



# **Canton Public Schools Comprehensive Plan**



Presentation for School Committee  
August 6, 2020



# School Committee Approval

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1. *Preliminary Reopening Plan to Commissioner- submitted*
2. *Comprehensive Plan to Commissioner*

<b>Canton Public Schools Continuum</b>	All - In 4.5 feet	Hybrid 50/50 AA/BB	Remote Learning 2.0
<b>Remote Learning Pathway</b>			

# Family Survey

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# Survey results

## Key information around the Family Survey

- Second Family Survey in a series of surveys
- This Family Survey called for initial preferences (“at this time and with the information presented”)
- This Family Survey asked for student names for the purpose of planning
- This Family Survey required “scrubbing” of data for accuracy and the removal of duplicates

# Survey results

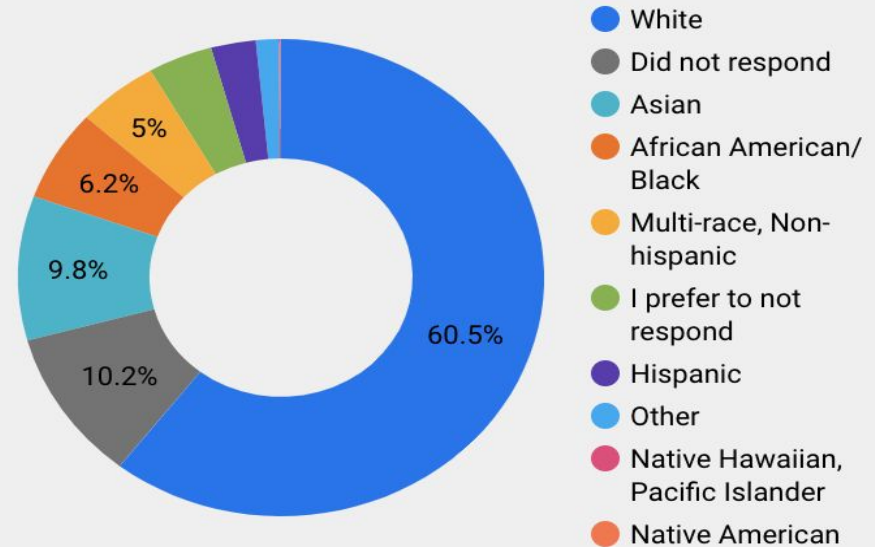
## Total Responses

2,465

## % of all CPS Students

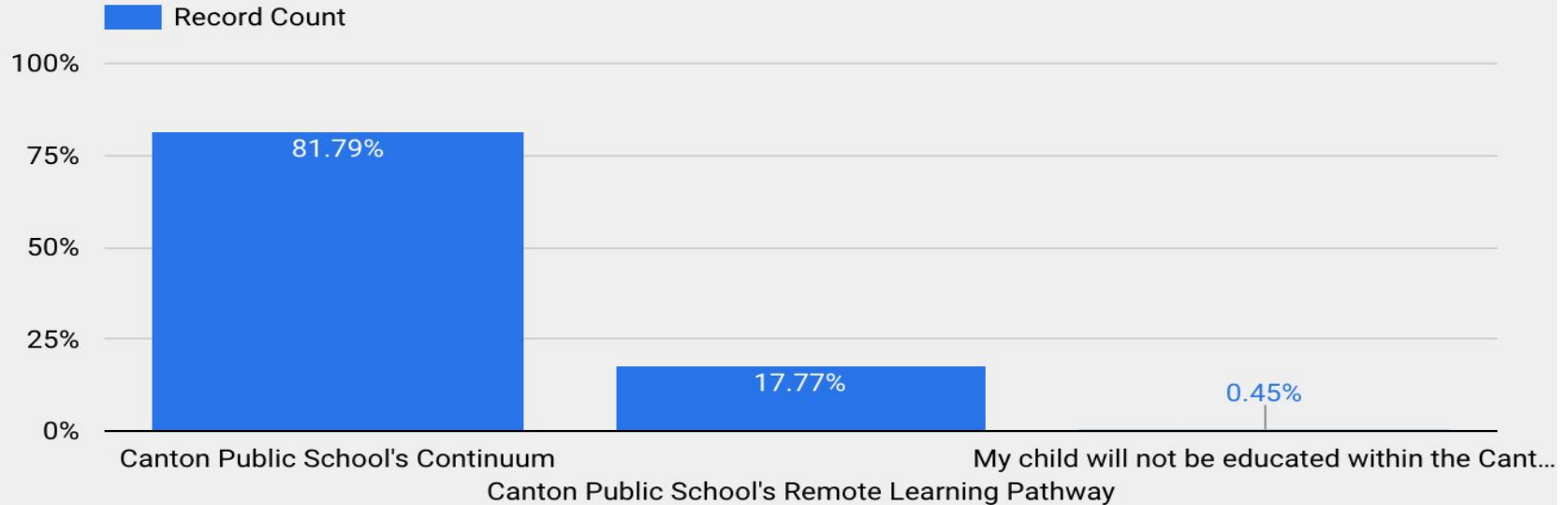
74.76%

What school is your child regist...	Record Count...
Canton High School	693
Galvin Middle School	584
JFK Elementary	413
Hansen Elementary	389
Luce Elementary	386



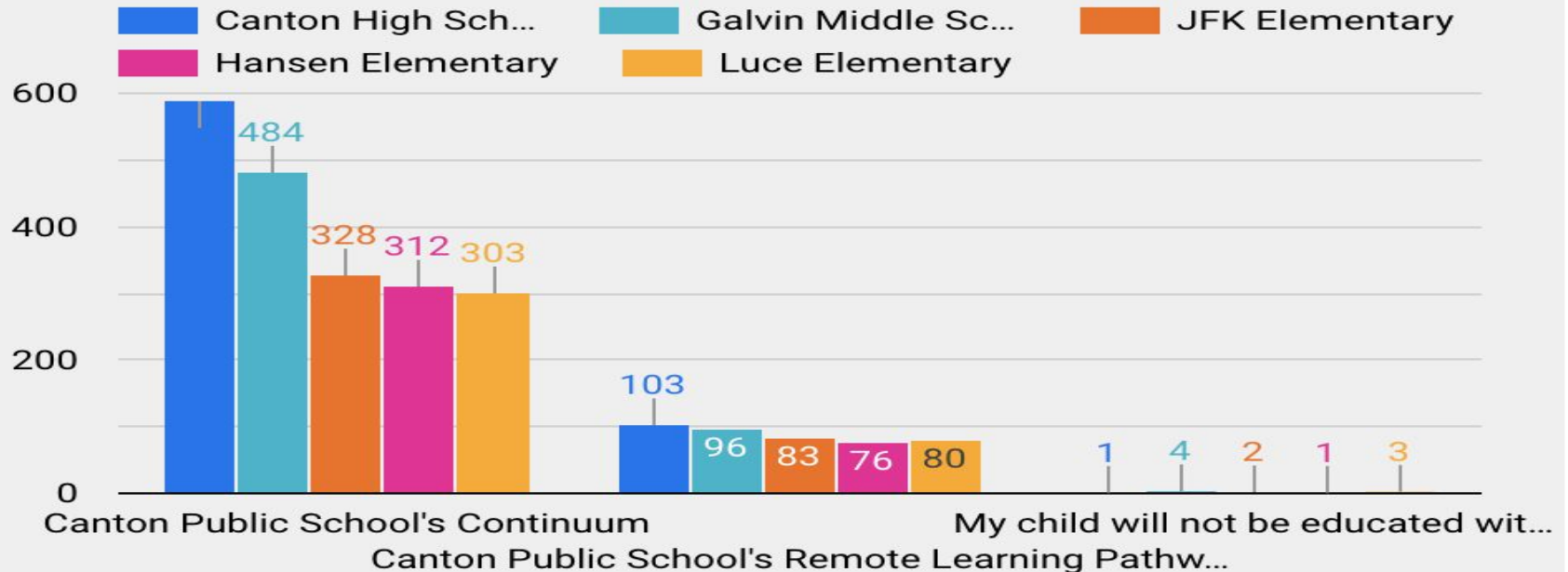
# Survey results

At this time and based on the information presented, please select the learning option for which your child will engage in the fall?



