

Canton School Committee
Canton, MA

January 5, 2017	7:00 Open Session	Canton High School Distance Learning Lab
-----------------	-------------------	---

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 December 15, 2016
2. Approve Bill Schedule dated January 12, 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. FY17 Full Day Kindergarten: Barry Nectow will present the town's allocation for Full day Kindergarten and current expenses for FY17.

G. New Business

1. Rodman Early Childhood Tuition: Donna Kilday, will present the recommendation for FY18 Rodman Early Childhood Center tuition and will be seeking a vote on this matter.
2. 2016 High School MCAS: As a continuation of the review of student learning data, Principal Folan will present the 2016 results

and action steps for this year. The other school principals will be presenting in subsequent meetings.

3. Superintendent's Proposed FY18 Budget Presentation: Dr. Fischer-Mueller will present the FY18 Budget Recommendations to the School Committee.
 4. CHARMS: Dr. Fischer-Mueller will present a proposed amendment to the CHARMS Collaborative agreement for a vote by the School Committee regarding distribution of surplus funds following the dissolution of CHARMS.
 5. Substitute Teachers 2016/17: Assistant Superintendent, Jennifer Henderson, will provide an overview of data regarding the use of substitutes so far in the present school year and actions taken to address the issues regarding substitutes.
- H. Business Manager's Report: Barry Nectow will provide an update on business items.
- I. Sub-Committee Reports
1. TEC- Dr. Fischer-Mueller/John Bonnanzio
 2. CPC – Reuki Schutt
 3. BRC- Michael Loughran
 4. Wellness- Meg Gannon
 5. Finance – Reuki Schutt/Meg Gannon
 6. Policy – Kristin Mirliani
- J. Future Business – Next Meeting Thursday, January 19, 2017
- K. Other Business
- L. Adjournment

	A	B	C	E	F	G
1	FY18 Canton Public Schools					
2	Superintendent's Budget Request - Summary					
3						
4						
5						
6						
7	FY17 Operating Budget				\$38,572,710	
8	Return to Town in FY17				(\$62,986)	
9	Reduction from One-Time Funds				<u>(\$432,014)</u>	
10	FY17 Operating Budget				\$38,077,710	

	A	B	C	D	E
1	Full Day Kindergarten Budget				
2					
3					
4			Actual - FY16	Projected - FY17	Projected - FY17
5				TM	AS of 12-01-2016
6	Hansen		69	0	96
7	Luce		97	0	83
8	JFK		63	0	62
9	Enrollment (10-1-2016)		229	233	241
10	# Of FDK Classrooms		11	12	12
11	Average Class Size		20.8	19.4	20.1
12					
13	Expenses				
14	Classroom Teachers		\$859,772	\$941,466	\$946,263
15	Spec. Education Teachers		\$190,894	\$195,666	\$120,387
16	Ed. Asst.		\$141,480	\$243,526	\$288,636
17	ABA Tutors		\$50,482	\$51,744	\$128,705
18	Kindergarten Tutors		\$51,000	\$51,000	\$0
19	Sub Total - Staff		\$1,293,628	\$1,483,402	\$1,483,991
20					
21	Materials		\$17,475	\$17,475	\$17,475
22	Mid-Day Bus		\$40,725	-\$40,275	
23	Additional Bus			\$60,000	
24	FF & E		\$5,825	\$5,825	\$5,825
25	Sub Total - Other Expense		\$64,025	\$43,025	\$23,300
26					
27	Total Expense		\$1,357,653	\$1,526,427	\$1,507,291
28					
29					
30	Revenue				
31					
32	Current Operating Budget Funds		\$691,654	\$655,427	\$687,292
33	One Time Funds From Town			\$495,000	\$432,014
34	Kindergarten Grant		\$51,000	\$51,000	\$0
35	94-142 Grant		\$200,000	\$200,000	\$200,000
36	Revolving		\$415,000	\$125,000	\$187,986
37					
38	Total Revenue		\$1,357,654	\$1,526,427	\$1,507,292
39					
40	Surplus?(Shortfall)		\$1	\$0	\$0

CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller
Superintendent of Schools



Debra L. Bromfield
Director of Student Services

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

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

Barry S. Nectow
School Business Administrator

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

DRAFT

December 30, 2016

FY18 SUPERINTENDENT'S BUDGET MESSAGE

The School Committee approved FY18 Budget Guidelines which are based on the Canton Public Schools vision, core values, and district goals, providing a framework for the development of the Superintendent's recommendations outlined in this document.

FY18 Budget Guidelines

1. Continue the high quality of current programs and practices.
2. Maintain conditions necessary to support high quality programs.
3. Provide quality supports so that every educational opportunity is a true opportunity for every student.
4. Strengthen programs across all areas – academic, social, and emotional – in order to maintain and advance high achievement for all students.
5. Support the recruitment, hiring, and retention of quality professionals and staff, across all roles.
6. Meet legal mandates and implement strategically to enhance effectiveness and secure sustainability.

