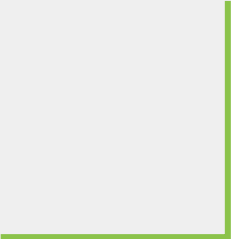




Overview of Models for Reopening Schools

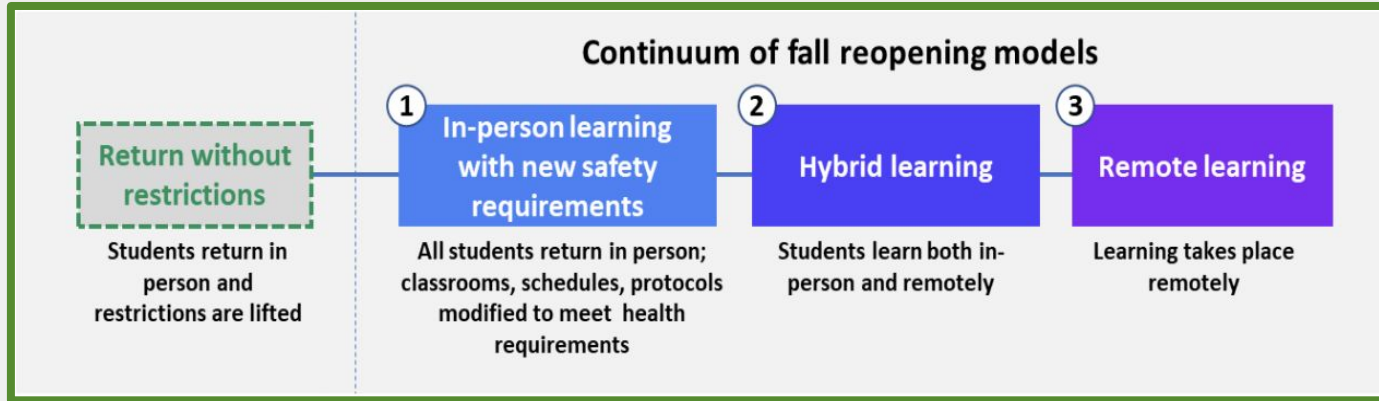


Presentation for School Committee
July 23, 2020



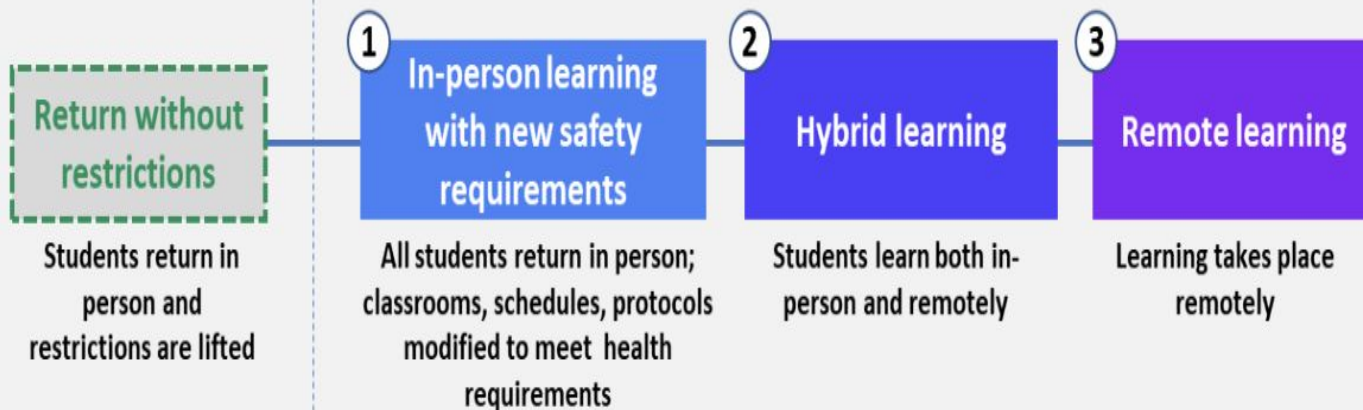
School Committee Approval

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





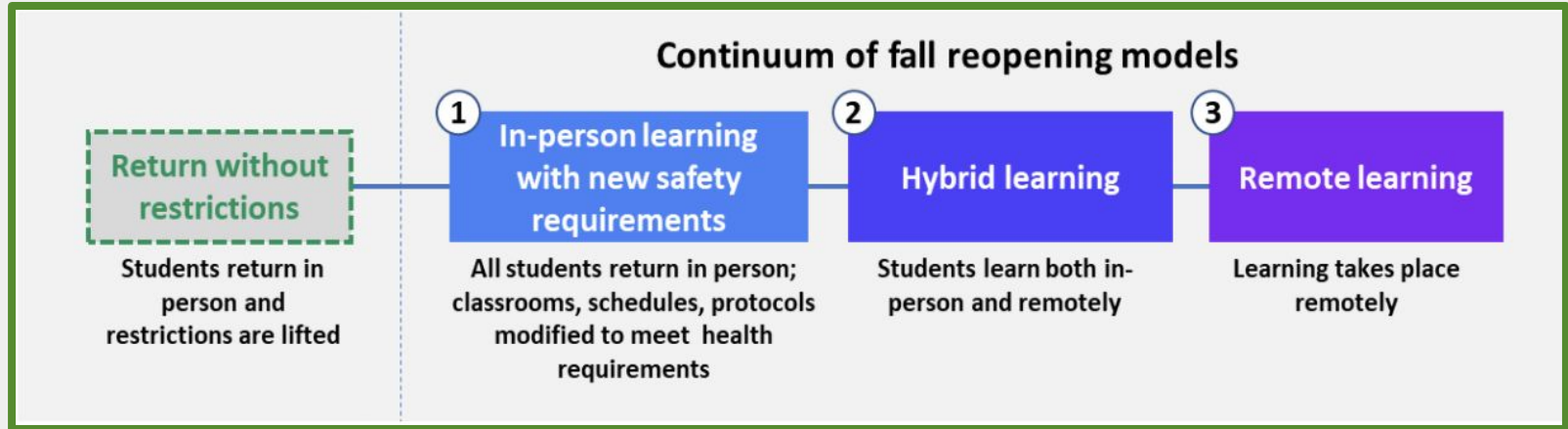
Continuum of fall reopening models



Commitments

- Student and staff safety
 - Equity and advancing excellence
 - Rigorous, high quality teaching and learning
 - Students' authentic sense of belonging and joy
- Communication and collaboration with stakeholders
 - Continuous improvement and reflection
 - Adaptive and innovative approach
-

Models for Reopening



Model 1.1: Full return to in person school with 6'

Social Distancing	6' for students, 6' for staff
Avg. Class Size	Elementary: 14, GMS and CHS: 16
Facility Impact	All spaces need to be re-organized to remove excess furniture and materials Need 35 new teachers and classrooms at Elementary, GMS TBD, 19+ FTEs and additional classrooms/spaces at CHS
Personnel	Heavy staffing needs: Teachers, Counselors, Ed Assistants, Custodians, School Aides
Transportation	3 tiers of buses, 2 loops per tier (impacting start/end times)
Food Services	Students eat in classrooms, longer transition times for meal service due to social distancing requirements