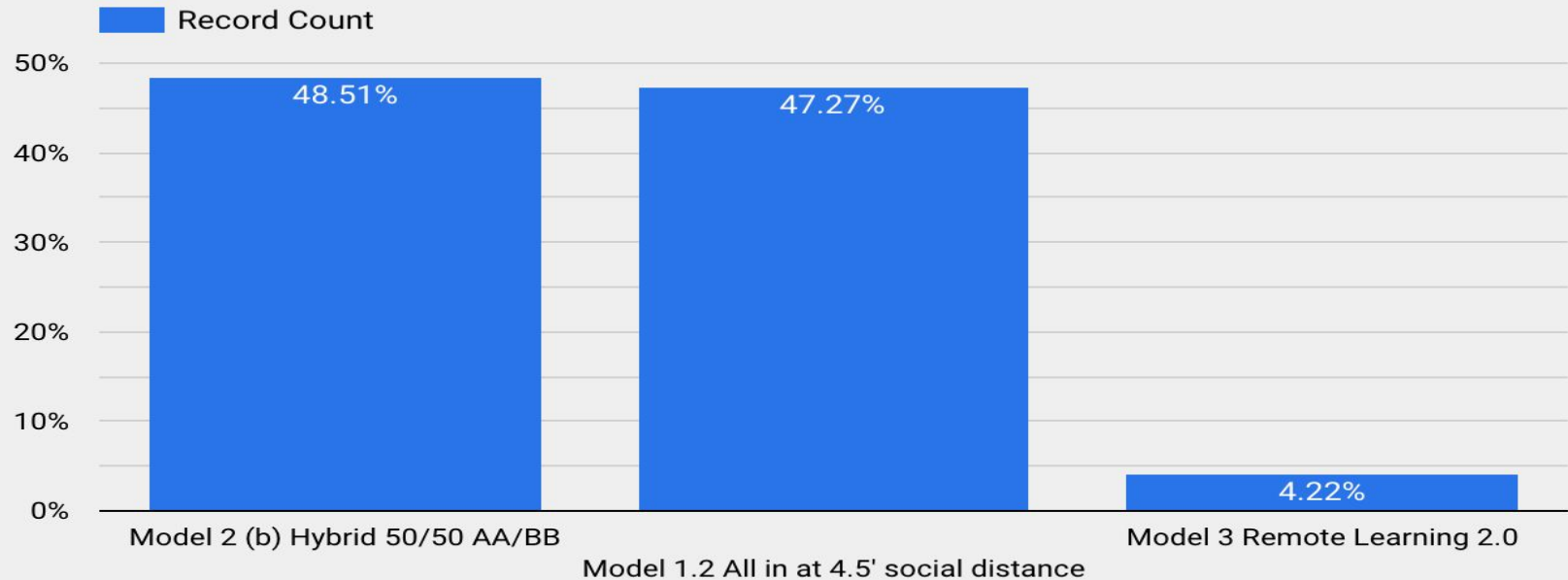
# Survey results

## Response by School



# Survey results

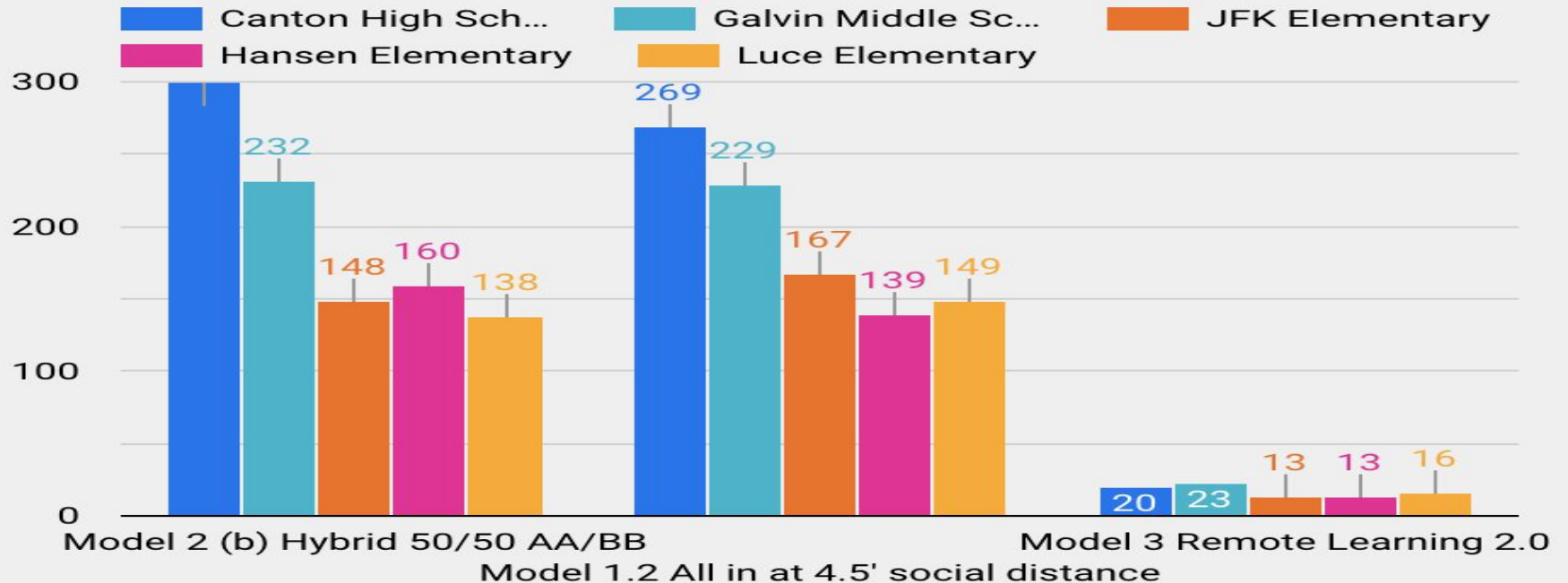
## Preference to start school -- continuum





