



# Canton Public Schools Reopening Plan

August 2020

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# Letter from the Superintendent

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August 11, 2020

Dear Canton Families and School Staff,

As a school community, we have endured the trying and disorienting impact of the COVID-19 pandemic. Our educational experiences and overall way of being have changed dramatically since March, and we have been facing challenges of anxiety, stress and uncertainty -- personally and professionally. I know that so many different perspectives and opinions exist around the fall reopening of school. Your voices carry the very authentic and heartfelt considerations of your family and your children. I cannot imagine the challenges within every single household, but I know they are there. Please know that we seek to serve you, your children and our staff well.

Thankfully, we are a strong community and we will always stand by one another during times of adversity. Further, as we continue our planning and submit the Comprehensive Plan for Reopening Schools, the Canton Public Schools remains deeply committed to safety and the best teaching and learning experience for our students and staff. We have been required to reimagine our schools to ensure safety and to maximize learning and growth -- academic, intellectual, social and emotional.

In order to do this well, during a time of ever-changing information, we must address the needs of multiple stakeholders, primarily staff, students and their families. We also must continually monitor public health data and continue to collaborate with local health and safety officials. We are making the best decisions with the information we have at this time. To that end, we are committed to being as prepared as possible in order to make shifts throughout the Continuum of Models for Reopening Schools, and the School Committee approved the recommended hybrid model for September, based on information at that time.

This Comprehensive Plan represents our very best intentions for your children. The document has been submitted to DESE; it remains dynamic and may change based on a myriad of variables. We enter these upcoming weeks with both elements of uncertainty and a true community commitment to create the safest and strongest learning environment for our students and staff.

With respect and optimism,

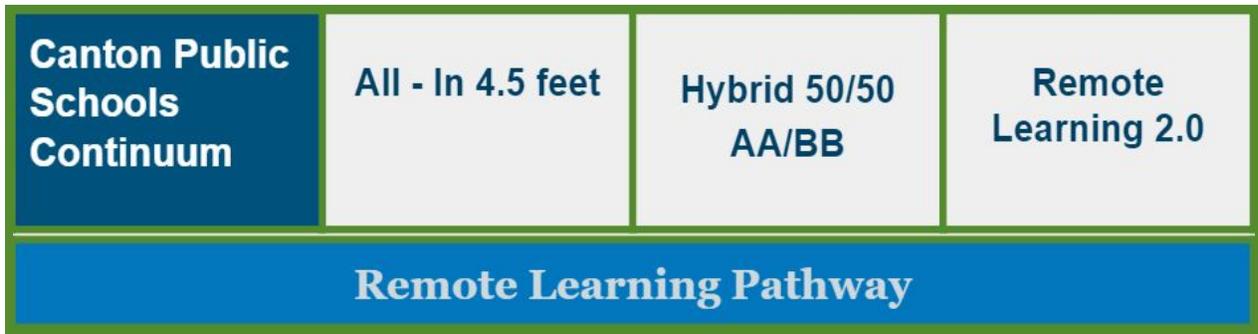
Dr. Jennifer Fischer-Mueller

# Executive Summary

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At the School Committee meeting of July 30, 2020, the Canton Public School Preliminary Reopening Plan was approved and subsequently submitted to the Department of Elementary and Secondary Education (DESE). The very next week, August 6, 2020, the Canton Public Schools central administrators and principals presented the Canton Public Schools Comprehensive Plan (click on this [link](#) for the presentation) which the School Committee approved, 4-1. Click on the [link](#) for a recording of the August 6 School Committee meeting.) This document is the narrative version of that presentation.

The Comprehensive Reopening Plan centers on the goal of getting students and staff back to school safely so that student learning and growth are maximized. Understanding fully, the critical role of educators with children in the school and in-person, the current COVID-19 pandemic requires us to think differently about school. One strength of the Comprehensive Reopening Plan, as intended, is to represent our ability to move across the learning continuum and enter different models of learning, as necessary, and for the full-year Remote Learning Pathway to always be an option for families.



The Comprehensive Reopening Plan outlines our intentions to open school in the hybrid model (AA/BB) with the option of the Remote Learning Pathway, as of August 6, 2020. The two graphics below outline the hybrid model in broad strokes. Details are found within the document, including, for example, a plan for the creation of the cohorts and for students with special circumstances.

### 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

### Hybrid Model

Model 2: Hybrid 50/50		Mon.	Tues.	Wed.	Thurs.	Fri.
Week 1	In-School	A	A	All students learning at home	B	B
	At-Home	B	B	All students learning at home	A	A
Week 2	In-School	A	A	All students learning at home	B	B
	At-Home	B	B	All students learning at home	A	A

The Comprehensive Reopening Plan, specifically the stated intention of reopening in the hybrid model, is contingent upon multiple factors, including, for example: daily guidance communications with the Canton Health Department, recommendations from local and state officials, and addressing bargaining obligations given the change in working conditions.

The Comprehensive Reopening Plan was developed through input from multiple stakeholders, including families, educators, and local health and safety officials. Canton Public Schools, for example, distributed two Family Surveys in July to gather the community’s considerations and perspectives around different iterations of models, specifically versions of hybrid models.

The first survey gauged comfort levels with the different models and invited families to comment accordingly. The second survey, designed for planning purposes and specific feedback, asked families to enter their child’s name, state preferences for the Continuum of Models, express interest in the Remote Learning Pathway, and identify internet and transportation needs.

Additionally, Remote Learning Surveys were administered to staff and families at the end of June, as a means to gather important feedback around teaching and learning experiences as we designed the Continuum of Reopening Models and Remote Learning 2.0. As a result, Canton Public Schools developed the Commitments and the Conditions for Learning.

## **Commitments**

In the Canton Public Schools, our [Strategic Framework](#) continues to guide all that we do, how we do it and what we strive to be. Our beliefs live within the Strategic Framework, and they come alive as we create the experiences for our students, families and staff. As we plan for the reopening of the Canton Public Schools, and regardless of the model for learning during these unprecedented times, our guiding beliefs and the Strategic Framework shape the following Canton Public School commitments.

### **We are committed to:**

1. Student, Family and Staff Safety.
  - We will adhere to health and hygiene protocols, attending to the well-being of our students and staff as a top priority.
2. Equity and advancing excellence.
  - We will identify obstacles and barriers that have existed and create the conditions so that every student has access to the opportunities for achieving excellence.
  - We understand that different student needs will require different learning structures and strategies (e.g., special education, English learners, homeless students, economically disadvantaged). We will meet those needs.
3. Rigorous, high quality teaching and learning.
  - We will establish conditions of learning that are consistent throughout different models.
  - We will use the conditions for learning to ensure a high-quality student experience, drive our instructional design and exhibit best practices.
4. Students' authentic sense of belonging and joy.
  - We will prioritize intentional efforts to build community and relationships.
  - We will promote activity and engagement that fosters strong connections to school, peers and staff.
5. Communication and Collaboration with stakeholders.
  - We will provide a comprehensive communication approach that is timely and streamlined.
  - We will provide opportunities for multiple stakeholders to share their voice through the educational process.
6. Continuous improvement and reflection.
  - We will learn from Spring 2020 to make improvements for Fall 2020.
  - We will engage in ongoing reflection and analysis of current practices for continuous improvement.
7. Adaptive and innovative approach.
  - We will expect change and adapt accordingly, staying true to our commitments and our conditions of learning.
  - We will build resiliency and prepare for unexpected and impactful events, in an emotionally healthy way.
  - We will continue to explore and implement innovative strategies.