My first six months have included a very structured entry plan process, which I shared with the School Committee in a memo dated August 17, 2016. The purpose of an entry plan is to come to know the Canton schools and the community well and quickly, while initiating critically important relationships among staff, parents, and leaders in the school system and the community.

The entry plan process included four parent forums, six staff forums and an online survey of multiple stakeholders (n = 426), all generating rich information about the school district's strengths and areas in need of improvement. The major themes for strengths of the school system were shared similarly among parents and the faculty/staff respondents, with minor differences in the percents.

Strengths

Faculty/Staff and Parent Responses

- Faculty/Staff
- Community
- Academics
- Family Involvement
- Extracurricular Opportunities
- Town and School Diversity

Areas in need of improvement from the online survey, specifically among parents and faculty/staff are listed below.

Areas in Need of Improvement

Parent Responses

- Meeting the Needs of All Students
- Class Size
- Communication
- Facilities

Faculty/Staff

- Meeting the Needs of All Students define each title
- Professional Development/Collaboration
- Student Services/Special Education
- Communication

The FY18 Superintendent's Budget Recommendations outline a one-year plan based on the Canton Public School district vision, core values and goals, and information gathered within my first six months in the district (with the understanding that a longer-term plan for the school system is in development). The FY18 budget includes the following areas of focus:

Maintaining effective and high quality programs and practices

- Full day kindergarten
- Course and program offerings

Maintaining conditions that support effective teaching and learning

- Class size guidelines
- Classroom materials and supplies

Supporting educators to meet the needs of all learners

- Creating time for collaboration, while preserving teacher-time in the classroom
- Providing professional development for administrators and teacher leaders on facilitating collaboration and adult learning
- Expanding internal professional development offerings of Canton educators' effective and innovative practices
- Providing appropriate teaching and learning resources
- Providing support for creative curriculum design and inclusive classroom practices
- Launching pilot programs to enhance students' experiences

Strengthening our substitute teacher resources, practices and processes

Expanding opportunities for all students in school and beyond

Expanding communications within schools about teaching and learning and with the larger community on the effectiveness of Canton Public Schools

FY 18 Budget Creation

The creation of the FY18 budget reflects the requests from principals and district leaders; the School Committee's approved FY18 Budget Guidelines; the district's vision, core values and goals; entry plan data; and, deliberations among the central office administration.

The FY17 operating budget served as the baseline for the creation of current budget recommendations. Determining FY17 operating budget baseline required decisions regarding the funding of free-full day kindergarten. Last spring, the school department was provided funds necessary to fully implement free-full day kindergarten in FY17. It was understood that the \$495,000 was a one-time allocation from the Town. Therefore, this sum of money was subtracted from the FY17 operating budget of \$38,572,710, establishing \$38,077,710 as the baseline budget moving forward into FY18.

Using the above figure as the FY17 baseline, the proposed FY18 Superintendent's budget was created. The spreadsheet (Section 3-1) is organized around the following headings:

- 1) **Contractual Obligations** – *The expenses required to roll forward all the existing FY17 FTEs, as defined within Collective Bargaining Agreements and Personal Service Contracts.*
- 2) **Staff Reductions** – *The reduction of FTEs moving in to FY18 due to one-year agreements, reconfigurations, and/or positions cut from the budget.*
- 3) **Priority – Level I** – *The items of greatest importance that will maintain the current quality of programs and services and provide what is needed to strengthen and improve students' experiences.*
 - a) *Maintenance of Quality - FTEs and Supplies and Services*
 - b) *Quality Enhancements - FTEs and Supplies and Services*
- 4) **Priority – Level II** – *Enhancements that will further strengthen the quality of our students' experiences.*

Details of the FY18 Budget Recommendations

Contractual Obligations – *The expenses required to roll forward all the existing FY17 FTEs, as defined within Collective Bargaining Agreements and Personal Service Contracts.*

In 2014 – 2015, three-year contracts were negotiated across the five (5) bargaining units in the school department, including the Canton Teachers Association, Canton Public Schools Administrative Assistants' Association, Canton Schools Custodian/Maintenance Union, Canton Teachers Association (Unit E) and Canton Schools Cafeteria Union. This is the third and final year of each of these contracts. A two percent (2%) increase was negotiated for FY18. Contractual obligations of the five (5) collective bargaining units totals \$1,262,658. Personal service contract increases include \$106,195, for a total of \$1,368,853.

Funding for full day kindergarten totals \$432,014. **The total of our contractual obligations, including full day kindergarten, for FY18 is \$1,800,846.**

Staff Reductions – *The FTEs reduced moving in to FY18 due to one-year agreements, reconfigurations, and/or positions cut from the budget.*

A total of 6.0 FTEs are being reduced for FY18, totaling \$390,547. Details are forthcoming.