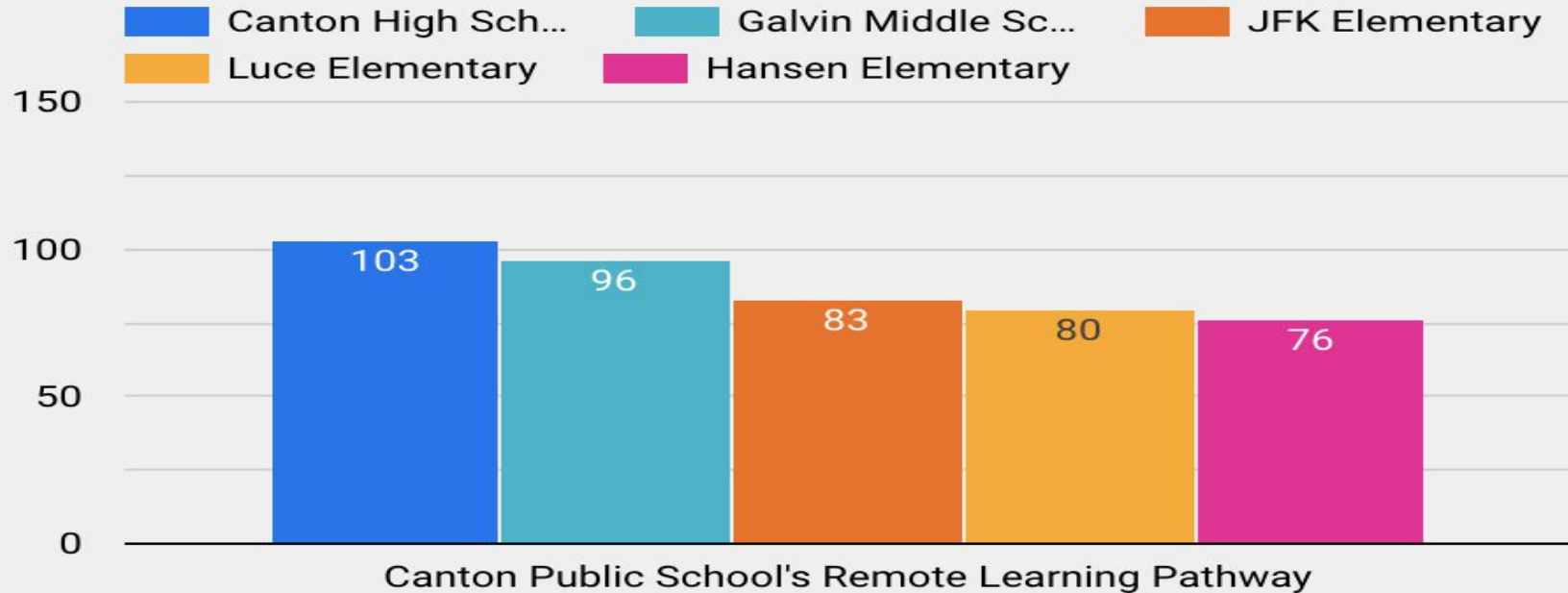
# Survey results

## By School



# Survey results

## Remote Learning Pathway



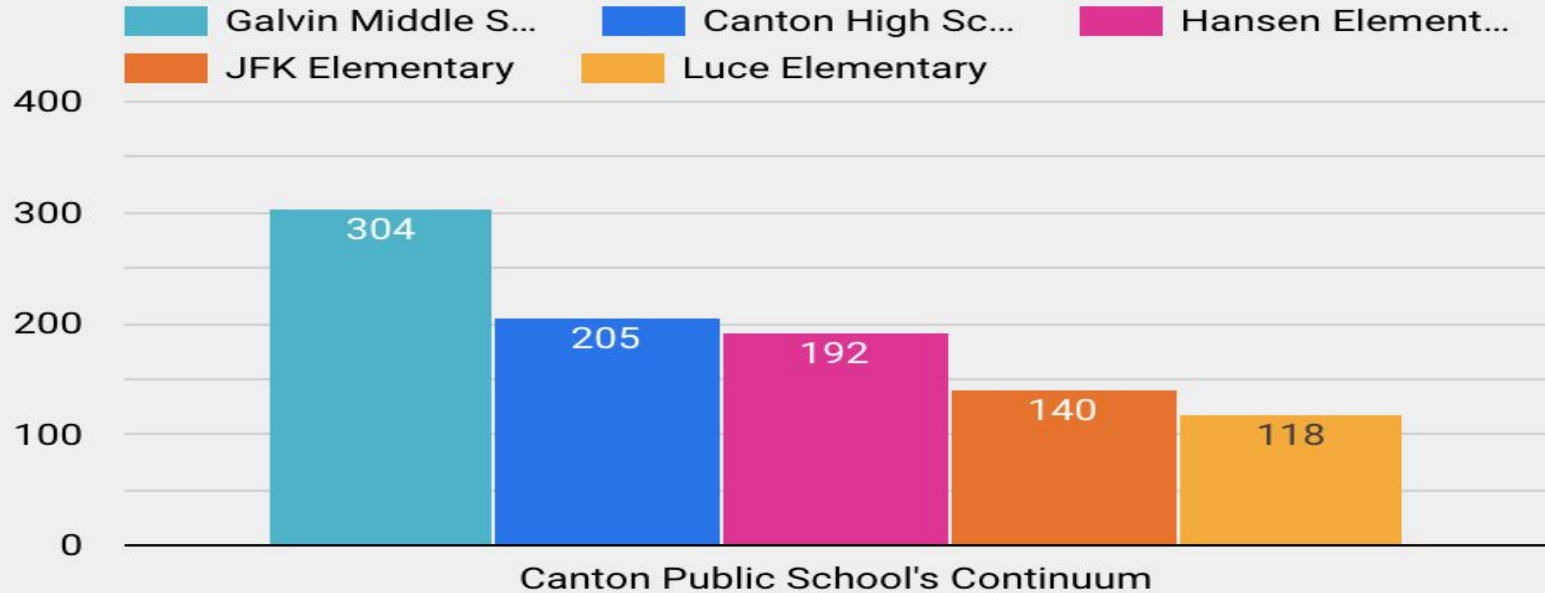
# Survey results

## Remote Learning Pathway By Grade

Elementary	GMS	CHS
Kindergarten - 34	Grade 6 - 25	Grade 9 - 20
Grade 1 - 36	Grade 7 - 42	Grade 10 - 17
Grade 2 - 46	Grade 8 - 29	Grade 11 - 30
Grade 3 - 43		Grade 12 - 36
Grade 4 - 39		
Grade 5 - 41		

# Survey results

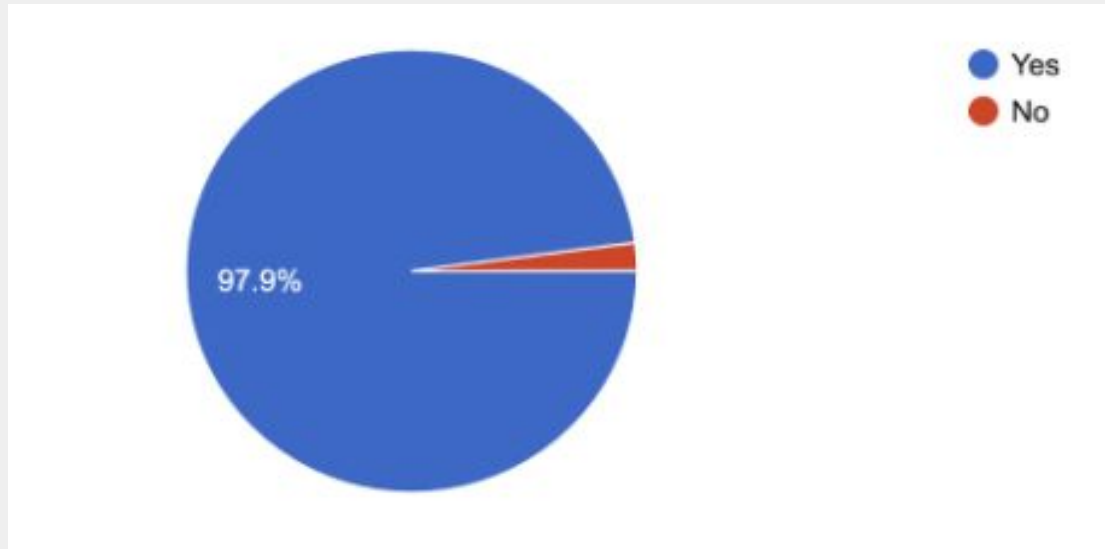
## Transportation



# Survey results

## Internet access

- Canton Public Schools is committed to ensuring every student and family has internet access.



