



# **Canton Public Schools Continuum of Learning**

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Presentation for School Committee  
February 25, 2021



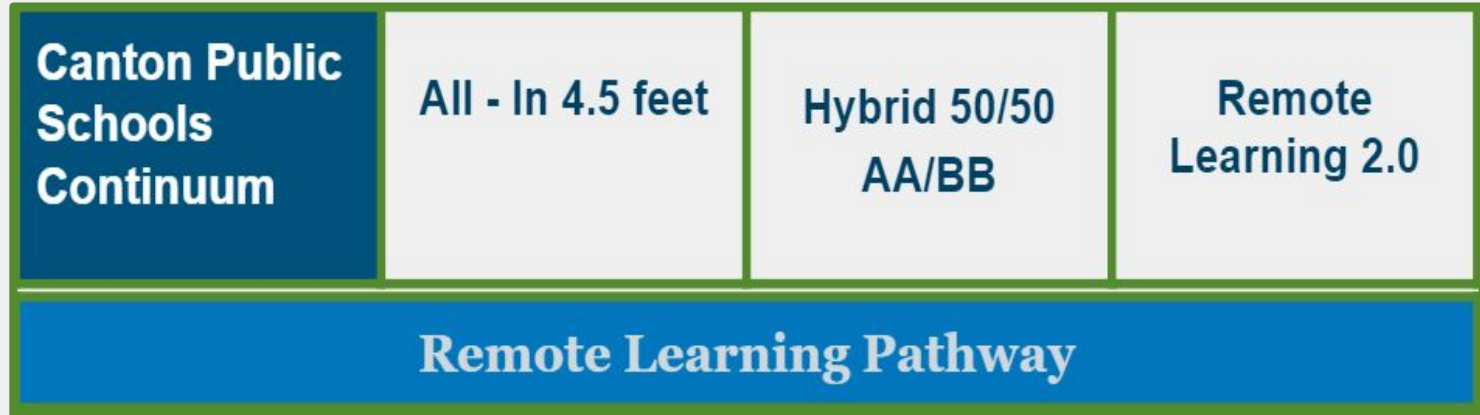
# Elementary Schools

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***Proposed All-in Model***

# DESE Continuum of Fall Reopening Models

1. *July 30 SC Approval - Preliminary Reopening Plan to Commissioner, July 31;*
2. *Aug 6 - Comprehensive Plan to Commissioner, Aug 10*