Priority – Level I – *The items of greatest importance that will maintain the current quality of programs and services and provide what is needed to strengthen and improve students' experiences.*

Maintenance of Quality – Maintaining high quality programs and services is a top priority. A total of 7.6 FTEs at \$492,916 is required to give the high school and middle school principals the personnel to manage the master schedules and control class sizes. In addition, one elementary teacher is needed at the Luce School (1.0 FTE) to bring the 5th grade classrooms within the class size guidelines. The addition of a 1.0 FTE Board Certified Behavior Analyst (BCBA) and a 1.0 Speech Language Pathologist Assistant (SLPA) will provide services for students with special education needs. Additional days need to be added to our current 1.0 FTE District-wide Nurse Leader contract, in order to complete all the administrative tasks in a timely fashion.

The total maintenance of quality FTEs is \$492,916.

Additional **supplies and services** are also needed to maintain the current quality of programs being provided. This includes textbooks for Anatomy and Physiology at CHS (\$16,960) the projected contractual increase for bus transportation at \$100,000, and material for special education in the form of accessible books (\$5,660) and testing kits (\$10,000), for a **total of \$132,620.**

Quality Enhancements – There are budget implications tied to continuous improvement and our quest for excellence. This includes personnel and supplies and services.

A total of 6.2 FTEs are requested for advancement in our elementary schools. The theory of action is simple – if you give elementary teachers regular time in their school day to share best practices and creative instructional strategies, review student work and evidence of learning, and talk about various student learning needs, then teachers will be better able to meet the needs of all students.

We will adjust the master schedule to provide a weekly 60-90 minute block for grade level teacher teams to collaborate. This block will be created through the addition of a **1.0 FTE for specialists** (as needed) and **1.2 FTEs for building aides** to assist with duties.

Teachers must be given time for and the message that professional judgement and creativity are not only desired, but required for excellence in teaching. However, without communication through the grades and across the schools, the equity of high expectations for all students and the efficacy of implementation of curriculum (*enVisionsMath* and *Journeys*).

Giving teachers the time and spreading the message that professional judgement and creativity are not only desired, but required, has tremendous benefits. There are also potential unintended consequences that we need to guard against. Meaning specifically, without communication through the grades and across the schools, the equity of high expectations for all students that has been established through the implementation of *enVisionsMATH* program and *Journeys* literacy program will lead to vastly different experiences for students. Evidence of this variation would become apparent as all Canton elementary students enter 6th grade at the Galvin Middle School. While we want to support the unique culture of each elementary school, we want to guard against individuality developed as the result of not sharing innovative practices that lead to advances in student learning.

Giving teachers time to collaborate is essential; giving them additional support for the collaboration is also critical. The **three teachers (3.0 FTEs)** requested in the budget is a creative strategy to support teachers' collaboration. These **teacher-partners** will work in each of the elementary schools and share their work across the three elementary schools. Within their own school, the teacher-partners will provide classroom teachers, K-5, with supplemental information they request. For example, if the 4th grade team is wondering how their students scored on last year's benchmark tests in one particular skill as they prepare for a new unit, and how that compared to their MCAS scores, the teacher-partner will have the skills and time to retrieve that information and prepare it for the teachers in a user-friendly fashion.

Teachers value the opportunity to learn from each other. One strategy to share their practice is observing each other. The teacher-partner will be very helpful in arranging observations like this and covering the classes to allow for the peer observation without the loss of a professional educator to carry out the planned lesson.

Teachers often speak of not having enough time with students. Every minute is important and when a teacher needs to be out of the classroom (e.g., sick day, personal day, etc.), we want the most qualified substitutes following an ambitious lesson plan and teaching the students as the teacher planned. The teacher-partner in each school will support the substitute teacher process in a variety of ways, including, for example reviewing the lesson plan with the leaving teacher prior to the teacher's absence, then sharing that information with the substitute; checking in with the substitute during the day and at the end of the day, then briefing the teacher upon return. By simply following up with the sub during the day and giving the returning teacher a brief overview of the previous day will help maintain the high standard of instruction we strive for and maximize students' time in school.

There are a variety of additional responsibilities to be defined for the teacher-partners, including, for example: vetting technology apps with the technology teachers, providing demo lessons in science, visiting other Canton elementary schools to observe another teacher, analyzing student learning data in depth and passing along new insights, supporting new teachers and mentors in identifying colleagues for the new teacher to observe, initiating the development of student learning portfolios and a host of school-specific tasks to advance the learning of all adults in the school.

The work of the three teacher-partners will be maximized with the **Director of Elementary Curriculum and Instruction (1.0 FTE)**. This new administrative position will address multiple needs for the elementary schools and the school system. For the elementary schools, the Director of Elementary Curriculum and Instruction will support the advancement of the new science standards and the developing curriculum units; oversee the next phases of program implementation for *enVisions* and *Journeys*; promote the development of Project Based Learning as an effective strategy to enhance student engagement and learning; support the learning and identification of appropriate inclusive classroom practices; identify, plan and help facilitate professional development provided by Canton teachers, specifically for elementary grade levels; and work individually and collaboratively with the elementary principals to advance their work as instructional leaders.