- We will continue to be fiscally wise and responsible to changes in revenue and expenses.

### ***Conditions for Learning***

To be true to our Commitments, in the creation of learning environments, the Comprehensive Reopening Plan addresses the following Conditions for Learning across all models within the Learning Continuum and the Remote Learning Pathway. The Conditions for Learning are:

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

## School Start Date

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Districts have been notified that the Commissioner of Education has issued a waiver changing the 180 school days requirement to 170 school days. This waiver has been put in place to allow for 10 days of staff preparation. Examples of areas of preparation include:

- Training on safety protocols and school operations
- Professional development on technology devices, Learning Management Systems and online resources
- Classroom clean up and clear out to enhance air quality (univents) and make more room for social distancing
- Adjust classroom set-up to adhere to social distancing guidelines
- Address ongoing issues relating to issues of equity and inequity

September						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

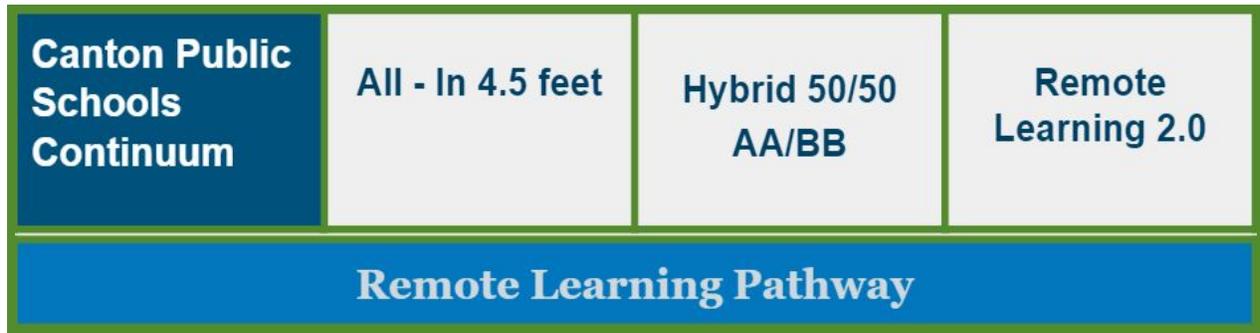
Our first day of school for students will now be Wednesday, September 16, 2020. Principals are working on plans for this start date so that students and teachers have an opportunity to re-connect as we start the year.

# The Continuum of Reopening Models

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The Commissioner of Elementary and Secondary Education tasked all Massachusetts public school superintendents to prepare three fall reopening learning models: All-in, Hybrid and Remote Learning. To accomplish this task, we started with a facilities study and mathematical models using different variables around social distancing parameters, average student class size, and average dimensions of classes across the 5 schools. From there, we imagined different scenarios, always using our Commitments and Conditions for Learning as standards to our plans and reimagining processes. Through these processes and learning from the [June 2020 survey results](#) of staff and families, we presented a total of 6 models to the School Committee on July 16. We continued to investigate each model and engaged with the Canton Health Department, received input from another [family survey](#) on July 23, 2020 and groups of staff. This gave us confidence to recommend to the School Committee for their approval these three models: All-In with 4.5' of social distancing, Hybrid 50/50 AA/BB and Remote Learning 2.0. Below is a review of these three models.

Extensively planning each of these three models gives us confidence in our ability to pivot from one model to another, helping to establish continuity of learning for students.



All-In 4.5'

**Model 1.2: Full return to in person school with 4.5'**

Social Distancing	4.5' for students, 6' for staff
Avg. Class Size	Elementary: 24, GMS and CHS: 24
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

Our feasibility study determined that an All-In 6' socially distant model is not feasible due to, for example: the complete repurposing of all common spaces; need for upwards of 60 new educators; designing and creating appropriate spaces for substantially separate classrooms, intervention spaces and rooms for English learners; additional professional and support staff that exceeds our ability to post, interview and hire within the time constraints; and, transportation configurations that would be overly time consuming and financially unreasonable. A 4.5' socially distant All-In model is possible, but not for a September start date. The requirements would be less than the 6' option as outlined above, and still far beyond our system's abilities, at this time.

Our in-person model includes an average class size of 24 students with 4.5' social distance. All classrooms will be cleared out (with significant storage needs) and cleaned out to allow for at least 4.5' and no less than 3' social distancing, while also maintaining a 6' teacher zone at the front of the classroom. Given the full (or near full) student body in the schools, the administrators will build in significantly more time to implement safety procedures, including staggered schedules and transitions, one-way hallways to facilitate movement throughout the building, additional time for hand hygiene, mask breaks and movement breaks which may impact length of classes, along with utilizing the outdoors and reconfiguring common spaces and large classrooms (gymnasiums, auditoriums, libraries, etc.). Special consideration will be paid to high school and middle school band and chorus. In our elementary schools, the specialist teachers will likely rotate to classrooms, to minimize the number of students who share spaces.

In this model, transportation will be difficult, given the number of students who need to ride the bus to school. It requires two bus loops for each tier, resulting in staggered start/end times and a doubling of our transportation budget. Food services will also be impacted in this model. Some students will eat lunch in their classrooms, and we will identify additional spaces, so that students can safely remove their masks while eating, since they will not be 6' apart in their classrooms. As one of the models in the Continuum, this is possible, and time will be used to address a number of issues and hire the needed staff.

In this model, like others within the Continuum, there will be students who may choose the Remote Learning Pathway and continue their learning fully at home.

Hybrid 50/50 AA/BB

<b>Model 2: Hybrid 50/50</b>	
Social Distancing	6' for students, 6' for staff
Avg. Class Size	Elementary: 14, GMS and CHS: 16
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

This is the approved model for the reopening of school in September, as of the School Committee’s vote of approval on August 6. Details of this model are outlined in greater detail at the end of the document.

The Hybrid 50/50 model has 2 cohorts (A and B) broken up through the week as the A's Mondays and Tuesday, remote learning on Wednesdays (to allow for thorough cleaning and staff PD) and the B's in school on Thursdays and Fridays. The cohorts will be determined alphabetically by last name to support families with siblings in the schools (attention will be paid to siblings with different last names).

This model is a version of blended learning, in which some of their learning time is at home and some of their learning time is at school. Students will be provided with a full day of access to instruction for their classes whether in person or remote, and teachers will provide synchronous and asynchronous learning opportunities. We will follow the same semester schedule and grades will be provided per our usual processes. All students will participate in synchronous and asynchronous learning using technology; K-2 iPads, 3-12 Chromebooks. This model allows us to lower class size to 12 or less, which would then allow for 6’ social distancing. In this model, students with special circumstances/High Needs will come to school all four days AA and BB, with a remote day on Wednesday, and some for 4 1/2 days. This will be determined on an individual basis.

A learning system will be in place that allows classroom teachers to use an iPad to connect virtually with students who are at home, at times allowing for direct instruction along with in person peers, and at times connecting in small groups. All teachers will be provided with a laptop, USB enabled document camera, iPad, and lapel or ear-insert microphone to support their instruction in the remote setting. We are also providing teachers with a digital toolkit of online resources that can support the creation of engaging, interactive lessons for remote learning. Additional staff are needed to support students who are remote on their home learning days (staffing needs vary).