# Comprehensive Reopening Plan

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<b>Canton Public Schools Continuum</b>	All - In 4.5 feet	Hybrid 50/50 AA/BB	Remote Learning 2.0
<b>Remote Learning Pathway</b>			

## 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

## Model 2: Hybrid 50/50

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



## 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

# Comprehensive Reopening Plan

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<b>Canton Public Schools Continuum</b>	All - In 4.5 feet	Hybrid 50/50 AA/BB	Remote Learning 2.0
<b>Remote Learning Pathway</b>			

# Across the Models



# Across the models: Commitments

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- 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

# 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

# Across the models: Accountability

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## Students:

- Track attendance and participation
- Issue grades
- Regular, two-way communication with students' parents/guardians

## Staff:

- Ongoing supervision/evaluation

*Surveys of staff, students and parents/guardians for ongoing improvement*

# Across the models: Teaching and Learning

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- Regular, consistent opportunities to high-quality live instruction
- Alignment to grade level and course state standards
- Rigorous and relevant curriculum - skills and knowledge
- Regular, two way communication regarding academic progress
- High-quality materials and supplies
- Assessment

# Across the models: Students with Special Circumstances

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- **What is true in all 3 models:**
  - 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 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



# Across the models: Students with Special Circumstances Continued

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- **What is true in all 3 models:**

- 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 the Department of Elementary and Secondary Education re: Individual Remote Learning Plans, staff will work with parents to determine how best to support parents as they support their child(ren) with what is being planned. Teachers will also have “office hours” for the purpose of communicating with parents in real time to best provide support and guidance about supporting their child(ren) at home.

# Across the models: Health and Safety

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- Health and Safety Guidelines
  - Hand hygiene, face coverings, social distancing, staying home when you don't feel well, self-screening
  - Signage
  - Materials and supplies - safety equipment, dispensers
- C19 PROTOCOLS

# Across the models: Signage

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- Signage throughout buildings
- Topics include:
  - Hand washing
  - Social distancing
  - Cleaning & disinfecting
  - Staffing & operations
  - “No Gathering” in common areas
- Will be adding floor signs and markings:
  - Directional arrows
  - Travel lanes
  - Markings for 6’ of social distancing

# Across the models: Cleaning Plan

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- Regular scheduled cleaning upgraded in January
- New products purchased with disinfectant approved for treating COVID-19
- Disinfect throughout the day in high touch areas
- High traffic areas cleaned and disinfected every evening
  - Disinfecting with electrostatic sprayer
- Enhanced cleaning procedures 1 day/night a week
  - Disinfect and sanitize all flat surfaces, including desk tops, teacher's desk and tables
  - Disinfect and sanitize handrails and classroom door handles
  - Disinfect and sanitize exterior entry and exit points

# Across the models: Health and Safety Requirements

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- Masks/Face Coverings
- Physical Distancing
- Student groups/cohorts
- Screening upon entry
- Hand Hygiene
- COVID-19 related isolation space
- Vaccines
- Health and safety/PPE supplies
- Hand sanitizer throughout buildings
- Movement protocols
- Protective Equipment/PPE

# Across the models: HVAC and Air Quality

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- Maintaining HVAC Equipment is a High Priority for the CPS Maintenance Team
- Maintenance Staff Includes a 1.0 FTE HVAC Technician
- School Department Capital Plan includes Line Item for HVAC Equipment Maintenance
- Replaced 3 Rooftop Units at GMS and 4 at CHS in the last 4 years
- Univents Maintained on Regular Schedule
- Capital plan includes replacing older Univents (Previously hasn't been funded)
- Filters Changed 4 Times A Year
- Filters increased to MERV-8 and MERV-13
- Air Exchange Set at Highest Level to Maintain High Quality Fresh Air
- Reviewing Window Condition and Operation

# Across the models: Student Activities

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- Expecting guidance from DESE
- MIAA

# Across the models: Remote Learning Pathway

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- Full year, fully remote, at home
- Transition process back to in-school continuum
- Alignment with the district curriculum
- Teaching and learning facilitated by Canton teachers and support staff
- Opportunities for social interactions
- Supported by technology tools and educational software



# Across the models: Remote Learning Pathway

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- Synchronous and asynchronous learning
- Active engagement with a teacher
- School-day schedule, featuring classes, specials, socialization, and movement breaks
- Student accountability: full school-day attendance and grades - participation and performance
- Teacher accountability: full school-day of teaching, curricular rigor and challenge, synchronous teaching and connections with students

# Across the models: Start of School Date

- Commissioner's waiver of 180 school days to 170 school days
- Staff Preparation - 10 days
- **First day of school for students - 9/16**

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			

Current Recommendation:  
Hybrid



# 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
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# 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

# Student 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

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

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

# 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

# Special Circumstances

## ● **Students with IEP Services** Continued

- 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.



# Special Circumstances Continued

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- **ELs and Former ELs**

- 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.

# Special Circumstances Continued

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- **Economically Disadvantaged:**

- 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

# Special Circumstances Continued

## **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 Initial 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.

# Special Circumstances Continued

## Student Supports:

- **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 wants 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.

# Special Circumstances Continued

## Student Supports:

- **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.

# Devices

## *Student Devices*

### Elementary School 1:1

- K-2 iPads with case
- Grades 3-5 Chromebook

### Middle School 1:1

- Grade 6-8 Chromebook

### High School

- Grades 9-11 1:1 Chromebooks
- Grades 12 Optional Chromebooks (Current BYOD model)

***Hotspots will be available for any family in need of internet access***

## *Teacher Devices*

- Unit A Educators- Acer 360 laptop
- Unit E/other support staff- Chromebook

*Learning System Components (with educators' primary mobile device):*

- iPad with stand
- Earpod with mic
- Document camera
- Projector and Airtame for wireless Projecting - only available in classroom

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

# Technology and Digital Learning

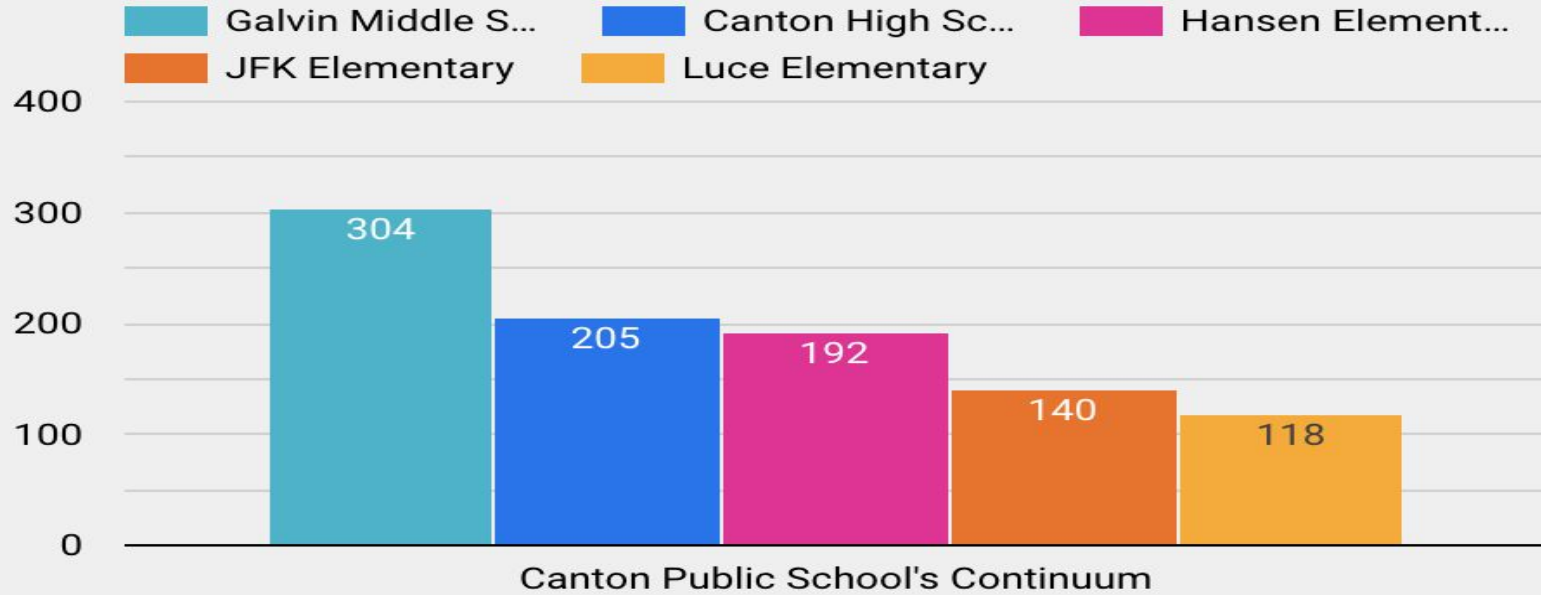
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- Software and Learning Tools
  - Educator Digital Toolkit
- Learning Management Systems
  - Lower elementary- Seesaw
  - Upper elementary, Middle, High- Google Classroom
  - PlusPortals will remain as the Middle/High grading portal
- Professional Development/Training
  - Staff, students, parents/guardians
- Technology Support
  - Support ticketing system to be launched in Sept 2020