All together, this unique elementary school plan will support teachers' need for more ongoing collaboration and job-embedded professional development without being out of the classroom and, therefore, not expending funds for substitutes and disrupting students' regular school day; improve communication within and across the elementary schools; advance the use of multiple forms of data; and promote creativity and innovation. And finally, this plan addresses needs within central office.

As clearly described in the Human Resources Tasks and Functions Audit completed by Ray Schertlif, public school HR expert and consultant, the Canton Public Schools central office has significant needs with issues relating to Human Resources (HR). The needs of public school HR departments have expanded over the recent years during this time of multiple state mandates and initiatives from the Department of Elementary and Secondary Education (DESE). Our HR needs extend well beyond the services provided by the Director of HR (a position shared among the school department and other municipal departments). The Director of Elementary Curriculum and Instruction will provide leadership essential to advancing teaching and learning in the elementary schools, while allowing the current Assistant Superintendent time to continue to address the oversight of preK - 12 teaching and learning as well as many of the needed HR functions and tasks. Collectively, this recommendation **includes 6.2 FTEs at \$418,608**.

The other **enhancement** recommended in this budget includes the **increase of .4 FTE (\$35,166)** in math teaching at Canton High School. This is not an increase in the overall FTEs within the math department. Instead, this represents the high school **Dean of Students becoming a full-time administrator**. This change allows the current Dean of Students to be available throughout the school day to meet the demands of the position, be more proactive in addressing student needs, and support the high school principal as a member of his administrative team.

In total, this budget requests **6.6 FTEs at \$453,774 for staffing quality enhancements**.

There are also funds of **\$128,700 requested for quality enhancements** in supplies and services. Included in this request are funds for **professional development (\$40,000)**, and an increase in the daily **rate for substitutes**

(\$50,000), consulting services and software for a district-level data tracking system (\$30,000) and software to better secure our cloud-based storage system (\$8,700).

The professional development (PD) funds address multiple areas in need of improvement, including teachers participation in Advanced Placement seminars offered by the College Board; consultation and training in facilitation, collaboration adult learning across all the schools and in central office; targeted PD as requested by teachers in specific content areas (i.e. science); and, supporting a pilot program at Galvin Middle School (GMS).

The GMS pilot program will aggressively step into the multiple middle school initiatives currently underway, including: developmentally appropriate emphasis on social emotional learning; rigorous, relevant and interdisciplinary curriculum and unit design; and, inclusive instructional practices focusing on high expectations for all students. We are proposing this smaller pilot team of staff to provide students with an experiential approach to learning and give the middle school staff an opportunity to learn from their colleagues.

In total, \$582,474 is recommended for quality enhancements.

All of our highest priorities within Level I total of \$1,208,010.

Priority – Level II – *Enhancements that will further strengthen the quality of students' experiences.*

Items categorized as **Level II total \$189,288** (line 166) and are divided across the schools, programs, and the district.

This budget includes **\$5,000 to support Unified Sports** (lines 100 and 101) at Canton High School. As described by Special Olympics, "Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding." Last spring, Track and Field was CHS's first experience with Unified Sport. Given the success of the track and field team, the high school expanded their involvement in Unified Sports with a basketball team this winter. Unified sports is a program that represents our commitment to the core values of an Inclusive and Engaged Community and Respectful and Responsible Relationships. The funds for the two teams will support a stipend for the coaches and transportation expenses.

In addition, **\$10,000 for uniforms at CHS** (line 99) is included to support a replacement cycle for the uniforms previously provided by our long-time partner Reebok, who recently announced they are leaving Canton. We are very grateful for Reebok's generous support over the past years.

We are also grateful for the support from the CHS Boosters Club. In the past few years, the Boosters have supported our expenses for sports' teams **transportation**. It is our hope to reduce the current \$15,000 a year from the Boosters by **\$5,000** (line 102), so that these funds are used to advance the mission of the Boosters.

Similarly, this budget proposes an addition of **\$25,000 for elementary classroom supplies and materials**. As with the Boosters, the elementary schools' CAPTs (Canton Association of Parents and Teachers) have supported the CPS operating budget by reimbursing classroom teachers for the expenses to outfit their rooms. We are establishing a common standard for provisioning elementary classrooms and supporting this expense within the school district's operating budget, allowing the CAPTs' funds to be targeted to enhancement programs and special events, not general expenses from the operating budget.

As well, we are proposing **\$2,500** be allocated to **GMS athletics** (line 111), with the intention of starting to generate a middle school athletics program funded within the school district's operating budget.

We are very aware of multiple scholarships and grants to support students and families economically disadvantaged. As helpful as these donations are, they do not fully provide the support needed for students whose

families qualify for Free and Reduced Lunch to participate in school-sponsored events and programs. This budget includes **\$25,000** (line 125 - Student Activities) to supplement the grants provided by CAPTs and other funders, so that opportunities provided to students are true **opportunities for every student**.

