School Committee Approval

1. The model for reopening schools September 2020
2. Preliminary Reopening Plan to Commissioner, July 31;
3. Comprehensive Plan to Commissioner, August 10

Continuum of fall reopening models

1. In-person learning with new safety requirements
   - All students return in person; classrooms, schedules, protocols modified to meet health requirements

2. Hybrid learning
   - Students learn both in-person and remotely

3. Remote learning
   - Learning takes place remotely
Continuum of fall reopening models

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   - Learning takes place remotely
Commitments

- Student and staff safety
- Equity and advancing excellence
- Rigorous, high quality teaching and learning
- Students’ authentic sense of belonging and joy

- Communication and collaboration with stakeholders
- Continuous improvement and reflection
- Adaptive and innovative approach
Models for Reopening

Continuum of fall reopening models

1. In-person learning with new safety requirements
   - All students return in person; classrooms, schedules, protocols modified to meet health requirements

2. Hybrid learning
   - Students learn both in-person and remotely

3. Remote learning
   - Learning takes place remotely

Return without restrictions

Students return in person and restrictions are lifted
### Model 1.1: Full return to in person school with 6’

<table>
<thead>
<tr>
<th>Social Distancing</th>
<th>6’ for students, 6’ for staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. Class Size</td>
<td>Elementary: 14, GMS and CHS: 16</td>
</tr>
<tr>
<td>Facility Impact</td>
<td>All spaces need to be re-organized to remove excess furniture and materials&lt;br&gt;Need 35 new teachers and classrooms at Elementary, GMS TBD, 19+ FTEs and additional classrooms/spaces at CHS</td>
</tr>
<tr>
<td>Personnel</td>
<td>Heavy staffing needs: Teachers, Counselors, Ed Assistants, Custodians, School Aides</td>
</tr>
<tr>
<td>Transportation</td>
<td>3 tiers of buses, 2 loops per tier (impacting start/end times)</td>
</tr>
<tr>
<td>Food Services</td>
<td>Students eat in classrooms, longer transition times for meal service due to social distancing requirements</td>
</tr>
</tbody>
</table>
# Model 1.2: Full return to in person school with 4.5’

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Distancing</td>
<td>4.5’ for students, 6’ for staff</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Elementary: 24, GMS and CHS: 24</td>
</tr>
</tbody>
</table>
| Facility Impact         | No additional classrooms needed  
                          | All spaces need to be re-organized to remove excess furniture and materials |
| Personnel               | Moderate staffing needs: Counselors, Ed. Assistants, Custodians, School Aides |
| Transportation          | 3 tiers of buses, 2 loops per tier (impacting start/end times) |
| Food Services           | Additional space needed to ensure 6’ without masks while eating, longer transition times for meal service due to social distancing requirements |
# Model 2: Hybrid 50/50

<table>
<thead>
<tr>
<th>Social Distancing</th>
<th>6’ for students, 6’ for staff</th>
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</thead>
<tbody>
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<td>Avg. Class Size</td>
<td>Elementary: 14, GMS and CHS: 16</td>
</tr>
</tbody>
</table>
| Facility Impact   | No additional classrooms needed  
                               All spaces need to be re-organized to remove excess furniture and materials |
| Personnel         | Less than All-In staffing needs: Custodians, Ed. Assistants and School Aides |
| Transportation    | Traditional busing model of 3 tiers of buses, 1 loop per tier |
| Food Services     | Students eat in the classroom  
                               Some students at home will receive meal delivery  
                               Impact on food service budget |
## Hybrid 50/50 Model Options

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<tbody>
<tr>
<td><strong>In-School</strong></td>
<td>A</td>
<td>B</td>
<td>-</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td><strong>At-Home</strong></td>
<td>B</td>
<td>A</td>
<td>-</td>
<td>B</td>
<td>A</td>
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<td>B</td>
<td>-</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>
# Model 3: Remote Learning 2.0

<table>
<thead>
<tr>
<th>Social Distancing</th>
<th>None required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg Class Size</td>
<td>Elementary: 24, GMS and CHS: 24</td>
</tr>
<tr>
<td>Facility Impact</td>
<td>Facilities closed</td>
</tr>
<tr>
<td>Personnel</td>
<td>Minimal staffing needs</td>
</tr>
<tr>
<td>Transportation</td>
<td>No transportation needed</td>
</tr>
<tr>
<td>Food Services</td>
<td>Prepare meals for delivery on Monday/Wednesday schedule</td>
</tr>
</tbody>
</table>
Family Survey Results
Survey Results Data

2,885 students represented in the survey

87.5% of CPS students
Aggregate Data
Model Description

Given the model above and what is known today about COVID-19 and the safety guidelines and precautions, will you send your child to school if the district model is a full-return of all students with 6’ social distance in our school buildings?