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

Hybrid 50/50 Model Options

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

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

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

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

Family Survey Results

Survey Results Data

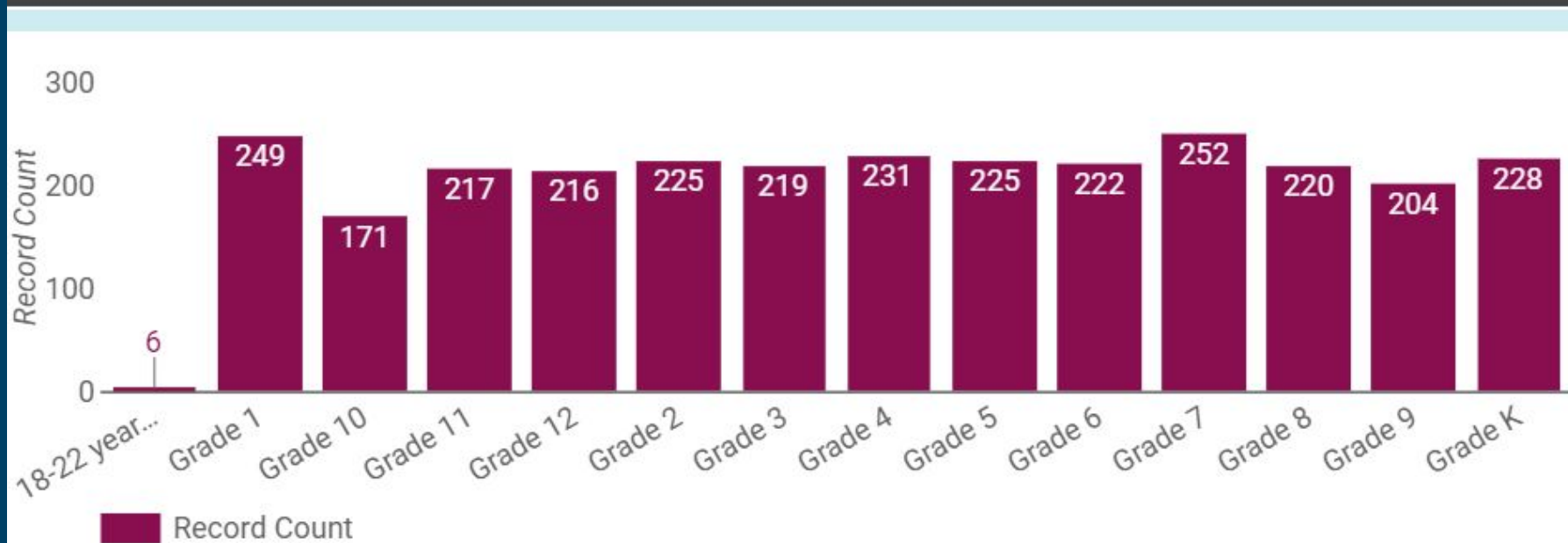
2,885 students represented
in the survey

87.5% of CPS students

Aggregate Data



Responses by Grade



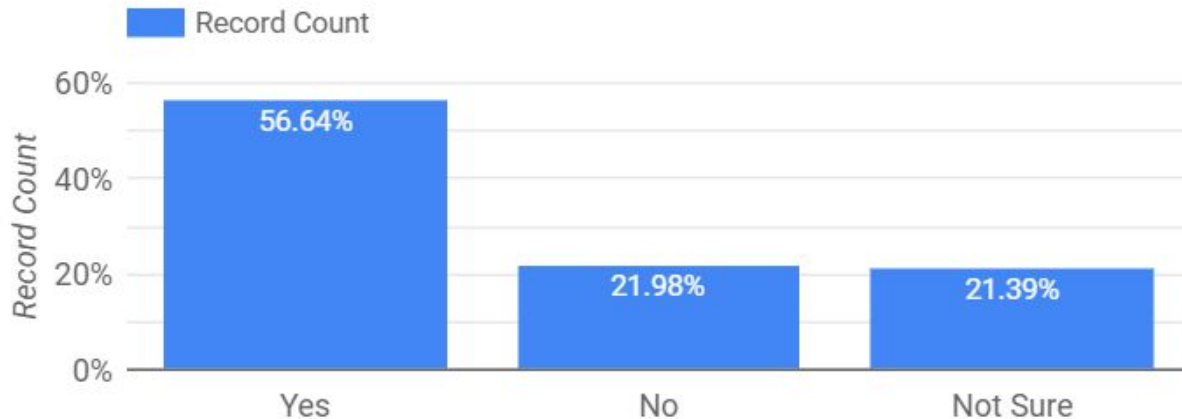
Model Description

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

Record Count

2,885

Will you send your child?