Because only half of the students will attend in person school each day, transportation will be possible with slight modifications to routes. Food service will adjust to students eating meals in their classrooms (6' for everyone to allow masks to be removed).

The fully Remote Learning Pathway is the option provided for parents who choose not to return their children to in-person school.

## Remote Learning 2.0

### Model 3: Remote Learning 2.0

Social Distancing	None required
Avg Class Size	Elementary: 24, GMS and CHS: 24
Facility Impact	Facilities closed
Personnel	Minimal staffing needs
Transportation	No transportation needed
Food Services	Prepare meals for delivery on Monday/Wednesday schedule

Our remote learning model is Remote Learning 2.0, naming that this year's remote learning is NOT last spring's remote learning. Earlier surveys of staff and parents/guardians provided information for us all on what needs to be improved from last spring.

Classroom teachers will be expected to connect synchronously with students at the start of the day/class to engage with students and take attendance. Students will be provided with a full day of access to instruction for their classes, and teachers will provide synchronous and asynchronous learning opportunities. We will follow the same semester schedule and grades will be provided per our usual processes.

In grades K-2, we will use SeeSaw as our learning management system. In grades 3-12, Google Classroom will be the learning management system. All teachers will be provided with a laptop, USB enabled document camera, iPad, and a lapel or ear-insert microphone to support their instruction in the remote setting. We are also providing teachers with a digital toolkit of online resources that can support the creation of engaging, interactive lessons for remote learning.

PD and collaboration will be embedded in teachers' school day to support continuous learning and ongoing improvement of Remote Learning 2.0.

During Remote Learning 2.0 we will resume our Food Service remote option, providing lunch from the cafeteria at Canton High School, and utilizing our school van to deliver lunches to identified stops throughout the town.

To minimize disruption to learning, students whose parents/guardians have previously chosen the Remote Learning Pathway will remain in their previously assigned cohort, even though the district has gone fully remote.

## Remote Learning Pathway

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The Remote Learning Pathway provides families an alternative option for parents/guardians who do not want their child to enter the school building. Rather than engage in the Continuum for Reopening Models, a family may register for the Remote Learning Pathway, which is a full-time, fully remote learning experience. The development of this model was the result of extensive input from families, followed by a survey of families regarding their preferences, at this time. The results of this [survey](#) were presented to the School Committee on August 6.

The Remote Learning Pathway will be taught and facilitated by Canton Public School educators and designed in alignment with the district curriculum. The instructional design, which will be supported by technology and educational software, will feature live teaching and synchronous and asynchronous learning. There will be active engagement with a CPS staff member.

Student groups will be developed by grade-level, and they will follow a school-day schedule that features classes, specials, movement breaks and opportunities for socialization. Student accountability and growth will be achieved through attendance, grades and feedback. Staff, meanwhile, will be charged with designing rigorous and engaging lessons that maximize learning in a remote setting and continually maintaining connections and communication.

Our High Needs students will be able to access their services and accommodations outlined on IEPs, 504 plans and EL supports in the Remote Learning Pathway. Additionally, meal delivery to families will continue in this pathway.

If a family wants to transition in or out of the Remote Learning Pathway, there will be a three-week process to complete the transition. This transition time frame is based on best educational practices to provide closure in one education setting and an acclimation to the new experience. We want to set up our students for success.

# Health and Safety

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## Health and Safety Requirements

Canton Public Schools (“CPS”) certifies it meets the initial health and safety guidance from the DESE, including [Protocols for Responding to COVID- 19 Scenarios](#). The CPS health and safety guidelines have continually been reviewed and updated by the Canton Board of Health originating with the summer programs, including the Extended School Year (“ESY”) program, Canton Academy and Bridge (a transitional support program for students moving from GMS to CHS). CPS anticipates continuing these practices throughout the school year.

### *Masks/Face Coverings*

- Students are required to wear a mask/face covering that covers their nose and mouth.
- Across all the grades, students not wearing masks/face coverings will be engaged with empathy, a sense of creating a Community of Caring and restorative practices. Families will also be engaged, similarly, as necessary. When a family and/or student refuse to take responsibility for proper protection of themselves and others, an alternative learning option will be presented (i.e., Remote Learning Pathway).
- Exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
- Mask breaks will occur throughout the day. Breaks will occur when students can be six feet apart and ideally outside or at least with the windows open.
- Masks/face coverings should be provided by the student/family, but extra disposable face masks should be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. Schools with families experiencing financial hardship and unable to afford masks/face coverings should endeavor to provide masks for students through grant funds described earlier in this document.

- CPS has purchased large quantities of masks/face coverings, including transparent face coverings, for students and staff. Families will be encouraged to provide a face covering/mask for students.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.

### *Physical Distancing*

- Distancing requirements: CPS will require six feet of physical distancing at all times during the school day.
- Classroom and facility configuration: Desks will be spaced a minimum of six feet apart and facing the same direction.
- Alternative spaces in the school (e.g., cafeteria, library, and auditorium) will be repurposed (as needed) to increase the amount of available space to accommodate the maximum distance possible.
- CPS will provide additional safety precautions for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible: These precautions will include eye protection (e.g., face shield or goggles) and a mask/face covering. Precautions will also include gloves and disposable gowns or washable outer layer of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids.

### *Student groups*

To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day and middle and high schools are encouraged to minimize mixing student groups to the extent feasible. Our initial requirements and related guidance are as follows:

- Cohorts: Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
- Capacity: There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. (This guidance for the fall will replace previous summer guidance at the start of the school year, assuming positive health metrics hold.)

### *Screening upon entry*

CPS will require families to check students for symptoms each morning prior to sending the students to school. CPS will provide information to families in their primary language to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms.

School staff (as well as bus drivers) will observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.

### *Hand Hygiene*

Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.

- Hand washing: When handwashing, individuals will use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.
- Hand sanitizing: If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content will be used. Hand sanitizer will be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Hand sanitizer will be placed at key locations (e.g., building entrances, cafeteria, classrooms).

### *COVID-19 related isolation space*

Canton will designate a COVID-19 related isolation space that is separate from the nurse's office or other space where routine medical care is provided. A student who shows COVID-19 symptoms during the school day will be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member.

### *Vaccines*

Canton will work with parents/guardians to ensure that students are current on all standard vaccinations before they return to in-person school. In addition, Canton will strongly recommend all students and staff get their regular flu vaccine.

### *Health and safety/PPE supplies*

Canton will have an inventory of standard healthcare supplies (e.g., masks and gloves). Use of additional supplies may be optional based on the type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as when providing physical support to students with disabilities).

### *Critical health and safety requirements for facilities*

School cleaning and disinfecting: CPS has updated cleaning and disinfecting protocols, obtained additional supplies, and trained staff appropriately. Cleaning and disinfecting will occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, handrails), cleaning and disinfecting will occur multiple times per day between uses. If students

and staff are in school buildings in both the “all-in” or “hybrid” models, enhanced cleaning will be completed two times per week. Enhanced cleaning protocols include thorough disinfecting and sanitizing the entire school building, focusing on high traffic and high touch areas.