Additional materials and supplies are needed across multiple programs in the schools and across the district, including: the **TV Studio** at CHS at **\$4,900** (line 137); the **Visual Arts** program across the five schools at **\$1,904** (lines 138 - 142); **Performing Arts** program at **\$8,389** (line 148) and funds to repair musical instruments at **\$4,500** (line 149); and **Informational Technology** at **\$15,000** (line 159).

In addition to materials and supplies, support for the **Information Technology** department includes funds for **software licenses** at **\$13,015** (line 160) and new software, Netop Vision Classroom Management, at **\$4,080** (line 161). This software allows teachers to view students' Chromebook screens, supporting the teachers' management of students' use of the devices in the classroom.

An additional **\$25,000** is requested to enhance **Professional Development** (line 126). These funds would allow us to offer the same learning experiences already targeted in Level I to more educators, thus increasing the pace of learning and improvement in areas like technology and inclusive classroom practices.

And finally, funds are requested to purchase and implement **software** supporting our management of multiple school department operations within **Human Resources** at **\$30,000** (line 124). For example, this software would allow us to move away from processing Personal Days with paper forms that are shuffled through multiple departments for supervisors' signatures, to more effective and efficient digital communication and record keeping.

Level II requests total \$189,288 (line 166).

Conclusion

In order to advance student learning in the Canton Public Schools, we need to create the conditions in our schools that preserve the instructional core - students in classrooms with highly skilled teachers engaging in rigorous, relevant and engaging curriculum that builds on students' experiences, preK - 12.

This budget seeks to create, sustain and enhance these conditions in all learning spaces (within and beyond "the classroom") with the necessary personnel (FTEs) in quantity (addressing class sizes and course offerings) and specific roles and programs (full day kindergarten and student services); an elementary master schedule that provides regularly scheduled time for collaboration; ongoing differentiated professional development that addresses the heterogeneity of our staff and areas of identified need; and an array of quality and contemporary materials and supplies for teaching and learning.

The school department functions with teaching and learning at the center of our mission. This budget seeks to advance the efficiency and effectiveness of administration and the operations/business elements of the school district, both with personnel and software.

The development of the FY18 operating budget started with a reduction of the one-time funding for full day kindergarten (\$495,000) from the FY17 operating budget; a 1.2% cut yielding an FY17 baseline budget of \$38,077,710.

In addition, prior to generating requests for additional funds, there is a proposed reduction of 6.0 FTEs (\$3,890,547).

The FY18 requests include:

- Integrating full day kindergarten (\$432,014) and other contractual obligations (\$1,368,853), making up 4.73% of the overall request.

- Maintaining the strengths of the CPS with a request for FTEs, supplies and services, totaling \$625,536, or a 1.64% increase.
- Addressing areas in need of improvement and enhancing our preK-12 school system with a request of \$582,474, representing a 1.53% increase.
- Further enhancing programs and services with an additional \$189,288, representing a .5% increase.

In total, the proposed budget for FY18 represents an increase of \$2,807,618, a 7.38% increase over FY17.

DRAFT

CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller
Superintendent of Schools



Debra L. Bromfield
Director of Student Services

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

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

Barry S. Nectow
School Business Administrator

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

January 5, 2016

To: Canton School Committee
From: Dr. Fischer-Mueller, Superintendent
RE: Charms Collaborative Agreement Amendment

As you'll recall, at the School Committee meeting on October 6, 2016, you voted to support the dissolution of the Charms Collaborative. Subsequently, I committed to providing you with updates on the process.

At this time, the process of dissolution of the Charms Collaborative is proceeding as planned. Success of this process is due in large part to the guidance provided by the Department of Secondary and Elementary Education's liaison; Paulajo Gaines, of the Department of District and School Finance; and the Charms Executive Director, Rosalie O'Connell.

Every Charms Board meeting has included a detailed review of the FY17 budget. In October 2016, the Board discussed the surplus funds that were projected and the language in the Charms Collaborative Agreement for the distribution of such funds. After receiving requested input and guidance, the Charms Collaborative Board of Directors voted on December 7, 2016 to amend the Charms Collaborative Agreement.

The proposed amended change is in Section XI, G-6 that outlines the distribution of surplus funds to the member districts.

Previous Version:

Distribute surplus funds or capital reserve funds to the Member Districts on a pro rata basis. Prorated basis for the distribution of these funds will be determined by the Member District's percentage of fiscal participation from the previous year.

Proposed Amended version:

Distribute surplus funds or capital reserve funds to the five Member Districts equally once liabilities have been met.

The proposed amendment change now requires each member district's school committee to vote to accept the Charms Collaborative Agreement Amendment. Once the vote is taken, the School Committee Chair will sign a document indicating that the vote was taken and approved. I will submit the signed document and a copy of the approved meeting minutes to the Executive Director of Charms Collaborative, for submission to DESE for approval by Commissioner Chester.