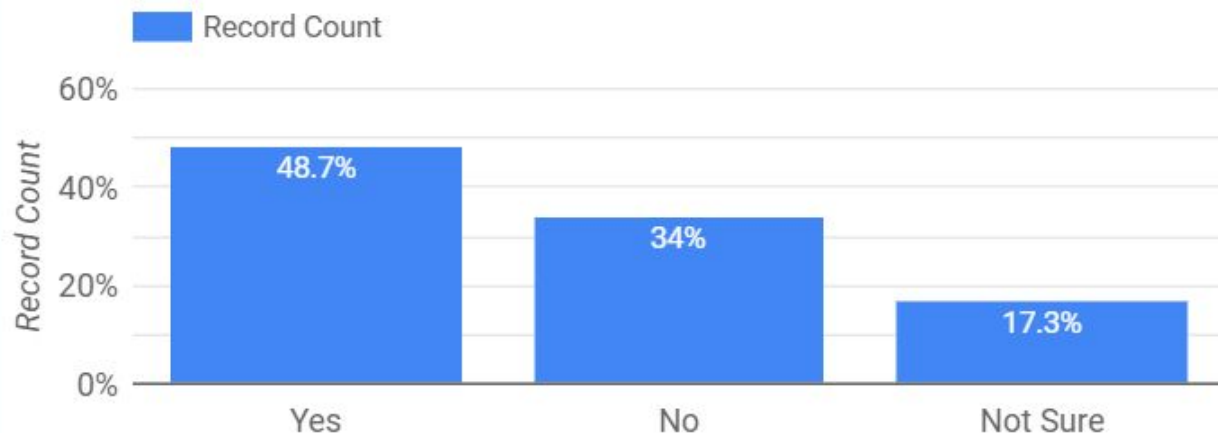
Model Description

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

Record Count

2,885

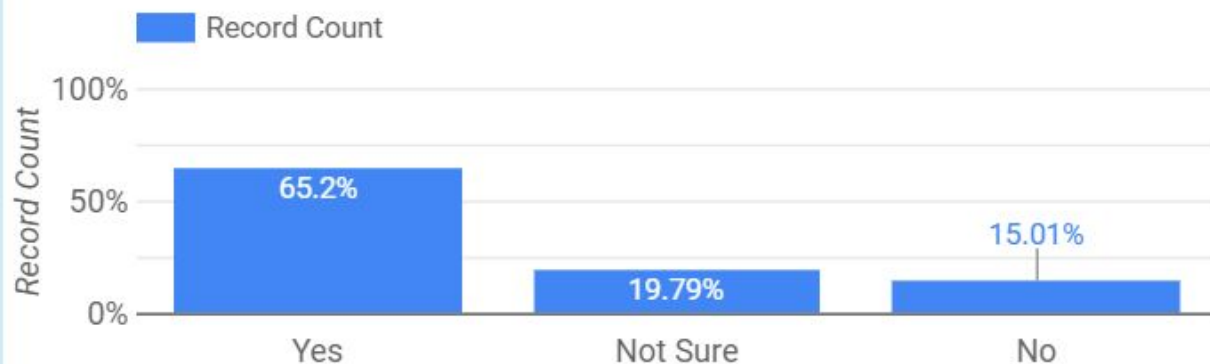
Will you send your child?