Record Count

<table>
<thead>
<tr>
<th>Will you send your child?</th>
<th>Record Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56.64%</td>
</tr>
<tr>
<td>No</td>
<td>21.98%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>21.39%</td>
</tr>
</tbody>
</table>

Record Count: 2,885
Given the model above and what is known today about COVID-19 and the safety guidelines and precautions, will you send your child to school if the district model is a full-return of all students with 4.5' social distance in our school buildings?

Record Count: 2,885

- **Yes**: 48.7%
- **No**: 34%
- **Not Sure**: 17.3%
Given the model above and what is known today about COVID-19 and the safety guidelines and precautions, will you send your child to school if the district model is a hybrid approach, with some in-school learning and some remote learning?
The preferred hybrid model is Model 2 (b) Consecutive days in-school and at-home with 44.23% of record count. Model 2 (a) Alternate days in-school and at-home has 31.4% record count, and Model 2 (c) Every other week in-school has 24.37% record count.
Given the model above and what is known today about COVID-19 and the safety guidelines and precautions, will you engage your child in Remote Learning 2.0 (all students learning from home)?

Record Count: 2,885
Model Results by Grade Level
Model 1.1 Full Return with 6'

- **Yes**: 56% (K-5), 56% (6-8), 59% (9-12)
- **No**: 22% (K-5), 22% (6-8), 22% (9-12)
- **Unsure**: 20% (K-5), 22% (6-8), 22% (9-12)

Percentage of respondents
Model 1.2 Full Return with 4.5'

- Yes:
  - K-5: 48
  - 6-8: 47
  - 9-12: 52
- No:
  - K-5: 36
  - 6-8: 34
  - 9-12: 32
- Unsure:
  - K-5: 17
  - 6-8: 19
  - 9-12: 17

Percentage of respondents
Preferred Hybrid Scenario

- **Model 2(a)**
  - K-5: 29
  - 6-8: 35
  - 9-12: 33

- **Model 2(b)**
  - K-5: 47
  - 6-8: 42
  - 9-12: 42

- **Model 3(c)**
  - K-5: 25
  - 6-8: 23
  - 9-12: 25

Percentage of respondents
Model 3 Remote Learning 2.0

- **Yes**
  - K-5: 57%
  - 6-8: 55%
  - 9-12: 55%

- **No**
  - K-5: 20%
  - 6-8: 22%
  - 9-12: 26%

- **Unsure**
  - K-5: 23%
  - 6-8: 22%
  - 9-12: 20%

Percentage of respondents
Transportation and Internet Access
Will your child take the bus?

- Yes: 29.4%
- My Child does not us...: 27.4%
- Not Sure: 24.4%
- No: 18.8%
Student Access to the Internet at Home

No: 1.9%
Yes: 98.1%
Overall Analysis and Key Takeaways
Overall Analysis and Key Takeaways

- Validates the current planning and connects deeply with the commitments
- Open to different possibilities, no non-starters, and evidence of great considerations
- Consistency between grade levels
Overall Analysis and Key Takeaways

- Hybrid 50/50 had the highest percentage of “yes” answers regarding sending a child to school (65 percent)
- Hybrid 50/50 with an AA (W) BB schedule had the highest percentage of preference (44 percent)
Overall Analysis and Key Takeaways

- Affirmation of each and every open response
- Safety issues, questions and concerns
- Work and child care issues
- Teaching and learning experience
- Family dynamics
Overall Analysis and Key Takeaways

- High percentage of “unsure” for each model, in consideration of the many variables
- Internet access requires intervention for families that need support
- Transportation is a major consideration
- Student experience within the models is a major consideration
Updates on Models
At this time....