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

Memorandum

To: Jennifer Fischer-Mueller, Superintendent
Barry Nectow, School Business Administrator

From: Jennifer Henderson, Asst. Superintendent for Curriculum and Instruction

Re: Analysis of Need for Substitute Educator Pay Rate

Date: December 28, 2016

Each day, a number of educators (including ABAs and Ed Assistants) call in for reasons which include illness, personal days, professional days or school business. Attachments A1-4 show the percentage of "Unable to Fill" for each day from the start of the school year to December 23rd.

A summary of those attachments is outlined below:

Month	Average # of Daily Subs Requested	Average # of Daily Unable to Fill	Average Percentage Unable to Fill
September 2016	30.16	3.68	12%
October 2016	54.80	14.80	27%
November 2016	49.00	10.22	21%
December 2016	51.35	11.65	23%

In October, when we began to experience, on a number of occasions, more than typical "unable to fill" daily vacancies (educator days taken for illness, personal days, professional development days or school business), we implemented reactive measures. The immediate "daily emergency" response to these "unable to fills" was the following:

- More students at the high school were sent to "studies"
- Education Assistants and ABAs were pulled from their assigned responsibilities for alternative classroom assignments
- Teachers at all levels were asked to cover their own prep periods (for pay)
- Central office administrators and principals covered classes (at preschool and other levels)

Most of the above solutions were neither adequate nor appropriate, and we began addressing the lack of substitute coverage issues in other ways.

First, we increased advertising for substitute educators by placing ads more frequently and using alternative publications/media for advertisements. Over the fall, fifteen new subs were added, bringing our work force to 85 active subs. However, it should be noted that of those 85, many of the substitutes will work in either primary only, or secondary only, so there are not 85 available for all placement needs each day. Additionally, some substitutes choose certain schools to work in due to start and end times, and some do not want to work on Fridays.

Our other strategies for coverage issues included:

1. Having teachers cover preps of other teachers for pay (at the secondary level)
2. Using other staff (math and reading specialists) for coverage at the elementary level
3. Planning further ahead when groups of teachers had requested PD days or data days, e.g. plan a larger group activity/lesson that could be handled by other like-content, grade level teachers or administrators
4. Eliminating all professional development options for Fridays (a day most frequently taken off by teachers further adding to our sub coverage issues); decreasing the number of educators who could attend the every other month vertical alignment Professional Learning Community by offering an alternative day for smaller groups.

The following data for Sept. – December 2016 was used in supporting #4 above:

Day of Week	Avg. # of teachers out/substitutes requested	Avg. # of positions filled by subs	Avg. percent positions filled
Monday	43.77	36.61	86.27%
Tuesday	40.43	33.57	84.74%
Wednesday	44.36	32.93	77.04%
Thursday	52.00	39.93	79.67%
Friday	59.38	41.85	72.85%

5. We also discontinued the practice of moving Ed Assistants or ABA tutors to classes for coverage purposes at times when they were already assigned to support a student(s)

Also considered in our investigation of substitute educator coverage issues was the rate of pay for substitutes. A market analysis was conducted (see below), revealing that Canton was neither the highest nor lowest in our survey area for certified daily rates. Further inquiry revealed that all districts were having difficulty employing substitute educators, including those districts paying the highest rates. It must also be noted that the Massachusetts state unemployment rate right now is at a very low 2.9%, a difficult time for hiring in general.

District	Daily Rate for Certified Substitute Educator
Norwood	\$65 per day, bumped to \$80 per day after 91 days
Stoughton	\$75.00 per day
Randolph	\$80 per day
Walpole	\$80 per day
Dedham	\$80 per day; \$90 per day after 10 days accumulated
Canton	\$81 per day
Foxboro	\$90 per day; \$95 after 15 days accumulated
Westwood	\$93-104 based on number of accumulated days worked
Needham	\$98.20 per day
Wellesley	\$101.8 (up to 50 days); to \$145.49 (day 201+)

Given where we are currently positioned for daily rates, and that all other districts are also reporting hiring issues, a rate increase at this time would yield little in terms of increasing our workforce of substitute educators.

However, as noted in the proposed FY18 budget, funding has been proposed to support creative strategies to secure more subs including possibly a rate increase in September 2017, should data support that decision. In the meantime, we will continue to implement the following:

1. No Friday PD for the remainder of the year.
2. Planning ahead for PD hours that might occur during the daytime including notifying teachers in advance of all PD days so that no other business days or outside PD days are requested.
3. Decrease the number of participants in Vertical Alignment on Thursdays every other month with others attending on alternate days.
4. Fully utilize teacher volunteers for coverage of preps at the secondary level.
5. Re-assess all data at the end of the year including:
 - a market analysis regarding daily rates
 - a survey of neighboring districts regarding their ability to hire
 - determine any changes in LOA patterns
6. Investigate implementing an automate substitute assignment system.