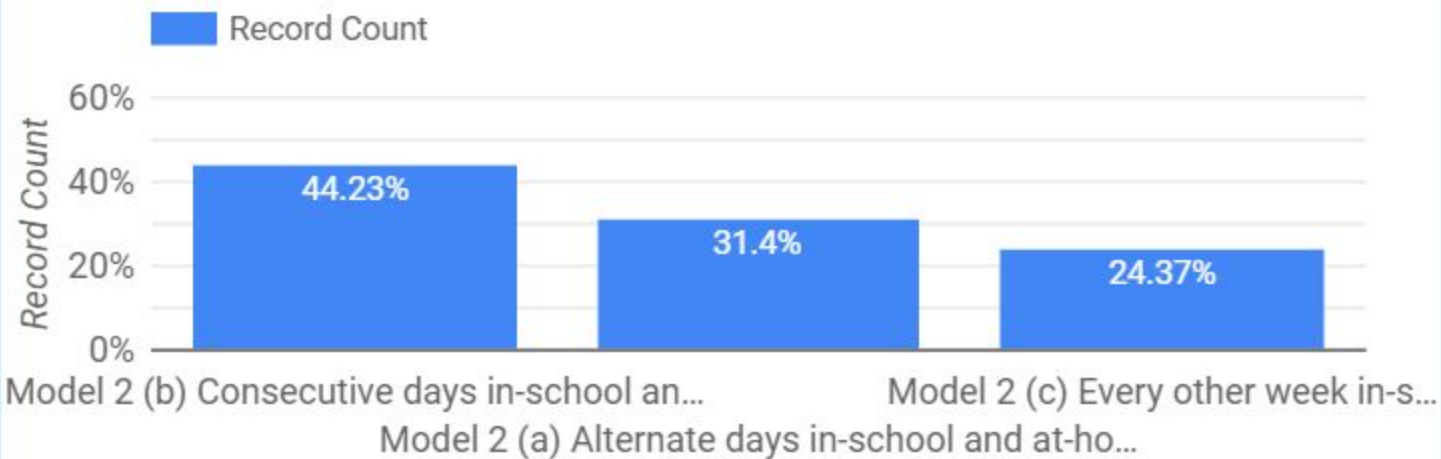
Model Description

Given the model above and what is known today about COVID-19 and the safety guidelines and precautions, will you send your child to school if the district model is a hybrid approach, with some in-school learning and some remote learning?

Will you send your child?



Preferred Hybrid Model

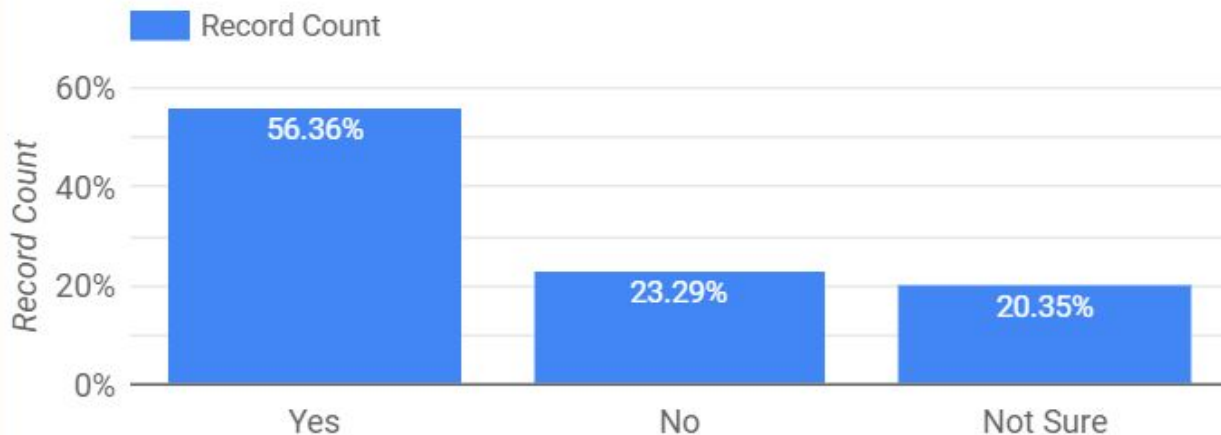


Model Description

Given the model above and what is known today about COVID-19 and the safety guidelines and precautions, will you engage your child in Remote Learning 2.0 (all students learning from home)?