Add a summary here; notes below

# Transportation Survey Results



# Transportation Survey Results

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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 survey, 1,873 required transportation in the fall (57% of all CPS students)

# Transportation Plan

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- 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 tier to bus plan and increase transportation costs

# Transportation Plan (Cont.)



# Cleaning Plan

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- Regular scheduled cleaning on Monday, Tuesday, Thursday & Friday
- Enhanced cleaning on Wednesday and Saturday/Sunday
- Enhanced cleaning includes regular cleaning **plus**:
  - Clean and disinfect classrooms
  - Handrails and high touch surfaces wiped and sanitized.
  - Disinfect and sanitize all flat surfaces, including desk tops, teacher's desk and tables
  - Wiping and sanitizing all classroom and office door handles
  - Checking condition of A/C filters and clean/replace when needed (No less than 4 times a year)
  - Sanitize and disinfect bathrooms
  - Exterior entry and exit points to be disinfected and wiped clean

# Food Service

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- School Kitchens Will Prepare Breakfast and Lunch Monday, Tuesday, Thursday and Friday
- Meal Distribution Customized for Each Building
- Several Meal Pick-up Locations in Each Building
- Purchased Rolling Warming Cabinets for Remote Distribution
- Meals Available for Students Not in Schools - Working on the Details

# Staffing

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We are in the process of hiring additional staff members for educational supports and safety measures.

- Custodians
- Educational Assistants - support students virtually
  - K, 1, 2
  - Other grades/courses TBD
- School Aides
- Permanent Building Subs
- Pool of Subs
- Support for Students



# CHS

DRAFT

Hybrid 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	

# CHS

DRAFT

Hybrid Option #2

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

## DRAFT

[illegible]

## Hybrid Option #2

[illegible]

# Elementary: Grades 1-5

DRAFT

Hybrid Option

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)  Science/ Social Studies	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		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	Asynchronous ELA and Math    (Teacher Collaboration & Planning)	Lunch/Recess	Lunch/Recess
12:15-12:55	12:45-1:25	ELA 2 (40m)	ELA 2		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)		Closing Circle (SEL & Connection)	Closing Circle (SEL & Connection)
2:40-2:55	3:10-3:25	Movement/Mask Break and/or/(Dismiss al/ Synchronous Prep (15 m)	Movement/Mask Break and/or/(Dismiss al/ Synchronous Prep (15 m)		Movement/Mask Break and/or/(Dismiss al/ Synchronous Prep (15 m)	Movement/Mask Break and/or/(Dismiss al/ Synchronous Prep (15 m)
2:55-3:10	3:25-3:40	Dismissal (15m)	Dismissal		Dismissal	Dismissal

# Elementary: Kindergarten

DRAFT

Hybrid Option

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	Teacher Collaboration & Planning	Lunch/Recess	Lunch/Recess
12:00-1:00	12:30-1:30	Math Workshop (60 m)	Math Workshop		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

# Recommended Reopening Model

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## Hybrid: AA/BB

- Attention to the overall well-being of students: connectedness to school and teachers; learning in-school and at-home
- Prepared for staff and student safety, for example: air quality, social distancing, masks, hand hygiene, cleaning and disinfecting, Health Dept. and BOH support
- Wednesdays for students to learn from home; thorough cleaning and disinfecting buildings and staff training and improvement

# Comprehensive Reopening Plan

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<b>Canton Public Schools Continuum</b>	All - In 4.5 feet	Hybrid 50/50 AA/BB	Remote Learning 2.0
<b>Remote Learning Pathway</b>			



# Next Steps

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- School Committee vote of approval tonight
- Submission to Commissioner, Aug. 10
- Postings on CPS website
- Negotiations with CTA
- Collaborate with Canton Health Dept. and BOH
- Policies
- Ongoing preparations

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# **Canton Public Schools**

*Working Draft*

*Updated on: August 5, 2020*

## **Protocols for responding to COVID-19 Scenarios**

### **1. Introduction**

### **2. CPS Safe Reopening**

### **3. Most common symptoms of COVID-19 and testing requirements**

### **4. CPS Protocols for COVID-19 scenarios**

### **5. Protocols for individual exposure or individual positive test**

Protocol: Student or staff tests positive for COVID-19

Protocol: Close contact of student or staff tests positive for COVID-19

Protocol: Student is symptomatic on the bus

Protocol: Student is symptomatic at school

Protocol: Staff is symptomatic at home

Protocol: Staff is symptomatic at school

### **6. Protocols for potential school closure (partial or full) or district closure**

Protocol: Presence of multiple cases in the school or district

Protocol: Presence of significant number of new cases in a municipality

Protocol: State-wide regression to a previous reopening phase

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## **1. Introduction:**

*The following **CPS COVID-19 Protocols** were developed with respect to the current recommendations from the Centers for Disease Control, Massachusetts Department of Public Health, Department of Elementary and Secondary Education and in collaboration with the School healthcare professional and the Canton Health Department/Board of Health.*

**COVID-19 Protocols are district-wide and will be developed for building-specific and program-specific scenarios.** Protocols will be reviewed and updated as new information is made available. Local community spread of the disease and available resources such as testing sites will influence modifications of the protocols. CPS continues to learn from the summer enrichment programs including: Canton Academy, ESY, Summer Tutoring, CHS Bridge Program, and GMS Jump Start.

**Communication regarding COVID-19 will support the CPS “Culture of Caring”** providing information on health and safety to families, students, and staff in a variety of ways including but not limited to website information, blackboard messages, school community messaging. Communication may provide information about specific incidents and also general updates if appropriate.

**CPS has taken steps to prepare for responding to COVID-19 in the district.** (As of 8/5/2020, public health metrics in Massachusetts remain positive, however CPS recognizes that the risk of exposure still exists.) CPS has created and provided staff training, secured school safety gear, installed plexi-protection for workspaces and implemented a daily self-screening tool. In preparation to reopen schools, potential scenarios were explored and include plans for school, transportation and community spread.