# Comprehensive Reopening Plan

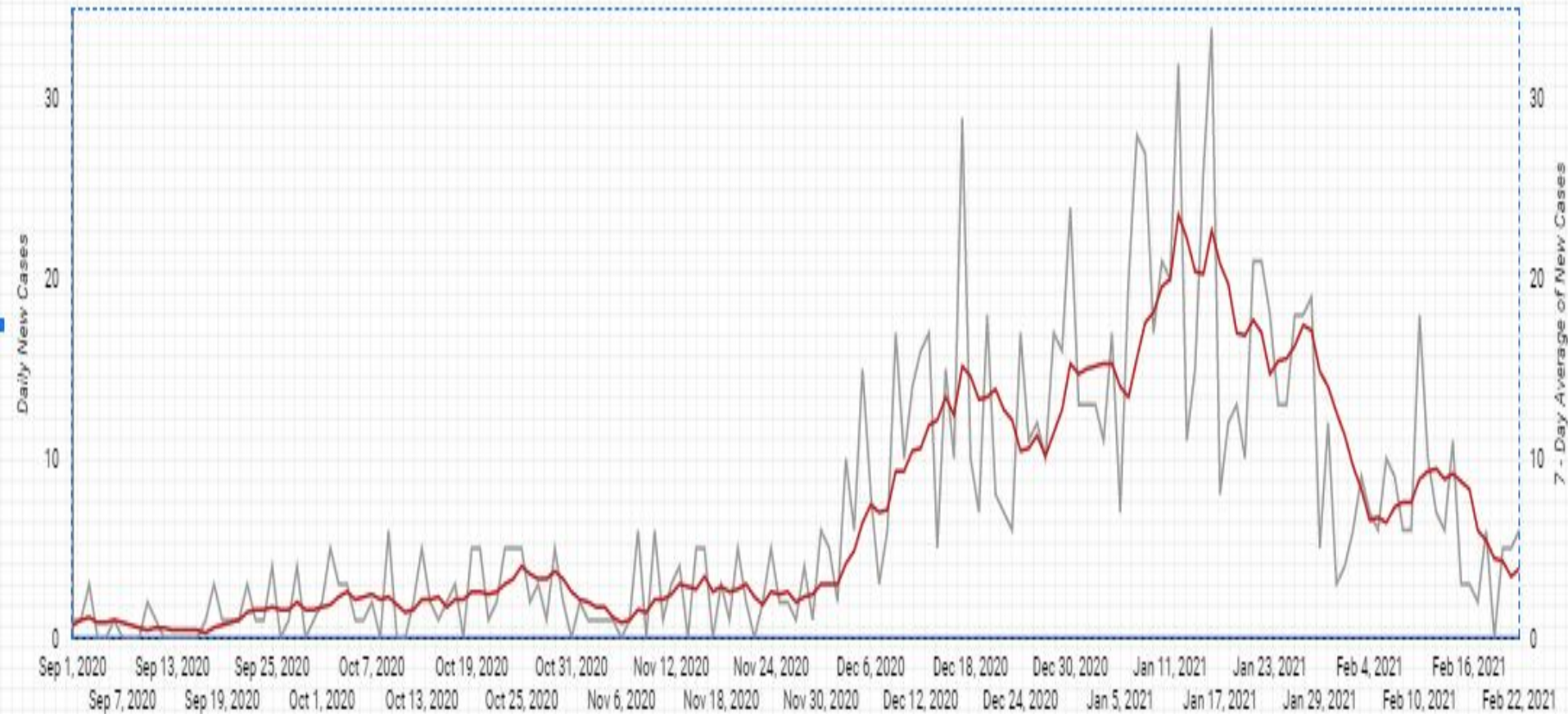


## Canton Public Schools Reopening Plan

August 2020

<b>Letter from the Superintendent</b>	<b>3</b>	<b>Communication</b>	<b>21</b>
<b>Executive Summary</b>	<b>4</b>	<b>Student Activities and Athletics</b>	<b>22</b>
<b>Commitments</b>	<b>6</b>	<b>Details on the Hybrid Model: Approved Model for the Reopening Schools</b>	<b>23</b>
<b>Conditions for Learning</b>	<b>7</b>	Description of Hybrid	23
<b>School Start Date</b>	<b>7</b>	Cohorts	24
<b>The Continuum of Reopening Models</b>	<b>8</b>	Social Distancing	25
<b>Remote Learning Pathway</b>	<b>12</b>	Face Coverings	25
<b>Health and Safety</b>	<b>13</b>	Health and Safety	25
<b>Teaching and Learning</b>	<b>16</b>	Wednesday: Cleaning and Collaboration	25
<b>Technology and Digital Learning</b>	<b>18</b>	Students with Special Circumstances	26
<b>Social Emotional Supports</b>	<b>20</b>	Student Supports	28
<b>Students with Special Circumstances/High Needs Students</b>		<b>Transportation</b>	<b>29</b>
		<b>Food Services</b>	<b>30</b>
		<b>Draft Schedules</b>	<b>31</b>