### *Ventilation and Air Quality*

Schools should work to increase outdoor air ventilation instead of using recirculated air and increase air filtration as much as possible for the ventilation and filtration system.

Prior to the reopening of schools, the CPS will ensure that ventilation systems in each school operates properly and air exchange is effective. CPS will follow repair and maintenance guidance for building heating, ventilation, and air conditioning (“HVAC”) systems in ASHRAE Standard 180-2018, Standard Practice for the Inspection and Maintenance of Commercial Building HVAC Systems.

The Buildings and Grounds Department will also be revising the air filter type from MERV 8 to MERV 13 in air distribution systems in the school buildings that are adapted to receive the MERV 13 filters. Filters will be replaced at least 4 times a year.

While schools are in use, staff will increase circulation of outdoor air as much as possible by opening windows (screens will be installed if needed) and doors, using fans, and other methods. Staff will be reminded not to open windows and doors if doing so poses a safety or health risk for current or subsequent occupants, including children (e.g., allowing outdoor environmental contaminants including carbon monoxide, molds, or pollens into the building).

## Teaching and Learning

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### Continuity of Learning

The rapid spread of the COVID-19 pandemic this spring resulted in abrupt school closures that were not ideal and did not allow for our optimal response. In planning for reopening, we are able to address many of the challenges shared by teachers and parents/guardians from the spring. As we develop the models for reopening, we are guided by the feedback that students did best with a consistent schedule, access to direct instruction, access to online resources to support learning, and opportunities to check in. Regardless of the model, we will work to ensure that these elements are in place so that students can continue to make academic progress whether in school or at home.

## Accountability

Parents/guardians can expect that report cards will be issued according to the usual grading schedule: four times per year for GMS and CHS students and three times per year for Elementary students. Adjustments may need to be made to the standards that are addressed in each reporting cycle, based on the standards that are taught. We will continue with parent-teacher conferences, virtually if necessary, according to our usual schedule in November for all students and again in April for Elementary. We will expect that students complete work in the 2020-21 reopening plan and we will expect that our teachers provide frequent feedback to help students/parents understand their growth as learners and ways to adjust their work for improvement.

Working groups will be happening over the summer by level, by department and by team to ensure more consistency and continuity across grade spans within a school, across departments 6-12 and across schools at the elementary level. Families can expect to see more common expectations and structures in place in the types of assignments that are shared, the means within which they are shared and the mechanisms for sharing feedback

## Grading

Grades are an important component of our reopening plan and across all models. Unlike the spring, the assignments and student work expectations will be required, not optional. Educators will communicate consistently with families, particularly when there are concerns with student participation and work completion to ensure that students are able to access instruction and given necessary support to complete their work.

One necessary component of grading is also to ensure that students are given feedback on their work consistently, so that they clearly understand if their work is meeting expectations or needs improvement prior to formal grades being assigned. It is also essential that student work be authentic, so that teachers have a clear understanding of student learning needs and can adjust instruction accordingly.

At the elementary level, K-2 teachers will use the SeeSaw learning management system to provide feedback on student work. In grades 3-5, feedback will be provided in Google Classroom. At GMS and CHS, teachers will share grades through PlusPortals.

## Schedule Overview

One of the most significant challenges that our survey results gathered from both parents/guardians and teachers was the optional nature of the student work, especially for students in middle and high school. Our expectations in the spring were guided by the recommendations from the Commissioner of Education, and we anticipate significant adjustments to that guidance forthcoming. Accountability for learning is important; attendance in school and participation at home will be expected and closely monitored. Mechanisms will be

put in place to maintain accurate attendance records for in-school and at-home learning days in accordance with requirements from the Department of Elementary and Secondary Education.

### Specials: Band, Chorus, Wellness

We acknowledge that courses within these subject areas are essential to the development of the whole child, and that for many students, these courses provide opportunities to thrive and excel in creative and enriching ways. Principals are developing schedules to ensure that these courses can happen safely and within the guidance provided by the Department of Elementary and Secondary Education. In some cases, that may mean that courses need to occur remotely. Our specialist teachers will follow a consistent schedule of classes to provide instruction consistent with other subject areas.

## Technology and Digital Learning

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The Technology and Digital Learning Reopening Plan was created to support the learning experiences for our students regardless of whether students are in the school building or at home. The devices and hardware provided to staff and students under this plan are essential technology tools in teaching and learning. These individual devices were chosen to create a technology system that is both flexible and familiar for students and staff and can be combined to create an effective system regardless of students being at home or in school. Working in collaboration with our Teaching and Learning department, this full complement of devices will support our staff and students during COVID-19 and will have continued use in the classroom.

The plan is designed to support all stakeholders and to provide the necessary tools for teaching and learning. The plan is divided into 4 categories: Educator Device Allocation; Student Device Allocation; Classroom Learning Space System; Software and Learning Tools.

### Educator Device Allocation

In order for our teachers, counselors, and service providers to effectively perform their job, the district needs to provide them with the necessary tools. Our plan ensures that our educators will each have a district provided device conducive to provide instruction and/or related services to our students. As of September 2020, our district will be 1:1 for staff mobile devices (Laptops/Chromebooks).

### Student Device Allocation

In order for our students to engage in the learning process both inside and outside of school building, we need to provide students with the necessary device conducive to learning and engagement with their classroom teacher and peers. We must also ensure that all students have

the appropriate access to the internet at home, if needed. As of September 2020, our district will be 1:1 in grades K-11.

Grades K-2	1:1 iPads
Grades 3-11	1:1 Chromebooks

Our current grade 11 and 12 students have been participating in our “Bring Your Device”, BYOD, at Canton High School. We will provide devices available for any student in grade 12 who wish to use a district owned device, however, we will be allowing those students to complete their senior year with their own device if they so choose. Deployment of devices will begin as soon as all our devices are in house and the goal is to distribute devices by early September 2020.

HotSpot devices will also be made available to any student within the Canton Public School who is in need of internet access home as the district firmly believes that internet access cannot be a barrier for learning for any student.

### Classroom Learning Space System

The classroom learning space system is designed to be flexible so the system works regardless of model and be familiar for students and staff. The system is designed to have several pieces of hardware that can be combined and interchanged depending on the model the district is in.

All the elements below will work in conjunction with the teacher device described above.	
iPad with a stand	Used for video and audio connection through Google Meet
Headphones with mic- support audio on iPad	To support the audio for students at home given the requirement of masks
Document Camera (with teacher device)	To support projection of printed materials to both the students in the classroom and will share screenshared to students at home
Projector with airtame (as much as possible and when the teacher is in a classroom)	An airtame will be added to the current projectors in all classrooms to allow for wireless connection between the teacher device and/or the document camera

### Software and Learning Tools

When teachers and classroom spaces are outfitted with the necessary device tools to provide an effective mirrored learning environment; teachers must have the necessary software and learning tools to deliver content in a variety of modes, create conditions for group work, provide

tools for students to creators of content, and to effectively assess students work. Through the work of our Digital Tools working group, an “Educator Digital ToolKit” will be created to provide all educators with a variety of essential digital tools to create rich, engaging learning experiences for students. This toolkit will provide digital resources and tools in areas such as communication, collaboration, curricular resources, assessment tools, and instructional tools.