- Comments from the Canton Health Dept.
- Feasibility
Creating the Conditions for Learning

- Safety
- Operations
- Addressing the Whole Child
- Teaching and Learning
- Technology and Digital Learning
Safety Protocols

- Comprehensive safety protocols align with local safety officials and state guidance
- District-wide, building-based, programmatic
- Implemented in developing the safety plans for Canton Academy, Extended School Year, and additional programming
- Collaborative effort with school and local safety officials
Safety Protocols

Important practices and protocols

- Staff training
- Health annex
- School safety gear
- Monitoring symptoms daily -- self screening, staff, student and vendor
- Wearing masks
- Hand hygiene
- Physical distancing
- Cohorts and assigned seating
Safety Protocols

Protocols individual exposure or individual positive test

- Student or staff tests positive for COVID-19
- Close contact of student or staff tests positive for COVID-19
- Student is symptomatic at home
- Student is symptomatic on the bus
- Student is symptomatic at school
- Staff is symptomatic at home
- Staff is symptomatic at school
Safety Protocols

Protocols for potential school closure
(partially or full) or district closure

- Presence of multiple cases in the school or district
- Presence of significant number of new cases in a municipality
- State-wide regression to a previous reopening phase
Finance & Operations Update

Facility Updates

● Drafting “enhanced” cleaning protocols
● Posted four custodial positions
● Preparing cleaning supply order
● Developing specs for HVAC/air quality consultant
● Dumpsters and storage delivered by July 31st
● Installing hand soap and paper dispensers in all rooms with sinks
Finance & Operations Update

Food Services
- Food service working group kickoff on Friday

Safety
- Preparing safety equipment order

Budget
- Submitting CARES Act reopening grant by end of week
- $742,000
Operational Impact of Model 1:1

● May need off-site classroom space
   ○ Issue RFP for space requirements
   ○ Increase cost of transportation due to additional drop off/pick up locations
   ○ Meal preparation at one/two schools with delivery to offsite locations
   ○ Will need to build out separation rooms in off site location

● One or more schools may have to shift school start and end time

● Hire new staff including instructional staff, custodians, aides
Operational Impact of Model 1:1 (Cont.)

- Offsite locations may need safety and security updates
- May need administrative staff at offsite locations
Operational Impact of Model 1:2

- One or more schools may have to shift school start and end time
- Hire new staff including instructional staff, custodians, aides
- Clean out extra furniture, equipment, supplies and materials to maximize floor space for students
- 4.5” of social distancing is an average - not all classes will maintain 4.5’ and some will be more
- Create spaces for eating such as tents, unused classrooms, libraries
Operational Impact of Model 2 50/50

- Clean out extra furniture, equipment, supplies and materials to maximize floor space for students
- Create spaces for eating such as tents, unused classrooms, libraries
- Studying 24 students per bus, one per seat, 3’ of SD
- Transportation under review but will likely include all students fit on existing 3 tier plan
Transportation Considerations

Model 1:1 & 1:2 (Assumes 24 students per bus, one per seat, 3’ of SD)

- **Morning**
  - GMS bus routes start earlier and arrive up to 45 minutes prior to scheduled start time
  - JFK and Luce on third tier - arrive at school by 9:10 AM
  - CHS, Hansen and St. John’s arrive by scheduled start time

- **Afternoon**
  - GMS dismissal begins at 1:45 PM, 30 minutes prior to scheduled dismissal
  - JFK and Luce dismissal begins at 3:25 PM
  - CHS, Hansen and St. John’s dismiss at scheduled times
Transportation Considerations (Cont.)

