the child is ready for first grade and is within three months of our age cutoff for first grade, a parent or guardian may request that the appropriate elementary Principal review the child's readiness. This would involve an examination of a portfolio of a child's work as well as a review of the child's social readiness. Upon completion of this review, the Principal will make a recommendation to the Superintendent based the child's readiness. If the Superintendent agrees that there is sufficient evidence that the child is ready for first grade, enrollment can proceed. However, if the child is judged not to be ready, the student will only be allowed to enroll in Kindergarten. The decision of the Superintendent is final and cannot be appealed.

Maximum Age for School Enrollment/Attendance

The maximum age for enrollment and/or attendance in the Canton Public Schools is age 21.

Ages for Compulsory Attendance

State law requires that all children be enrolled in grade one beginning in September of the calendar year in which they attain the age of six (6) and that they attend school regularly until they reach the age of sixteen (16). Under law, each School Committee must enforce the school attendance of all children of compulsory school age residing in the town.

LEGAL REFS.:

M.G.L. 15:1G

Board of Education Regulations for Entrance to First Grade and
Kindergarten,

adopted 7/20/71

SEARCHES AND INTERROGATIONS

Searches by Staff

Students' school lockers remain the property of the school and are subject to inspection at any time by school officials.

In the event that school administration has reasonable suspicion to believe that a student has in their possession or otherwise in their vehicle, locker or belongings evidence that a student committed a crime or violation of the disciplinary policy, the school administrator may conduct a search. Students, their bags, backpacks, lockers, electronic devices and vehicles on school property or at school-sponsored event (on or off school property) as well as other items/areas may be the subject of such a search.

The Canton School Department may periodically utilize police K9's under the direction of the Canton Police Department to search school property and the surrounding campus for the presence of controlled substances, drugs, weapons, or explosives.

School officials are authorized to question students about information that is relevant to the performance of their duties, including enforcement of school rules.

Formal Interrogations by Police

When law enforcement officials seek to question students during the school day or periods of extracurricular activities, the school Principal or their designee will make an effort contact the student's parent or guardian so that the responsible individual may be notified of the situation.

Adopted:

Canton Bullying Prevention and Intervention Policy

LEADERSHIP EXPECTATIONS

Canton Public Schools recognizes that Leadership at every level will play a critical role in developing and implementing the Bullying Prevention and Intervention Plan and Policy (BPIP) in the context of whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another while promoting the understanding of, and respect for, diversity and difference. The Canton Community recognizes and embraces the notion that leadership can and will emanate from our School Committee, administration, staff, student body, and community members. However, Canton's educational leaders will be responsible for setting priorities and for staying up-to-date with current research on strategies to prevent and effectively respond to bullying.

Public involvement in developing the Plan

In compliance with M.G.L. c. 71, § 37O, the Canton Bully Prevention Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians (2010) and Act of 2014.

Adopted: _____