### Learning Management Systems

The district will be transitioning our lower elementary grades into a more robust and developmentally appropriate learning management system (LMS) called Seesaw. Our upper elementary, middle school and high school will continue to use Google Classroom as their learning management system for students. PlusPortals will continue to be the grading component of our Student Information System (SIS) for our middle and high school students.

### Professional Development/Training

Professional Development started in August 2020 for educators and will continue through this school year. Support on digital tools, hardware and devices, Learning Management Systems, and resources will all be available to staff in a variety of modes.

### Technology Support for Staff, Students and Parents/guardians

Technology and digital learning training support for parents/guardians are in development and will be provided to parents/guardians this fall. The technology department has developed two technology support ticketing systems to best provide resources and assistance to our staff, students and parents/guardians. These new systems are very easy to navigate and will be launched in September 2020.

## Social Emotional Supports

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Regardless of the model in place, we know that students have been impacted by the school closure and stay at home orders, and we are planning to address their social and emotional needs when they return in the fall. Students will have access to peers, and educators to be able to engage in learning and develop social and emotional skills. Educators, counselors, school psychologists, and other related service providers and staff will support the interactions and engagement of all students in all parts of the school experience.

# Students with Special Circumstances/High Needs Students

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- Students who fall into the category of Special Circumstances will be provided with all of their accommodations and services as per their IEP or 504 Plan and EL services.
- Accommodations will be adapted to ensure that all health and safety requirements are met.
- If services and accommodations need to be provided differently, we will meet with the parents/staff to develop individualized learning plans/504 as formatted by DESE and are being provided later in August.
- We are purposefully cohorting students to allow for minimal exposure to multiple staff and environments and to take into account possible allergy concerns as much as is possible.
- Some related services as well as traditional pull-out supports may still be synchronously remote while the child is in the classroom, thus reducing the possibility of exposure to multiple staff and environments.
- Services typically provided in the inclusive setting may need to be flexible to allow for cohorting students to minimize exposure to multiple staff and environments.
- When distancing cannot be maintained or masks worn, the staff will be provided with extra safety gear necessary to implement close contact instruction with those students.
- In all models, and in accordance with the guidance from DESE regarding Individual Remote Learning Plans, staff will work with parents to determine how best to support parents/guardians as they support their child(ren) with what is being planned. Teachers will also have structured time for the purpose of communicating with parents in real time to best provide support and guidance about supporting their child(ren) at home.

## Communication

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Communication with all stakeholders is essential during all school years, but it is particularly important during this pandemic. Further, the two-way communication must be streamlined, accessible, and family-friendly. As such, the Canton School department launched a [Superintendent's Blog](#) in June that allows for a news stream of updates, links and information from the district. The Blog automatically pushes out new posts to those who have subscribed and to the Superintendent's twitter account. All members of the community can access the blog on the Canton Public Schools [website](#). In turn, if community members have a question or a comment, they can hit the "Contact Us" button to send an email to district administration.

In addition to the Superintendent's Blog, each building principal has an interactive newsletter through the Smore digital platform. The newsletters provide links, pictures, updates and essential information for the school building, while also inviting parents/guardians to write emails to the principal if there are questions or comments.

As named previously, Canton Public Schools conducted three family surveys (presented to the School Committee on [July 16](#), [July 23](#) and [August 6](#)) that asked for feedback on remote learning and models, and the district administration has reported out the results during School Committee meetings.

Finally, Canton Public Schools developed a Smore Bulldog Bulletin to keep staff informed of updates regarding COVID 19 planning, professional development offerings, and overall district happenings.

## Student Activities and Athletics

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Canton Public Schools recognizes that student activities and athletics provide incredible joy and a sense of belonging for our community. Principals are actively working with student activity groups on how to meet safety expectations and provide experiences for our students. For example, Canton is running a virtual band camp, an outdoor socially distanced strength and condition program, and a set of enrichment experiences in Canton Academy.

The Canton Athletics Department has facilitated an Athletics Working Group that examines the information from the MIAA Task Force, while also analyzing local safety protocols, transportation and scheduling needs, and communication for athletics. The Athletic Department communicated a midsummer update and will be conducting a survey to families.

The district administration shared the MIAA Board of Directors vote to postpone the start of athletics to September 14, and the community is eagerly awaiting the state's decision regarding athletics.

## Building Community

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Canton Public Schools place great emphasis on creating a safe and caring culture within the school community. Strong relationships, our core values, and a focus on equity foster an authentic sense of belonging, and schools are a home for our students and staff. Knowing that the COVID 19 pandemic undermined these essential characteristics, principals and staff are developing dynamic and innovative ways to welcome students back and to build a community for a new school year -- no matter the model or pathway.

Principals are currently developing plans to reintroduce and reacclimate students to learning, peer and staff relationships, the joy of school, and the experiences of being part of a school community. For the hybrid model, there is very intentional thinking and planning around transitions, movement and mask breaks, social experiences, lunch protocols, and arrival and departure plans.

## Details on the Hybrid Model: Approved Model for the Reopening Schools

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Below are details relating specifically to the hybrid model for reopening the Canton Public Schools in September. It is to be emphasized again - the strength of the Comprehensive Plan is our ability to shift to different models based on the information available, always with the goal of safely returning students to school with CPS staff.

### Description of Hybrid

The hybrid model is a blended integrated approach to learning where students learn partly in school and partly at home. In the hybrid model, students will be learning in-school with their cohort peers for two days per week, learning synchronously as a full class for a half day every Wednesday, and learning virtually at-home for two days a week.

Throughout this model rich and robust learning is essential. Depending upon grade, level, and course, the instructional practices may vary, which will allow for the opportunities and learning experiences to be authentic and meaningful. This model allows for students to collaborate with peers in both cohorts, provide daily check ins, agenda explanations, attendance, and very importantly, will provide students the in-person connection and direct instruction with their classroom teacher and peers. Blended learning allows students to learn with a variety of instructional strategies that are designed to be engaging and to move the content forward. Over the course of one week, students in each cohort will have a similar learning experience with

development of the same skills, knowledge and content, however their daily activities will vary depending on if they are in-school or working virtually at-home. This maximizes the student’s opportunity for direct instruction while in the classroom, while engaging in opportunities to continue that work and show their learning in a variety of ways while virtual. Students at-home will be required daily (or by class for middle school and high school) to connect at both the start and the end of day(class). This creates both the connection, accountability, and understanding for the students each and every day.

**Cohorts**

In the hybrid model, students will be in two cohorts by last name:

**Cohort A: Last name A-L, In school Monday and Tuesday**

**Cohort B: Last name M-Z, In school Thursday and Friday**

Siblings with different last names default to the youngest child’s last name.

Monday/Tuesday	Wednesday	Thursday/Friday
Last names A-L in school Last names M-Z at home	Full day Remote Learning	Last names M-Z in school Last names A-L at home

Model 2: Hybrid 50/50		Mon.	Tues.	Wed.	Thurs.	Fri.
Week 1	In-School	A	A	All students learning at home	B	B
	At-Home	B	B	All students learning at home	A	A
Week 2	In-School	A	A	All students learning at home	B	B
	At-Home	B	B	All students learning at home	A	A

### Social Distancing

A common component to all models with students and staff in school is providing 6' of separation between the instructional staff and students. The 6' space will include everything the instructional staff requires for teaching and learning.