— Daily New Cases — 7 - Day Average of New Cases



● Town Monthly Average Per Day    ■ Total New Cases in CPS per Month



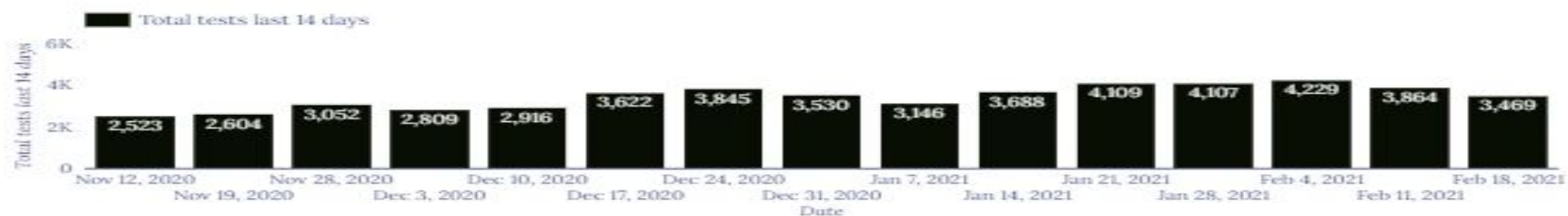
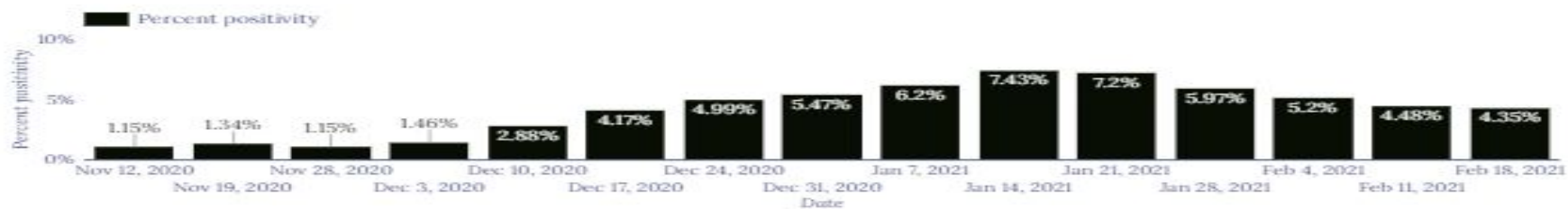
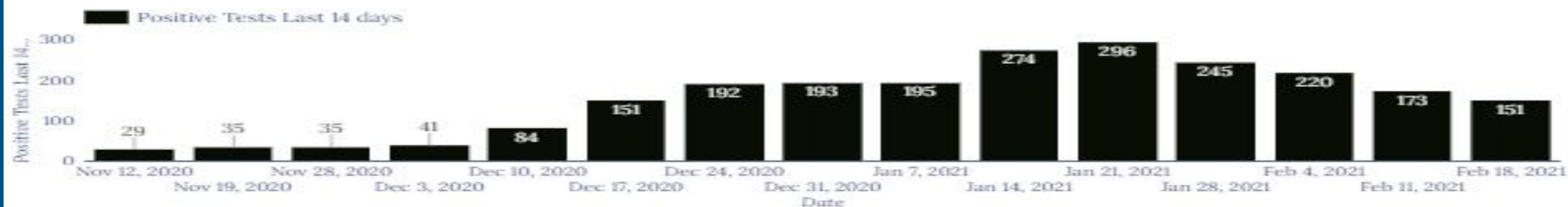
## Canton

Current Category

Yellow (New Meth...

Total case count

1522

Data Sourced from  
[Mass.Gov Weekly Public Health Reports](#)  
Last Updated: Feb 18, 2021

# We all know this to be true.

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*“...for many children, especially those in the younger grades, nothing can take the place of the daily face-to-face interaction that our children experience when attending school in person.”*

Letter to Commissioner Riley from the Massachusetts Chapter of the American Academy of Pediatrics,



# Proposal for Elementary Schools K - 5 All-in

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***With additional operational and mitigation strategies, we can begin to bring our youngest students back into school minimizing the risk to students, staff and families.***

CDC recommends “*a layered mitigation approach*”

“*Massachusetts private and public schools have opened with as little as 3 feet of distance between students and have proven that with these other mitigation measures, in-school transmission is exceedingly rare.*” Massachusetts infectious diseases physicians, pediatricians, and public health experts

American Academy of Pediatrics and Massachusetts Chapter of the American Academy of Pediatrics

World Health Organization. Considerations for school-related public health measures in the context of COVID-19. (2020, May 10).

# Proposal for Elementary Schools

## K - 5 All-in

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- Phased in approach; K-2 then grades 3-5
- In person full day -- Mon, Tues, Thurs, Fri
- Wednesdays early release (details later in presentation) will remain 1/2 days, allowing for enhanced cleaning and educator collaboration time

# Remote Option and Change in Enrollment

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- Remote Learning Pathway (RLP) remains through the end of the year
- Remote option available
- Any changes will involve a teacher change
- Any changes will be final for the year

# Across the models: Conditions for Learning

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- Safety
- Teaching and Learning
- Social Emotional Supports
- Structural Supports for Students
- Technology and Digital Learning System

# Conditions for Learning: Safety

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- Pooled Testing
- Vaccine roll-out
- Additional PPE (e.g., surgical masks available for double-masking)
- Weather improving for more outdoor activities (e.g., tents for classrooms, lunch)
- Limit movement around class
- Beyond daily screening - considering daily attestation

# Social Distancing 3' - 6'

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DESE guidance supported by experts, “... *6 feet of distance where feasible and a minimum of 3 feet when all other mitigation measures are in place... .*”

CDC recommends a layered mitigation approach in schools to minimize the risks of COVID19, consistent with DESE guidance, which includes masking, physical distancing, hand hygiene, cleaning, and contact tracing.