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## 2. CPS Safe Re-opening:

**A safe return to the in-person school environment will require a “Culture of Caring” with a focus on health and safety.** It is not one mitigation strategy but a *combination* of all these strategies that will substantially reduce the risk of transmission. Currently in Phase 3 of Reopening Massachusetts, efforts must continue with vigilance to continue to contain COVID-19. CPS will adopt the following mitigation strategies:

- **Daily Self-screening to monitor for symptoms by staff and students.** CPS will use a self-screening tool for staff and students to complete fill out before work and school attendance.
- **Masks are among the most important single measures to contain the spread.** CPS will require all students and all staff to wear masks that ***adequately cover both their nose and mouth***. Preschool students are strongly encouraged to wear masks. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- **Hand hygiene is critical.** Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- **Physical distance greatly reduces the risk of transmission.** As COVID-19 is transmitted through respiratory droplets, creating distance and space reduces risk. In classroom settings, a six feet distance will be maintained when possible. When this distance cannot be maintained, masks are required.
- **Cohorts/assigned seating.** Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating creates smaller groups within cohorts which minimize transmission. Assigned seats can also assist with contact tracing. Wherever possible, seats should be assigned including classroom, bus, meals.

Additional information COVID-19 information and preparations:

**Be prepared to provide remote learning:** When students must stay home for quarantine or isolation, teaching and learning should not stop. It is the school’s duty to provide remote learning for students who cannot be in school for any extended period of time.

**Testing, tracing, and isolation:** Testing, contact tracing and isolation when sick, helps control the spread of COVID-19. Both positive and negative test results are reported to

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the Massachusetts Department of Public Health. If a person has a positive COVID-19 test, the local board of health or the Massachusetts Community Tracing Collaborative will contact individuals to inform them to isolate at home and ask for help to identify close contacts. Once the “close contacts” are identified, they are contacted and asked about their health status. These “close contacts” may be asked to isolate or quarantine based on their health status. To help control the spread, CPS is requesting that staff and students/families inform the school of the request to isolate or quarantine.

**Isolation at home:** Staying home when you are sick including a positive test result is a minimum of 10 days. Individuals who test positive and have a relatively mild illness will need to stay in self-isolation for at least 10 days. Positive cases can resume public activities after 10 days and once they have:

- a. been fever free for 72 hours without taking fever-reducing medications
- AND
- b. experienced improvement in symptoms (cough is mostly resolved);
- AND
- c. received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Repeat testing prior to return is not recommended. Return to school or work should be based on time and symptom resolution. If symptoms worsen, contact healthcare professional and with continued deterioration of symptoms, seek urgent or emergent medical care.

**Self-Quarantine at home:** Staying home when you have been identified as being exposed to a positive case as a close contact for 10 days after exposure or when traveling between states, refer to Mass.gov for latest travel advisory. During this time, stay home, limit contact with others, monitor for symptoms, take temperature morning and night and if symptoms develop contact healthcare professional to inquire about testing.

**Non-COVID-19 Diagnosis:** Alternative diagnosis with healthcare professional assessment and confirmatory positive test results will allow students/staff to return after a 72 hour period with improving symptoms, and fever free without medication.

**Recommendations for Close Contacts of a positive COVID-19 case:** Individuals must self-quarantine at home for 10 days, monitor for symptoms and check temperature morning and night. If symptoms develop, contact a healthcare

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professional to inquire about testing. Testing is not necessary during self-quarantine, unless symptoms develop. COVID -19 testing is more accurate when performed 4-8 days after exposure. Testing will not be accepted to shorten the self-quarantine period.

DPH defines close contact as:

- Being less than 6 feet of COVID-19 case for at least 10-15 minutes while case is symptomatic or up to 48 hours before symptoms appear. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room
- OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on, sneezed on) while not wearing recommended personal protective equipment.

**In school settings**, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person.

Identified close contacts can come back to school if they have remained symptom-free and have self-quarantined for 10 days. If an individual develops symptoms, healthcare professional can be contacted to inquire about testing. If testing is performed with positive results, the individual will be asked to self-isolate for a minimum of 10 days and at least three days have passed with no fever and improvement in other symptoms. If the test is negative, the student/staff can return to school if symptom-free and 10 day quarantine has passed. (Limit contact with others while waiting for test results.)

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### 3. Most common symptoms of COVID-19 and testing requirements

**If any of the following symptoms are present, STAY HOME.** The collective health of CPS relies on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home.

**Please STAY HOME if you have any of the symptoms listed.**

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

- ☐ Fever (100° Fahrenheit or higher), chills, or shaking chills
- ☐ Cough (not due to other known cause, such as chronic cough)
- ☐ Difficulty breathing or shortness of breath
- ☐ New loss of taste or smell
- ☐ Sore throat
- ☐ Headache *when in combination with other symptoms*
- ☐ Muscle aches or body aches
- ☐ Nausea, vomiting, or diarrhea
- ☐ Fatigue, when in combination with other symptoms
- ☐ Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

**If staff or students have any of these symptoms, they cannot attend work or school and will contact the COVID-19 Point Person.**

**Available test sites.** A current list of local test sites will be made available. Testing sites, testing types and result time lines are dynamic with national need affecting availability and wait time for results. (Wait time is 8-10 days out as of 8/5/2020.)



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## **4. CPS Protocols for COVID-19 scenarios**

**While specific protocols vary, there are some common elements:**

- ✓ Evaluate symptoms to determine if emergency medical attention is needed
- ✓ Separate individual from others, mask individual and staff put on school safety gear, remain 6 ft apart if possible
- ✓ Clean and disinfect spaces visited by the individual
- ✓ Contact the CPS COVID-19 Point Person
- ✓ Provide instructions to:  
Stay home for recommended 10 day period, monitor for worsening of symptoms and limit contact with others and contact healthcare professional to inquire about testing or if symptoms worsen

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### **5. Protocols for individual exposure or individual positive test**

#### **Protocol: Student or staff tests positive for COVID-19**

1. The student or staff member must isolate at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.
2. The student's parent/caregiver or the staff member informs the proper school official (COVID-19 Point Person) that the individual has tested positive for COVID-19. The designated COVID-19 Point Person in turn notifies others as pre-determined by the school (e.g., school leadership, school nurse or school medical point of contact, building management, maintenance).
3. Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.
  - a. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already.
  - b. Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already.
  - c. Promptly clean and disinfect the bus(es) the student or staff member was on, if any, and if not already done.
  - d. Inform any close contact of the risk of exposure, and in collaboration with the Health Board determine recommendations such as self-quarantine, isolation or testing.
4. ELEMENTARY SCHOOL (e.g., student has self-contained classroom throughout the day):

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- a. Send a communication to the other families in the student's class that there has been a positive test without identifying the individual.
- b. Communications sent to families/staff should:
  - i. Inform them there was a positive case in the classroom.
  - ii. Explain that since they were within this cohort and may have been within 6 feet of the person with a positive test, they are considered a "close contact" and therefore should self-quarantine for 10 days after the last exposure. (In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)
  - iii. Inform that if symptoms develop during the self-quarantine period, they should contact a healthcare professional to inquire about testing.
  - iv. During the self-quarantine period, remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
  - v. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
- c. If the school receives information about a COVID-19 positive test in the middle of a school day when the rest of the cohort is in class:
  - i. Make sure the class students are wearing masks. Extra masks may be needed and will be provided by the school. Enforce strict physical distancing. Require students to wash their hands.
  - ii. The school should quickly identify the individuals who may be "close contacts" of the student and notify students and their families.
  - iii. Caregivers of students in the class or other close contacts are requested to pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms should not ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.

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iv. Close contacts should not come back to school until the 10 day period of the last exposure to the positive case and have remained symptom free.

d. To assist with contact tracing, list phone numbers and emails of all close contacts the student or staff member had, beginning two days before the onset of symptoms or positive test if asymptomatic.