### Masks/Face Coverings

Another common component to all models with students and staff in school is the wearing of masks/face coverings. Exceptions can be made when requested by a family. Mask breaks will occur throughout the day. See [Health and Safety Requirements: Masks/Face Coverings \(page 13\)](#) for additional information.

### Health and Safety

Safety of our students and staff are key elements of our plans for reopening. Some of the safety protocols in development are for hygiene and handwashing, personal protective equipment (“PPE”), movement around buildings, morning and afternoon drop off and pick ups and meal service.

### Wednesday: Cleaning and Collaboration

Wednesdays are designed for students to learn from home so that thorough cleaning and disinfecting of buildings can occur, while staff participate in training, PD, collaboration and planning.

Since the beginning of the pandemic, custodians have increased disinfecting protocols across all 6 buildings. Cleaning plans will be documented including supplies and materials used during cleaning and disinfecting. Additionally, protocols are in development for cleaning isolation rooms after use by a sick student or staff member.

Regardless of the model in place, we know that our educators will be required to adjust their teaching whether students are in-school or at-home. As we saw in the spring, the use of digital tools and resources is a critical component of a successful model to provide instruction for students while they are at home. Additionally, in person learning will require compliance with safety regulations that impact the practices that can be in place. Our educators will need more time to collaborate and plan in order to address both of these challenges. Each of the models being developed calls for Wednesdays to be a day of at home learning for all students.

**Learning Wednesdays:** On Wednesdays, students will engage in a full day of school with half the day being synchronous and the afternoon half day being asynchronous. This day of school counts toward the DESE requirement of total school-days in the year (170 days). It is important that this is a full-day of school and learning for all students.

### *Cleaning*

This schedule allows our custodial staff to use that day to disinfect the buildings.

### *Educator Collaboration*

In order for our plans to be implemented well, we know that our educators will need time for professional learning and collaborative planning to help them adapt their instruction to this new context. It is critical to our success that our faculty be prepared, feel valued, and are provided with support during this time. In addition to cleaning the building, the Wednesday schedule of remote learning day allows adequate time for teachers to collaborate for many purposes, including:

- Creation of instructional materials for students to address social distancing requirements,
- Preparation of resources to support both synchronous and asynchronous learning,
- Engagement in professional development,
- Coordination of student supports

We will offer opportunities for teachers to receive professional development leading up to the school year in September and on-going professional development during the school year. Whether students are in school or at home, the strategies teachers will be asked to use to keep everyone safe while learning will require adjustments to practice. The resources we are asking educators to use to present the curriculum and their lessons will be changing and will require time for ongoing professional collaboration. We also know from our Educator survey that the additional time for teacher collaboration across grades and subject areas can help to improve the consistency in instructional materials being shared, so that students have a more equitable experience.

## Students with Special Circumstances

### *Students with IEP Services*

- Within the hybrid model, this cohort will also be considered based on the level of need with which they present and what we learned from the spring remote instruction. All students with IEP services will have the opportunity to attend as much in-person instruction as is feasible with a continuum of up to a 4.5 day in-school model. This also may hold true for some students with 504 Plans. These students present with the most learning challenges and their instruction may be significantly modified and specialized. Individual meeting will be held with families to discuss recommendations from their child's teams about in-school and remote instruction
- Both synchronous and asynchronous instruction will be implemented to assure access to IEP services

- Students whose instruction is provided in a self-contained classroom, will also receive their instruction and support from highly qualified educators and educational assistants. Instruction will be provided both synchronously and asynchronously to assure their plans are being implemented
- In some circumstances, students with minimal services and accommodations will participate in the hybrid model as proposed with services and accommodations continuing in remote as well as in-person settings. Instruction for remote will require an emphasis on synchronous instruction with some asynchronous learning opportunities.

### *English Learners and Formerly English Learners*

This cohort of students will be supported by our EL educators. In each model, these educators will ensure that there are synchronous and in-person instruction opportunities available to the students. The EL educators will also provide teachers with instructional tools and strategies needed by these students to access the learning opportunities in the general education classroom. The EL working group recommends any student in Level 1- 3.6 to have a 4.5 day in-school model. These student's development of listening, speaking, reading and writing are highly dependent on in person interactions. Individual family discussions will be held to discuss individual recommendations for children.

### *Economically Disadvantaged Students*

This cohort of students may require additional technology services and support as well as additional opportunity to access in-person instruction. Our technology department is reaching out to families to better understand what worked and didn't work this spring regarding technology and connectivity. Although the district handed out over 750+ Chromebooks and created ways for families to have internet access, it is not fully understood if all families were able to connect at a level that provided each of their children with individual access to their classroom learning opportunities.

We will continue to provide meals for families in need

## Student Supports

The Student Services providers, (School Psychologist, School Nurses, and School Adjustment Counselors) will continue to provide students and families with direct and remote social/emotional support. As per our Preliminary DESE Plan we will continue to provide the following:

- **Safety** - All safety measures put in place this summer and approved by the Canton Board of Health will continue to be implemented and continuously updated as new

information is available. No changes will be made without approval from the Canton Board of Health. The safety guidance from DESE is also an integral part of the district's overall safety plans.

- **Wellness** – In collaboration with the Teaching and Learning working group as well as the Health and Wellness coordinator, we are working to provide students with motor breaks, recess both indoor and outdoor to provide the socialization that is so important for our children as well as multiple opportunities for mask breaks.

### *Social/Emotional*

In all models there are considerations for trying to provide all students with Tier 1 SEL supports and more intensive support to any student who may require additional assistance. We are looking at how our School Adjustment Counselors and School Psychologists will be able to support students and families through in-person, synchronous and asynchronous implementation. The Home School Interventionists and Nurse Home School Interventionist will also be resources for families who may need more community level support.

### *Planning and Instruction*

The EL working group recommends that any student in Level 1- 3.6 to attend school in person daily if they so choose. These student's development of listening, speaking, reading and writing are highly dependent on in person interactions. The Student Services working group is looking at defining our Special Circumstances cohorts and making determinations about those who require in person daily instruction vs, those who can work within the proposed models of instruction.

### *Assessment*

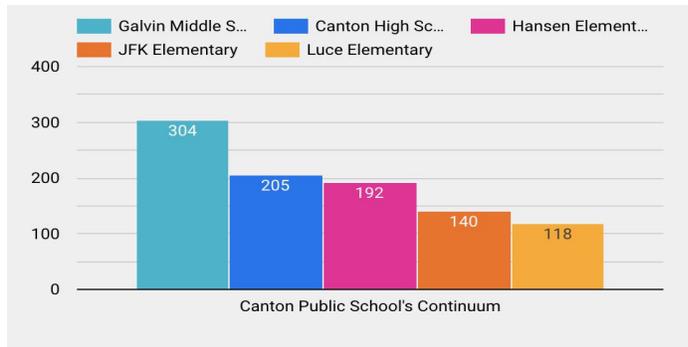
In the realm of student services, we are working diligently this summer to complete as many IEP evaluations as feasible. We are utilizing all safety precautions such as safety gear and plexiglass walls between the evaluator and the student. We are working through the possibilities of holding IEP meetings in the summer and during the first 10 days of school. The Student Services working group is also looking at the opportunities available in the hybrid model 50/50 of using time on the Wednesday 1/2 days to provide assessments, hold meetings and offer in-person related service instruction in small groups or 1:1.