Attachment A-1

September 2016

Date	Day of the Week	Total # subs	Total # Unable to Fill	Percentage of Unable to Fill	PD Activity?
9/6 T		5	0	0.00%	
9/7 W		15	1	6.67%	
9/8 TH		17	2	11.76%	
9/9 F		22	1	4.55%	
9/12 M		24	1	4.17%	
9/13 T		21	1	4.76%	
9/14 W		27	1	3.70%	
9/15 TH		27	0	0.00%	
9/16 F		29	4	13.79%	
9/19 M		36	1	2.78%	
9/20 T		28	1	3.57%	
9/21 W		29	3	10.34%	
9/22 TH		31	3	9.68%	
9/23 F		80	33	41.25%	Skillful Teacher and I
9/26 M		41	5	12.20%	
9/27 T		25	0	0.00%	
9/28 W		32	0	0.00%	
9/29 TH		33	4	12.12%	
9/30 F		51	9	17.65%	

Avg. Daily subs: 30.16 Avg. Unable to Fill: 3.68

Attachment A-2

October 2016

Date	Day of Week	Total # subs	Total # Unable to Fill	Percentage of Unable to Fill	PD Activity?
10/3 M					No school - Roah Hashanah
10/4 T		39	9	23.08%	
10/5 W		39	12	30.77%	
10/6 TH		38	5	13.16%	
10/7 F		60	12	20.00%	
10/10 M					Columbus Day Weekend
10/11 T		54	7	12.96%	No school - Columbus Day
10/12 W					No school - Yom Kippur
10/13 TH		73	16	21.92%	Vertical Alignment - modified numbers
10/14 F		47	14	29.79%	
10/17 M		66	21	31.82%	Math PLC
10/18 T		39	7	17.95%	
10/19 W		85	38	44.71%	Math PLC
10/20 TH		83	36	43.37%	Math PLC
10/21 F		85	36	42.35%	Skills Teacher and Friday
10/24 M		38	2	5.26%	
10/25 T		48	12	25.00%	
10/26 W		39	5	12.82%	
10/27 TH		58	16	27.59%	
10/28 F		62	12	19.35%	
10/31 M		36	5	13.89%	
Average Subs: 54.8 Average Unable to Fill: 14.8					
				987	47
					54.83333333
				267	12.71428571
					14.83333333

Attachment A-3

November 2016

Date	Day of Week	Total # subs	Total # Unable to Fill	Percentage of Unable to Fill	PD Activity?
11/1 T		35	6	17.14%	
11/2 W		52	11	21.15%	
11/3 TH		67	18	26.87%	Project Based Learning
11/4 F		84	31	36.90%	Project Based Learning (and Friday)
11/7 M		37	2	5.41%	
11/8 T					No school - Election Day
11/9 W		55	11	20.00%	
11/10 TH		57	13	22.81%	
11/11					Veterans Day
11/14 M		50	9	18.00%	
11/15 T		44	6	13.64%	
11/16 W		39	6	15.38%	
11/17 TH		37	4	10.81%	
11/18 F		57	18	31.58%	Friday no PD
11/21 M		33	3	9.09%	
11/22 T		50	7	14.00%	
11/23 W		33	5	15.15%	
11/24 and 11/25					Thanksgiving
11/28/2016 M		61	13	21.31%	
11/29 T		48	12	25.00%	
11/30 W		46	9	19.57%	
Average Subs: 49		Avg. Unable to Fill: 10.22			

882 40.09090909
49

184 8.363636364
10.22222222

December 2016

Attachment A - 4

Date	Day of the Week	Total # subs	Total # Unable to Fill	Percentage of Unable to Fill	PD Activity?
12/1 TH		40	6	0.15	
12/2 F		41	18	25.35% Data Teams	
12/3 M		64	17	26.56% Data Teams	
12/4 TH		46	11	23.91%	
12/5 F		55	15	27.27%	
12/6 TH		58	8	13.79%	
12/7 F		72	26	36.11%	Friday
12/8 M		48	12	25.00%	Monday - high LOA day no PD
12/9 TH		43	8	18.60%	
12/10 F		44	6	13.64%	
12/11 M		88	29	32.95% Vertical Alignment	
12/12 TH		56	13	23.21%	
12/13 F		35	0	0.00%	
12/14 M		46	9	19.57%	
12/15 TH		46	7	15.22%	
12/16 F		38	11	28.95%	No PD - high request day
12/17 M		23	2	8.70%	