5. MIDDLE AND HIGH SCHOOL (e.g., no single self-contained classroom):

a. The school should identify the student's or staff member's possible "close contacts" based on the assigned seating charts. The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated. Consider students and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities.

b. Follow the communication and other relevant Elementary School protocols above.

c. Close contacts will be required to self-quarantine for 10 days at home, monitor for symptoms and check temperature. Limit contact with others.

d. If symptoms develop, contact a healthcare professional to inquire about testing.

e. An individual may return to school or work after 10 days if symptom-free or improved symptoms, and fever free (temperature under 100 degrees) without taking medications.

**6. IF OTHERS IN THE SCHOOL TEST POSITIVE:** They will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.

**ALSO FOLLOW:** "Protocol: Presence of multiple cases in the school."

Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. The area can be used 12 hours after cleaning and

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disinfecting has occurred.

### Protocol: Close contact of student or staff tests positive for COVID-19

1. Individuals identified as a close contact of a positive COVID-19 case
2. Individuals must self-quarantine at home for 10 days, monitor for symptoms and check temperature morning and night. If symptoms develop, contact the healthcare professional to inquire about a COVID 19 test. Testing is not necessary during self-quarantine, unless symptoms develop. COVID -19 testing is more accurate when performed 4-8 days after exposure.
3. **IF POSITIVE TEST:** The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

**IF NEGATIVE TEST:** The student or staff member must remain symptom free for 72 hours to return and follow the 10 day self-quarantine unless a NON-COVID-19 diagnosis is found with confirmatory testing such as flu or strep. The student or staff may return after 72 hours with improving symptoms and fever free without medication and is not required to wait 10 day period.

### Protocol: Student is symptomatic at home

1. Family should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
  - a. **IF NO SYMPTOMS:**
    - i. Send student to school.
  - b. **IF ANY SYMPTOM:**
    - i. Do not send the student to school.
    - ii. Call the school's COVID-19 point of contact and inform them student is staying home due to symptoms.

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iii. COVID-19 screening will be performed, individuals will be asked to remain at home for 10 days and can return with improved symptoms and remain fever free for 72 hours without medication. If tested, students must remain home until test results are returned or 10 days have passed and symptoms have improved and no fever.

iv. Proceed as follows according to test results:

**1. IF NEGATIVE:**

Student stays home until symptom-free for 72 hours and follow the 10 day self-quarantine unless a NON-COVID-19 diagnosis is found with confirmatory testing such as flu or strep. The student or staff may return after 72 hours with improving symptoms and fever free without medication and is not required to wait 10 day period.

**2. IF POSITIVE:** Student should isolate at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

### **Protocol: Student is symptomatic on the bus**

1. Although families are the most important first line of defense for monitoring symptoms, bus drivers and bus monitors also play an important role in flagging possible symptomatic students.

2. If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, do not allow the student to board the bus. Caregiver should then **FOLLOW:** "Protocol: Student is symptomatic at home."

3. If a student is already on the bus, ensure the student is masked and keeps the mask on. Ensure other students keep their masks on. Ensure students keep required physical distance from other students.

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4. Bus driver/monitor should call ahead to the bus service dispatch. The bus service dispatch should be equipped with appropriate cell phone numbers for school and district personnel (nurse or other medical personnel). The dispatch should contact the school to inform the school nurse (or school medical point of contact) of a possible symptomatic child.

5. School nurses (or school medical point of contact) should meet the bus as it arrives, wearing a mask. As practical, students with possible symptoms should exit the bus first.

6. Bus should be cleaned / disinfected.

7. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: "Most common symptoms of COVID-19").

**a. IF ANY SYMPTOM:**

i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the medical waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room.

ii. Contact caregiver for pick-up.

**1. IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Staff will wear school protective gear. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.

**2. IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room, will not return to class nor go home on the school bus with other students. It is expected that a parent or emergency contact will come and pick up a sick child within an hour. This duration is a guideline and in the event that a parent or

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emergency contact is not able to be reached, the District may contact and coordinate with the School Resource Officers.

#### **b. IF NO SYMPTOMS:**

- i. If the evaluation shows the student does not have symptoms, send the student to class.

### **Protocol: Student is symptomatic at school**

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact. (Note: This will require training for teachers.)
2. Teacher ensures the student is wearing a mask that fully covers nose and mouth at all times.
3. Teacher calls the nurse or school medical point of contact to inform them that they have a possible case. Hold passing is called. Student will be accompanied down to the Health Office.
4. School Nurse will evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).

#### **a. IF ANY SYMPTOM:**

- i. Place the student in the designated medical waiting room. Staff will wear school safety gear. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room
- ii. Contact caregiver for pick-up.

1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.



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## **2. IF CAREGIVER IS DELAYED IN PICKING UP**

**STUDENT:** The student should wait in the medical waiting room, will not return to class nor go home on the school bus with other students. It is expected that a parent or emergency contact will come and pick up a sick child within an hour. This duration is a guideline.

iii. Family is to contact the healthcare professional to inform of student's condition. Healthcare professional will provide direction for testing to be performed or for isolation at home to begin for at least a 10 day period.

1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. NON-COVID-19 diagnosis is found with confirmatory testing such as flu or strep. The student or staff may return after 72 hours with improving symptoms and fever free without medication and is not required to wait 10 day period. If an alternative diagnosis is not confirmed, students must stay home until free of symptoms and fever free without medication for 72 hours and for the 10 day self-quarantine period.

2. **IF POSITIVE:** Students remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** "Protocol: Student or staff tests positive for COVID-19."

### **b. IF NO SYMPTOMS:**

i. If the evaluation shows the student does not have symptoms, send the student back to class.

## **Protocol: Staff is symptomatic at home**

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1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19 (see list above: “Most common symptoms of COVID-19”).

**a. IF NO SYMPTOMS:**

i. Come to work.

**b. IF ANY SYMPTOM:**

i. Do not come to work.

ii. Contact the COVID-19 point of contact and/or other absence reporting mechanism established by the school.

iii. COVID-16 screening for symptoms will be conducted. Staff with symptoms will be directed to contact healthcare professional for direction for testing, isolation or self-quarantine. Staff can return after a 10 day period with improved symptoms and remain fever free for 72 hours without medication.

iv. If staff is tested:

1. **IF NEGATIVE:** If the staff member does not have COVID-19, they may return to school based upon guidance from their clinician and necessary management of another diagnosis. NON-COVID-19 diagnosis is found with confirmatory testing such as flu or strep. The student or staff may return after 72 hours with improving symptoms and fever free without medication and is not required to wait 10 day period. Staff members without an alternative diagnosis will stay home until improving symptoms and fever free with our medication for 72 hours and 10 day period.

2. **IF POSITIVE:** Staff members should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** “Protocol: Student/staff tests positive for COVID-19”.

## Protocol: Staff is symptomatic at school

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1. As noted above, staff should be encouraged not to come to school if they are experiencing any symptoms of COVID-19. CPS Self-screening tool requests staff to contact COVID-19 Point Person with a “yes” answer for symptoms, fever and contact with positive COVID-19 case.
2. If a staff member suspects any symptoms during the day, they should follow the school’s protocols for getting another adult to cover their class mid-day, if needed, and see the school nurse to be evaluated for symptoms.
  - a. **IF NO SYMPTOMS:** The staff member should follow the school’s standard protocols for being excused due to illness.
  - b. **IF ANY SYMPTOM:**
    - i. Staff will be asked to leave the building without returning to their class. Staff will be directed to contact their healthcare professional about testing, isolating or self-quarantining.
    - ii. Staff will be asked to inform school about testing:
      1. **IF NEGATIVE:** Staff member stays home until improvement of symptoms, remains fever free without medication for 72 hours, and 10 day period. If NON-COVID-19 diagnosis is found with confirmatory testing such as flu or strep, the student or staff may return with improving symptoms and remains fever free without medication for 72 hours.
      2. **IF POSITIVE:** Staff members should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.  
**FOLLOW STEPS UNDER:** “Protocol: Student/staff tests positive for COVID-19”.