### *Intervention*

Both the EL and Student Services working groups are considering the levels of interventions students may need. School Adjustment Counselors and School Psychologists are going to be utilized to support all students' needs in the area of transitioning back to school. The groups are considering the opportunities that will be available in each model and within the scheduling constraints at each level. They are also considering the conditions of learning albeit online, synchronous, asynchronous or in person.

# Transportation

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- 2,465 student responses to the survey
- 2,016 answered the transportation questions
- 959 require transportation in the fall (29% of all CPS students)
- 1,057 declined transportation in the fall
- Students requiring transportation will increase after reaching out to non-responsive families. Could rise to 48%
- Prior to the survey, 1,873 required transportation in the fall (57% of all CPS students)
- Students will be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench)
- All staff and students on the bus, regardless of age, are required to wear masks at all times.
- Students will be assigned to a single bus and a particular seat
- The district is considering adding a bus monitor for every bus to ensure strict adherence to health and safety guidelines
- School schedules may add a tier to bus plan and increase transportation costs

Students will be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).

All staff and students on the bus, regardless of age, are required to wear masks at all times. Students will be assigned to a single bus and a particular seat.

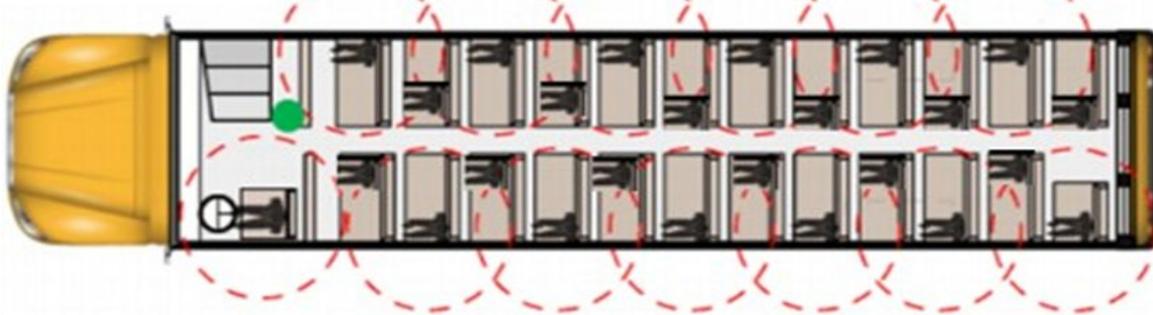
The district is considering adding a bus monitor for every bus to ensure strict adherence to health and safety guidelines.

School schedules may add a tier to the bus plan and increase transportation costs.

71 students



24 students



## Food Services

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School kitchens will prepare breakfast and lunch on Monday, Tuesday, Thursday and Friday. Meal Distribution will be customized for each building to best facilitate access to meals and fewer transitions within the buildings. This will include the creation of several meal pick-up locations in each building from rolling warming cabinets.

Plans will be made for students not in school to have access to meals. Meal pick up will be available at school and likely meal delivery at designated areas across town. If Wednesday is a

district wide remote learning day, we will also be providing meals for pick up as we have been doing since March.

After August 31, we will no longer be able to provide free meals to all students. The Seamless Summer Operation will end and student eligibility will be in place- paid, free or reduced price.

## Draft Schedules

### Elementary Schools - Draft Schedule: grades 1-5

Times (Hansen/JFK)	Times (Luce)	Monday A	Tuesday A	Wednesday	Thursday B	Friday B	
8:20-8:40	8:50-9:10	Arrival (20 m)	Arrival (20 m)	(Synchronous (live lessons) Specials Lessons i.e. music)	Arrival (20 m)	Arrival (20 m)	
8:45-9:05	9:10-9:35	Morning Meetings	Morning Meetings		Morning Meetings	Morning Meetings	
9:05-10:05	9:35-10:35	ELA 1 (60m)	ELA 1		ELA 1	ELA 1	
10:05-10:20	10:35-10:50	Movement/Mask Break (15m)	Movement/Mask Break		Science/ Social Studies	Movement/Mask Break	Movement/Mask Break
10:20-11:20	10:50-11:50	MATH (60m)	MATH			MATH	MATH
11:20-12:10	11:50-12:40	Lunch/Recess (50m)	Lunch/Recess			Lunch/Recess	Lunch/Recess
12:15-12:55	12:45-1:25	ELA 2 (40m)	ELA 2	Asynchronous ELA and Math	ELA 2	ELA 2	
12:55-1:35	1:25-2:05	Academic Flex* (40m)	Academic Flex*		Academic Flex*	Academic Flex*	
1:35-2:20	2:05-2:50	Specials (45m)	Specials		Specials	Specials	
2:20-2:40	2:50-3:10	Closing Circle (SEL & Connection) (20m)	Closing Circle (SEL & Connection)		(Teacher Collaboration & Planning)	Closing Circle (SEL & Connection)	Closing Circle (SEL & Connection)
2:40-2:55	3:10-3:25	Movement/Mask Break and/or/(Dismissal/ Synchronous Prep (15 m)	Movement/Mask Break and/or/(Dismissal/ Synchronous Prep (15 m)			Movement/Mask Break and/or/(Dismissal/ Synchronous Prep (15 m)	Movement/Mask Break and/or/(Dismissal/ Synchronous Prep (15 m)
2:55-3:10	3:25-3:40	Dismissal (15m)	Dismissal			Dismissal	Dismissal

## Elementary Schools - Draft Schedule: Kindergarten

Times (Hansen/JFK) 8:40-2:25	Times (Luce) 9:10-3:25	Monday A	Tuesday A	Wednesday	Thursday B	Friday B
8:20-8:40	8:50-9:10	Arrival (20 m)	Arrival	(Asynchronous/ Synchronous Specials Lessons)  Science/ Social Studies	Arrival	Arrival
8:40-8:45	9:10-9:15	Morning Announcements	Morning Announcements		Morning Announcements	Morning Announcements
8:45-9:05	9:15-9:35	Morning Meetings (20 m)	Morning Meetings		Morning Meetings	Morning Meetings
9:05-10:15	9:35-10:45	ELA Phonemic Awareness	ELA Phonemic Awareness		ELA Phonemic Awareness	ELA Phonemic Awareness
10:15-10:30	10:45-10:00	Movement/Mask Break (15 m)	Movement Break (15 m)		Movement Break (15 m)	Movement Break (15 m)
10:30-11:10	11:00-11:40	Phonics/ Writer's Workshop (40m)	Phonics/ Writer's Workshop		Phonics/ Writer's Workshop	Phonics/ Writer's Workshop
11:10-12:00	11:40-12:30	Lunch/Recess (50 m)	Lunch/Recess		Lunch/Recess	Lunch/Recess
12:00-1:00	12:30-1:30	Math Workshop (60 m)	Math Workshop	Teacher Collaboration & Planning	Math Workshop	Math Workshop
1:00-1:15	1:30-1:45	Movement/ Mask Break	Movement/ Mask Break		Movement/ Mask Break	Movement/ Mask Break
1:15-2:00	1:45-2:30	Specials (45 m)	Specials		Specials	Specials
2:00-2:40	2:30-3:10	Dramatic Play/Centers	Dramatic Play/Centers		Dramatic Play/Centers	Dramatic Play/Centers
2:40-2:55	3:10-3:25	Closing Circle	Closing Circle		Closing Circle	Closing Circle
2:55-3:10	3:25-3:50	Dismissal	Dismissal		Dismissal	Dismissal