- Other Considerations for Model 1:1 & 1:2
  - Both Canton Buses used for to and from school transportation and unavailable for athletics
  - Will have impact on late bus availability
  - Cost increase to bus company contract

Model 2 (Assumes 24 students per bus, one per seat, 3’ of SD)

- Transportation under review but will likely include all students fit on existing 3 tier plan
Transportation Considerations (Cont.)
Addressing the Whole Child

- Working Groups in place
  - Student Services
  - EL
  - Preschool

- Individual Remote Learning Plans to be updated
  - DESE will be sharing a model template in August
Addressing the Whole Child

- Consideration for maximizing in-person learning and/or direct services online of:
  - Staffing and safety
  - Athletics
  - The value of motor breaks/physical activity
  - Significant circumstances students
  - Related services
  - Academic supports
  - SEL supports
  - Preschool
Preschool Model Considerations

● Model 1.0 Full return at 6’
  ○ Community peers and students with services every day
● Model 2.0 Hybrid 50/50
  ○ Community peers 2 days/week and remote learning
  ○ Students with services attend on their individual schedules excluding Wednesdays
● Model 3.0 Full Remote 2.0
Teaching & Learning Updates

- Reimagining Teaching and Learning
- Professional development:
  - Reading Foundational Skills - 37 participants
  - Intro to Reading Workshop - 20 participants
  - Phonics - 25 participants
- Working group: Assessment
- Working groups: Schedules
- Working groups: Curriculum Resources
- Summer and Vacation Learning grants: $12,000
Digital Learning

- This is all new.....
  - Flexible, familiar, adaptable, challenges and rethinking
- Collaborative approach with Teaching and Learning
  - Working together with building based administration and teachers
  - Digital Learning Working Group: Digital Tools and Digital Curriculum Resources- Creation of the Educators Toolkit
- Professional Development to support educators
  - Phase 1 Building Foundation Skills and expanding 7/28/20
  - Phase 2 Focus on incorporating the digital tools to help educators rethink instructional practices
Technology

- Technology hardware and device ordering
  - Teacher devices, student devices, Learning system components
  - Concern over timeline of receipt of devices
- Creation of a model classroom (sandbox)
- Remote Learning Technology Essentials Grant submitted
  - Devices specifically for students in need
  - Hotspots for families in need
Technology and Digital Learning

- Looking to provide a more age-appropriate Learning Management System that will better support students, teachers, and parents at the lower elementary level
- Launching two new support helpdesk ticketing system for staff and students/families
- Provide resources and support for families
- As part of the operating budget- hiring an additional tech specialist to support the hardware needs
- Working on creating a single sign-on (SSO) platform for ease of logins for elementary students (potentially middle school)
Explanation of Learning Structures
Essential Components to all Learning Structures

- Connectedness
- Continuity of learning
- Schedules and learning time
- Assessment and feedback
- Accountability
Model 2: Hybrid CPS Blended Learning

Teaching and Learning structure where students:

- Learn partly at school
- Learn partly at home
- An integrated learning experience

Provides students with:

- Direct instruction
- Synchronous Learning
- Robust Asynchronous Learning
- Connectedness

Provides opportunities for blended:

- Whole group learning
- Small group learning
- Group work/peer collaboration
Model 3: Remote Learning 2.0

Teaching and Learning pedagogy where students learn:

- At Home
- Direct Instruction with their classroom teacher
- Checkpoints and connections with teachers and peers throughout the day

Provides students with:

- Direct instruction
- Synchronous Learning
- Robust Asynchronous Learning
- Connectedness
- Instructional Materials for use at home

Provides opportunities for:

- Virtual Whole group learning
- Virtual Small group learning
- Virtual Group work/peer collaboration
Full Remote: Distance Learning

Teaching and Learning pedagogy where students learn:

- At Home
- For students who have chosen not to return to in school learning
- Identifying a potential vendor to support curriculum
- Access to a Canton educator for support possible

Provides students with:

- Fully online experience
- Direct instruction from either a vendor resources or Canton Educators

Provides opportunities for:

- Directed Learning
- Self-paced options
Next Steps

- 2nd Survey - more specific; preferences
- Working groups with educators
- Principals planning for models
- Impact bargaining with CPS Unit A and Unit E
- Revisit the district calendar and student start date
- Development of details
Initial Plan to Submit to DESE

A Continuum of Models

- All-In with 4.5’
- Hybrid AA/BB
- Remote Learning 2.0
**Next Steps - School Committee Approval**

1. The CPS model for reopening schools September 2020 “... not until early August”

2. **Preliminary Reopening Plan July 31; overview of each model and** “... the district’s preliminary thinking about which of the three reopening models it may use to open the school year this fall.”

3. **Comprehensive Plan August 10** “... including the district’s selection for the reopening model it will use to begin the school year.”