# Conditions for Learning: Teaching and Learning

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- Focus on in person instruction
- Remove “the window” into the classroom (*elementary only*)
- Utilize staff and student devices to support student learning in school
- Reimagine what teaching and learning **can be** to promote student engagement while also maintaining safe social distancing and limit sharing of materials
- Prioritize instructional time while still allowing for mask and movement breaks
- Wednesday collaborative time will be maintained for planning, materials preparation, and staff collaboration

# Conditions for Learning: Social Emotional Supports

## ● Social/Emotional Interventions:

- Home/School Interventionists to run parent support groups
- School Psychologists to run mini-lessons in classrooms regarding specifically identified concerns from teachers
- Response to Intervention groups on specifically identified concerns
- Home/School Interventionists have increased home visits to families in need of support
- Use of the EAs to provide whole-class behavior management support in the classroom
- Provide student and whole-class check-ins from School Psychologists
- Nurse data on student visits - frequency, duration and symptoms for social/emotional concerns

## ● Social/Emotional Impact of COVID-19

- <https://www.aappublications.org/news/2021/01/05/covid-school-safety-010521>
- <https://pediatrics.aappublications.org/content/146/4/e2020016824>
- <https://link.springer.com/article/10.1007/s10964-020-01332-9>
- <https://www.sciencedirect.com/science/article/pii/S0278584620304875>
- <https://www.sciencedirect.com/science/article/pii/S0165032720330883>



# Conditions for Learning: Structural Supports for Students and Operations

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- Time adjustments as needed
- Wednesday and Saturday cleaning protocol
- Transportation
- Food Service
- Staffing and budget implications
  - Some student cohorts may need to change due to parent/guardian choice
  - Additional staffing needs may arise due to changes in enrollment for remote

# Transportation

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- The DESE updated their transportation guidance on February 11, 2021
- Elementary Schools - Capacity limitations and physical distancing requirements for students on buses are lifted
- Middle and High Schools\*:
  - Capacity limitations and physical distancing requirements for students on buses are lifted, except for middle and high schools in districts with high community prevalence
  - For middle and high schools in districts with high community prevalence, capacity limitations and physical distancing requirements on buses are amended to allow 2 students per bus bench
- Masks - All staff and students on the bus, regardless of age, are required to wear masks at all times
- Ventilation - Keep windows open at all times during operation at least two inches. In adverse weather conditions, every other window can be opened

*\*For informational purposes only, at this time.*

# Food Service

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- Maintain a minimum of 6 feet of distancing while students are eating meals
- Meals will be consumed in all available spaces including in tents
- Each school may be slightly different, based on available spaces
- Lunch is served in containers making it easy to move to an assigned space
- Will model elementary school lunch distribution after Galvin model - working very well since September
  - All students will pass through the lunch line in the cafeteria
  - Students will eat in assigned location after picking up meals
  - Discontinue meal delivery to classrooms

# Staffing & Budget Impact

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- Staffing and budget impacted by students moving from continuum to RLP
- May require hiring classroom teachers, Ed. Assistants or both
- Determination made as grades move to All-in Model

# Conditions for Learning: Technology and Digital Learning System

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- Removal of “the window” in the classroom (elementary only)
- Use technology and digital learning as an enhancement and expansion of teaching and learning; to enhance teaching and learning, not as a necessity
- Continue to skill build and develop educator’s toolbox of digital instructional practices
- Build upon our 3-prong approach to supporting our educators in technology and digital learning:
  - Teachers have digital resources, tools, and devices
  - Students have 1:1 devices and have developed a sense of routine and skill building in digital environments
  - Digital Learning Specialists

# ***Proposed*** Timeline

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## **Grades K, 1, 2**

*Fri. 3/19 & Mon. 3/22* - Staff prep days; *no school* for K -2 students

*Tues. 3/23* - All-in for K -2 students

*Wed. 3/24* - Regular Wednesday Remote Early Release; ***not All-in***

*Th. 3/25 and beyond* - All-in for K -2 students

***Wed. 4/14 - First Wednesday for All-in K-5 Early Release***

# ***Proposed*** Timeline

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## **Grades 3, 4, 5**

Th. 4/1 & Mon. 4/5 - Staff prep days; *no school* for grades 3 - 5 students

Tues. 4/6 - All-in for grades 3 - 5 students

Wed. 4/7 - Regular Wednesday Remote Early Release; ***not All-in***

Th. 4/8 and beyond - All-in for grades 3 - 5 students

***Wed. 4/14 - First Wednesday for All-in K-5 Early Release***

# Next Steps

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- Further communication to elementary staff and families
- Parent/Guardian *Learning Model Change Request* to elementary families
- Steering Committee for stakeholder feedback and communications
- Collaboration with CTA
- Building-based details (furniture inventory and class size, staffing)
- March 18 SC meeting - update on elementary schools All-in Model and plans for GMS and CHS



# Summary

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- There's no single perfect answer
- Each option on the Continuum has strengths and weaknesses
- How do we mitigate the shortcomings of the Models?

***With additional operational and mitigation strategies, we can begin to bring our youngest students back into school minimizing the risk to students, staff and families.***