## Galvin Middle School - Draft Schedule Option 1

<b>Monday</b>		<b>Tuesday</b>		<b>Wednesday</b>		<b>Thursday</b>		<b>Friday</b>	
7:45 - 8:30	Check in +1	7:45 - 8:30	Check in +7	7:45 - 8:25	Check in + 1	7:45 - 8:30	Check in +1	7:45 - 8:30	Check in +7
8:35 - 9:10	2	8:35 - 9:10	6	8:25 - 8:55	2	8:35 - 9:10	2	8:35 - 9:10	6
9:15 - 9:30	Break	9:15 - 9:30	Break	8:55 - 9:25	3	9:15 - 9:30	Break	9:15 - 9:30	Break
9:35 - 10:10	3	9:35 - 10:10	5	9:25 - 9:40	Break	9:35 - 10:10	3	9:35 - 10:10	5
10:15 - 10:50	4	10:15 - 10:50	4	9:40 - 10:10	4	10:15 - 10:50	4	10:15 - 10:50	4
<b>10:50 - 11:25</b>	<b>Lunch</b>	<b>10:50 - 11:25</b>	<b>Lunch</b>	<b>10:10 - 10:40</b>	<b>5</b>	<b>10:50 - 11:25</b>	<b>Lunch</b>	<b>10:50 - 11:25</b>	<b>Lunch</b>
<b>11:25 - 12:00</b>	Lunch/ Community SEL Block <b>B/C/O</b>	<b>11:25 - 12:00</b>	Lunch/ Community SEL Block <b>B/C/O</b>	<b>10:40 - 11:10</b>	<b>6</b>	<b>11:25 - 12:00</b>	Lunch/ Community SEL Block <b>B/C/O</b>	<b>11:25 - 12:00</b>	Lunch/ Community SEL Block <b>B/C/O</b>
<b>12:00 - 12:35</b>	<b>5</b>	<b>12:00 - 12:35</b>	<b>3</b>	<b>11:10 - 11:40</b>	<b>7</b>	<b>12:00 - 12:35</b>	<b>5</b>	<b>12:00 - 12:35</b>	<b>3</b>
12:40 - 1:15	6	12:40 - 1:15	2	11:40 - 12:15	Lunch	12:40 - 1:15	6	12:40 - 1:15	2
1:15 - 1:30	Break	1:15 - 1:30	Break	12:15 - 2:15	Asynchronous Learning	1:15 - 1:30	Break	1:15 - 1:30	Break
1:30 - 2:05 2:05 - 2:15	7 + Check out	1:30 - 2:05 2:05 - 2:15	1 + Check out			1:30 - 2:05 2:05 - 2:15	7 + Check out	1:30 - 2:05 2:05 - 2:15	1 + Check out

## Galvin Middle School - Draft Schedule Option 2

Monday		Tuesday		Wednesday		Thursday		Friday	
7:45 - 9:05	Check in + 1	7:45 - 9:05	Check in + 5	7:45 - 8:25	Check in + 1	7:45 - 9:05	Check in + 1	7:45 - 9:05	Check in + 5
9:05 - 9:15	Break	9:05 - 9:15	Break	8:25 - 8:55	2	9:05 - 9:15	Break	9:05 - 9:15	Break
9:15 - 10:25	2	9:15 - 10:25	6	8:55 - 9:25	3	9:15 - 10:25	2	9:15 - 10:25	6
<b>10:25 - 11:35</b>	Lunch/ Community SEL Block	<b>10:25 - 11:35</b>	Lunch/ Community SEL Block	9:25 - 9:40	Break	<b>10:25 - 11:35</b>	Lunch/ Community SEL Block	<b>10:25 - 11:35</b>	Lunch/ Community SEL Block
<b>11:35 - 12:45</b>	3	<b>11:35 - 12:45</b>	7	9:40 - 10:10	4	<b>11:35 - 12:45</b>	3	<b>11:35 - 12:45</b>	7
12:45 - 12:55	Break	12:45 - 12:55	Break	10:10 - 10:40	5	12:45 - 12:55	Break	12:45 - 12:55	Break
12:55 - 2:05	4	12:55 - 2:05	Academic Flex Time B/C/O	10:40 - 11:10	6	12:55 - 2:05	4	12:55 - 2:05	Academic Flex Time B/C/O
2:05 - 2:15	Check Out	2:05 - 2:15	Check Out	11:10 - 11:40	7	2:05 - 2:15	Check Out	2:05 - 2:15	Check OutGMS
				11:40 - 12:15	Lunch				
				12:15 - 2:15	Asynchronous Learning				

### Canton High School - Draft Schedule Option 1

WEEK 1						
	Monday	Tuesday	Wednesday		Thursday	Friday
	Cohort A		8:00-8:20	A1	Cohort B	
			8:30-8:50	B1		
8:00-9:20 (80)	A1	E1	9:00-9:20	C1	A1	E1
9:30-10:50 (80)	B 1	F 1	9:30-9:50	D1	B 1	F 1
11:00-11:40 (40)	C1: Lunch 1	G1: Lunch 1	10:00-10:20	E1	C1: Lunch 1	G1: Lunch 1
11:40-12:20 (40)	C1: Lunch 2	G1: Lunch 2	10:30-10:50	F1	C1: Lunch 2	G1: Lunch 2
12:20-1:00 (40)	C1: Lunch 3	G1: Lunch 3	10:55-11:15	G1	C1: Lunch 3	G1: Lunch 3
1:10-2:29 (79)	D1	A2	11:15-11:45	LUNCH	D1	A2
	Cohort B Home		Students: Virtual Learning Teachers: PD		Cohort A Home	

### Canton High School - Draft Schedule Option 2

		Week 1					
	TIME	Monday	Tuesday	Wednesdays		Thursday	Friday
PERIOD 1	8:00-8:50 (50)	DAY 1	DAY 2	8:00-8:20	A1	DAY 1	DAY 2
	10 min passing	A1	D2	8:30-8:50	B1	A1	D2
PERIOD 2	9:00-9:50 (50)	B1	E2	9:00-9:20	C1	B1	E2
	10 min passing			9:30-9:50	D1	B1	E2
PERIOD 3	10:00-10:50 (50)	C1	F2	10:00-10:20	E1	C1	F2
	10:50-11:40	Grab & Go Lunch/Dismissal			10:30-10:50	F1	C1
					10:55-11:15	G1	
					11:15-11:45	LUNCH	Grab & Go Lunch/Dismissal
PERIOD 4	11:40-12:20 (40)	D1	G2	Students: Virtual Learning Teachers: PD		D1	G2
PERIOD 5	12:25-1:05 (40)	E1	A2			E1	A2
PERIOD 6	1:10-1:50 (40)	F1	B2			F1	B2
PERIOD 7	1:55-2:29 (34)	G1	C2			G1	C2

In conclusion, the Canton Public Schools Comprehensive Plan states our intention to open the 2020-2021 school year on September 16, 2020 in the hybrid model. We are well aware of our bargaining obligations and potential changes due to public health data. The strength of this Comprehensive Plan is the ability to effectively move across all of the models to provide our students with a strong and safe learning experience.