Avg. Daily Subs: 51.35 Avg. Unable to Fill: 11.65

873 51.35294118

198 11.64705882

Attachment B

# of substitutes requested	Date	# of subs filled	% filled on Monday	# of substitutes requested	Date	# of subs filled	% filled on Tuesday	# of substitutes requested	Date	# of subs filled	% filled on Wednesday	# of substitutes requested	Date	# of subs filled	% filled on Thursday	# of substitutes requested	Date	# of subs filled	% filled on Friday
24	9/12/2016	23	95.83%	5	9/6/2016	5	100.00%	15	9/7/2016	14	93.33%	17	9/8/2016	15	100.00%	22	9/8/2016	21	95.45%
36	9/12/2016	35	97.22%	21	9/13/2016	20	95.24%	27	9/14/2016	26	96.30%	27	9/15/2016	27	100.00%	28	9/15/2016	26	92.86%
41	9/26/2016	36	87.80%	26	9/20/2016	27	100.00%	28	9/21/2016	28	100.00%	31	9/22/2016	28	90.32%	60	9/23/2016	47	78.33%
				39	9/27/2016	25	64.10%	32	9/28/2016	32	100.00%	33	9/29/2016	29	87.88%	61	9/30/2016	42	68.85%
				39	10/4/2016	30	76.92%	39	10/5/2016	27	69.23%	39	10/6/2016	33	84.62%	60	10/7/2016	48	80.00%
				54	10/11/2016	47	87.04%	54	10/12/2016	47	87.04%	73	10/13/2016	57	78.09%	47	10/14/2016	33	70.21%
86	10/17/2016	43	50.00%	39	10/18/2016	32	82.05%	85	10/19/2016	47	55.29%	83	10/20/2016	47	56.63%	83	10/21/2016	47	56.63%
38	10/24/2016	36	94.74%	48	10/25/2016	36	75.00%	38	10/26/2016	3	7.89%	56	10/27/2016	42	72.41%	82	10/28/2016	50	60.98%
36	10/31/2016	31	86.11%	35	11/1/2016	29	82.86%	52	11/2/2016	41	78.85%	57	11/3/2016	44	77.19%	81	11/4/2016	50	61.73%
37	11/7/2016	35	94.59%	44	11/8/2016	38	86.36%	55	11/9/2016	44	80.00%	37	11/10/2016	33	89.19%	57	11/11/2016	39	68.42%
90	11/14/2016	41	45.56%	50	11/15/2016	43	86.00%	33	11/16/2016	33	84.85%	40	11/17/2016	34	85.00%	71	11/18/2016	53	74.65%
33	11/21/2016	30	90.91%	48	11/22/2016	36	75.00%	33	11/23/2016	28	84.85%	56	11/24/2016	50	89.29%	72	11/25/2016	46	63.89%
61	11/28/2016	48	78.69%	46	11/29/2016	35	76.09%	55	11/30/2016	40	72.73%	86	12/1/2016	59	67.67%	56	12/2/2016	43	76.79%
64	12/5/2016	47	73.44%	43	12/6/2016	35	81.40%	44	12/7/2016	38	86.36%	38	12/8/2016	27	71.05%	23	12/9/2016	21	91.30%
48	12/12/2016	38	79.17%	46	12/13/2016	37	80.43%	46	12/14/2016	38	82.61%	52.00	12/22/2016	39.93	76.67%	59.38	12/23/2016	41.85	70.59%
35	12/19/2016	35	100.00%	46	12/20/2016	37	80.43%	46	12/21/2016	38	82.61%	52.00	12/22/2016	39.93	76.67%	59.38	12/23/2016	41.85	70.59%
43.77		36.51	84.37%	40.43		33.57	84.76%	44.58		32.83	77.00%	52.00		39.93	76.67%	59.38		41.85	72.59%

2016 Preschool Tuition Comparison-Community Preschools

Blue Hills Previous	Blue Hills Current	Canton Community K previous	Canton Community K current	Learning Circle previous	Learning Circle Current	Fountain of Grace Previous & current
8:30-11:30	same	9-1	same	a.m./p.m./extended day	same	7-5
2-4 mornings	2 mornings-6 hours per week \$1260 year	2-5 days	same	2-5 days	same	Various options
\$2115 - year	4mornings 12 hours per week \$2160 year	\$3310-year (5 days)	No current info available		Data unavailable	
\$211 month		\$331 month				\$250-week

Area Integrated Preschools Yearly Tuition

	Canton current (9-2)	Canton 2% increase	Canton 3% increase	Walpole	Norwood	Stoughton (full day-6 hours)
2 day 10 hours per week	\$2460	\$2509	\$2534	N/A	2 half days-\$2250 (\$200 increase from last year)	\$3000 (this is a 12 hour week as opposed to our 10 hour week)
3 day 15 hours per week	\$3690	\$3764	\$3800	N/A	3 half days-\$2850 (\$200 increase from last year)	\$4200 (increase of \$300 from previous year)
4 day 20 hours per week	\$4920	\$5018	\$5068	20 hour comparable option-\$2646 (no increase noted)	\$5400 (\$200 increase from last year)	N/A
5 day 25 hours per week	\$6150	\$6273	\$6335	9-2 option-\$4578 (no increase)	N/A	No longer offered