## **6. Protocols for potential school closure (partial or full) or district closure**

### **Protocol: Presence of multiple cases in the school or district**

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1. If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school.
2. For each individual case, **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.” Note that when there is one isolated case, the student’s close contacts will need to stay home and self-quarantine, not the whole school.
3. When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration such as a 14- day quarantine period.
4. Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) shut down the district for the longer duration of a 14-day quarantine period.
5. **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

**Contacts:** Russell Johnston, Senior Associate Commissioner, [Russell.Johnston@mass.gov](mailto:Russell.Johnston@mass.gov), 781- 605-4958. Erin McMahon, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, [Erin.K.Mcmahon@mass.gov](mailto:Erin.K.Mcmahon@mass.gov), 781-873-9023.

6. If the decision is made to close for some number of days, the school and/or district should send clear information and instructions to families and staff:
  - a. Informing them that it is possible COVID-19 is being transmitted in the school and/or district
  - b. Noting that there may be more potential cases that are not yet

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symptomatic

- c. Recommending students quarantine and not have contact with others
- d. Reminding families of the importance of not having contact with higher-risk individuals (e.g., grandparents)
- e. Reminding families of the list of COVID-19 symptoms for which to monitor
- f. Ensuring that remote learning is immediately provided to all students

### 7. Before bringing students back to school:

- a. Check inventory levels of needed supplies (e.g., disposable masks, soap, hand sanitizer, cleaning products); re-order replacement inventory
- b. Consider a school-wide refresher training on the importance of correct hygiene procedures (masks, physical distance, handwashing)
- c. Reiterate the critical nature of masks, physical distancing, and hand hygiene when students return to school

## Protocol: Presence of significant number of new cases in a municipality

1. In the case of significant municipal outbreak, as determined by the local board of health or DPH, the superintendent and school leaders must consult with the local board of health to determine whether it is appropriate to close a specific school, schools, or an entire district.

**2. Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

**Contacts:** **Russell Johnston**, Senior Associate Commissioner, [Russell.Johnston@mass.gov](mailto:Russell.Johnston@mass.gov), 781- 605-4958. **Erin McMahon**, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, [Erin.K.Mcmahon@mass.gov](mailto:Erin.K.Mcmahon@mass.gov), 781-873-9023.

## Protocol: State-wide regression to a previous reopening phase

1. Massachusetts is tracking its overall statewide reopening in phases according to the [Reopening Massachusetts](#) plan. Currently, Massachusetts is in Phase 3 of

## **Canton Public Schools**

*Working Draft*

*Updated on: August 5, 2020*

reopening, where even more businesses can resume operations with specific guidance.

2. If Massachusetts moves back into a prior phase, DESE (in consultation with the Massachusetts COVID-19 Command Center) will communicate with school districts and schools to determine whether in-person school should continue.

# Rodman Early Childhood Program

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Considerations for  
Re-Opening

# Priorities for Developing Options

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- Maintain safety of ALL students and staff
- Provide special education services in an inclusive, developmentally appropriate manner
- Support the social and emotional learning of students



# DESE and EEC Guidance

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Various Guidance to follow:

- DESE General Guidance
  - K-12 guidance for preschool to follow
- DESE Special Ed Guidance
  - Prioritizing in-person learning for preschoolers with IEP services
- EEC (Dept of Early Education and Care) Guidance
  - Guidance consistent with DESE, most applicable to preschool

# Overall Considerations

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- Need to maintain 6 feet of social distancing
- Need to service special populations; students on IEPs and/or 504s where applicable, identified as English learners, those who are homeless etc.
- Need to maintain space for new students on IEPs
- Need to continue to implement inclusive practices
- Need to address community peers (tuition & scheduling)
- Review of family survey data

# Family Survey

69% return rate

Parents/guardians were asked if they would send their child to school given each scenario. For the remote 2.0 scenario, they were asked if they would be able to engage in that with their child.

	Model 1.0 Full In Person Return	Model 2.0 Hybrid 50/50	Model 3.0 Remote 2.0 For All
Yes	45%	43%	30%
No	21%	32%	47%
Unsure	34%	26%	23%

# Family Survey Comments

Will tuition be reduced if days and hours of in school time are reduced?

If this can be done safely is the priority. We will participate remotely and would love to have our son be able to attend classes at least 2 days per week. If the school moves to full remote and families decide to opt out completely will the school offer a refund for deposit and any tuition paid?

Prek needs to be in person for social learning and it is showing that younger children are not contracting or transmitting the virus as older kids/adults are.

A decision to send our child to preschool would be contingent on the virus being at or below the current level. Since our child was only enrolled in Tues/Thurs prior to the pandemic, how would the hybrid model affect her schedule? We would likely withdraw our child from preschool for this year if it were to be fully remote. If we were to withdraw, would she still have a seat for next year?

At 4, remote learning is not an option. It is Impossible to keep a 4 year old engaged with a computer.

# Family Survey Comments Continued

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My son is in the 5 day program as a community peer. Given the cost, I would not send him unless it was full time in person, otherwise the cost for a hybrid or fully remote at this age makes no sense. I would pull him from the program and keep him out of pre-school for a year until the program is back at full time, in person.

For Pre-K kids, there should be some onsite learning at school. I don't think full time remote is a good option for these young kids. For that reason I prefer a hybrid model only.

Pre-k needs to be in person for social learning and it is showing that younger children are not contracting or transmitting the virus as older kids/adults are.

My child misses all of his teachers tremendously. I just want you all to realize this is because he loves you and you have shown him how much you care for him. We want our child to be safe, and we want all of his wonderful teachers to be safe, too. Thank you for everything you are doing to find the best path.

# Preschool Version: Hybrid Model 50/50 Consistent with K-12 Hybrid (Including Community Peers)

<b>Social Distancing</b>	<b>6 feet for students and staff</b>
<b>Average Class Size</b>	<b>5-10 depending on room size</b>
<b>Facility Impact</b>	<b>All spaces to be reorganized to allow maximum square footage available. Possibility of needing one-two additional classrooms</b>
<b>Personnel Impact</b>	<b>Less than all in person staffing needs Possibility of 2 additional staff needed</b>
<b>Transportation Impact</b>	<b>None anticipated</b>
<b>Food services Impact</b>	<b>Students eat in classrooms and access through home delivery</b>

# Considerations for Hybrid

Students with disabilities who are in IEPs will receive in person instruction in inclusive environment.

Students on IEPs that attend the three, four or five day program will attend on Wednesday morning without peers. However, minimal spots would be available.

Community peers would access the program on a two, three or four day schedule. This differs from previous 2-5 day schedules.

Students and families would experience and engage in some remote learning preparing them for a possible shift to full remote if necessary.

# Schedule of Hybrid Model

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Students with IEP Services:

2.5 day model

3.5 day model

4.5 day model

Wednesday PM- Home learning activities will be provided

Community Peers:

2 day model

3 day model

4 day model

Wednesday PM - Home learning activities will be provided



# Tuition

Typical tuition schedule for community peers:

- \$2,754 to attend 2 days per week
- \$4,132 to attend 3 days per week
- \$5,509 to attend 4 days per week
- \$6,886 to attend 5 days per week

Recommendation for the Hybrid model tuition schedule: (reflects 9-1)

- \$2,203 to attend 2 days per week
- \$3,306 to attend 3 days per week
- \$4,407 to attend 4 days per week

# Next Step:

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School Committee consideration and vote - August 20

- Model proposed to start the school year
- Tuition