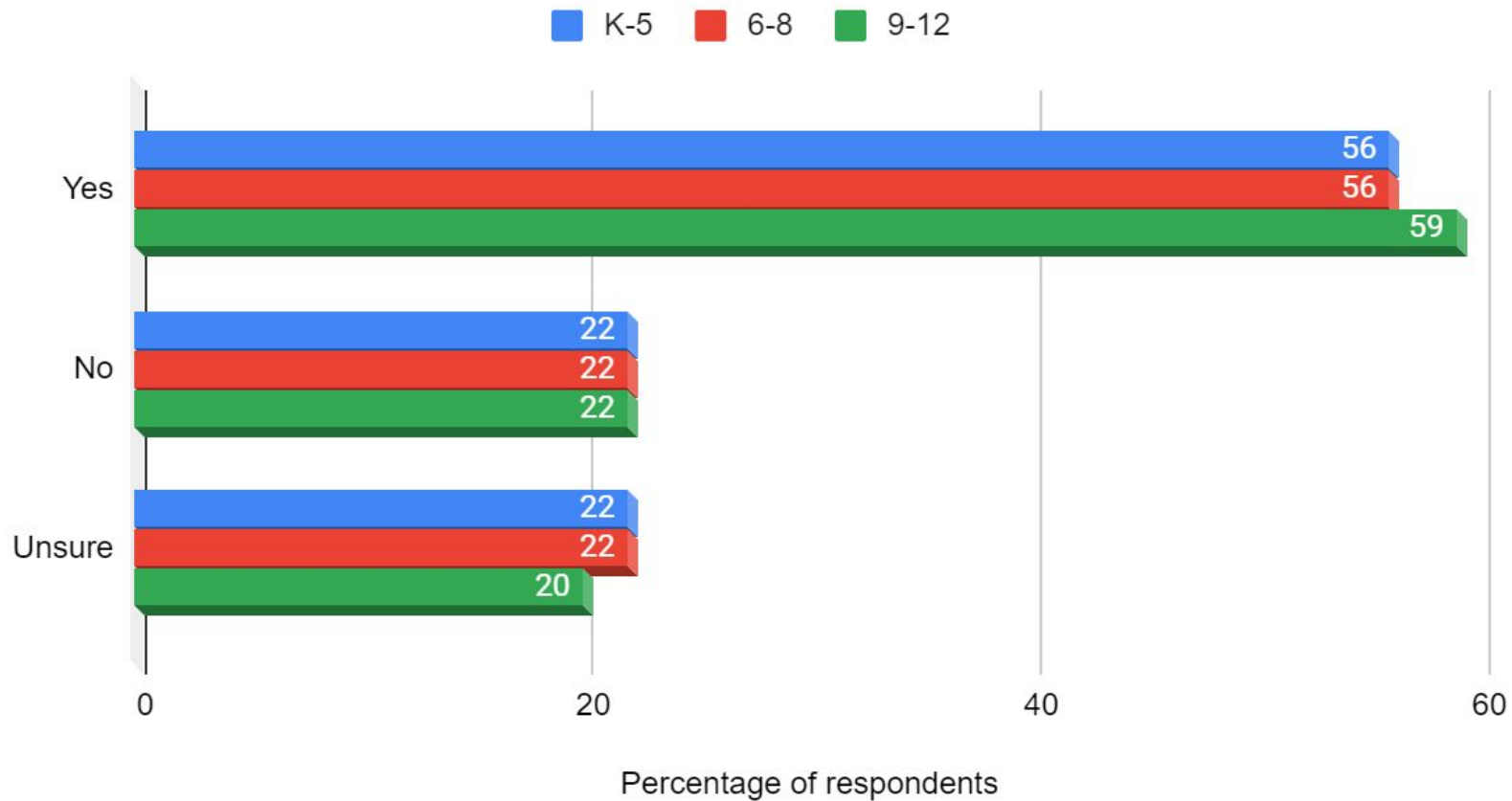
Record Count
2,885

Will you engage your child in Remote Learning 2.0?

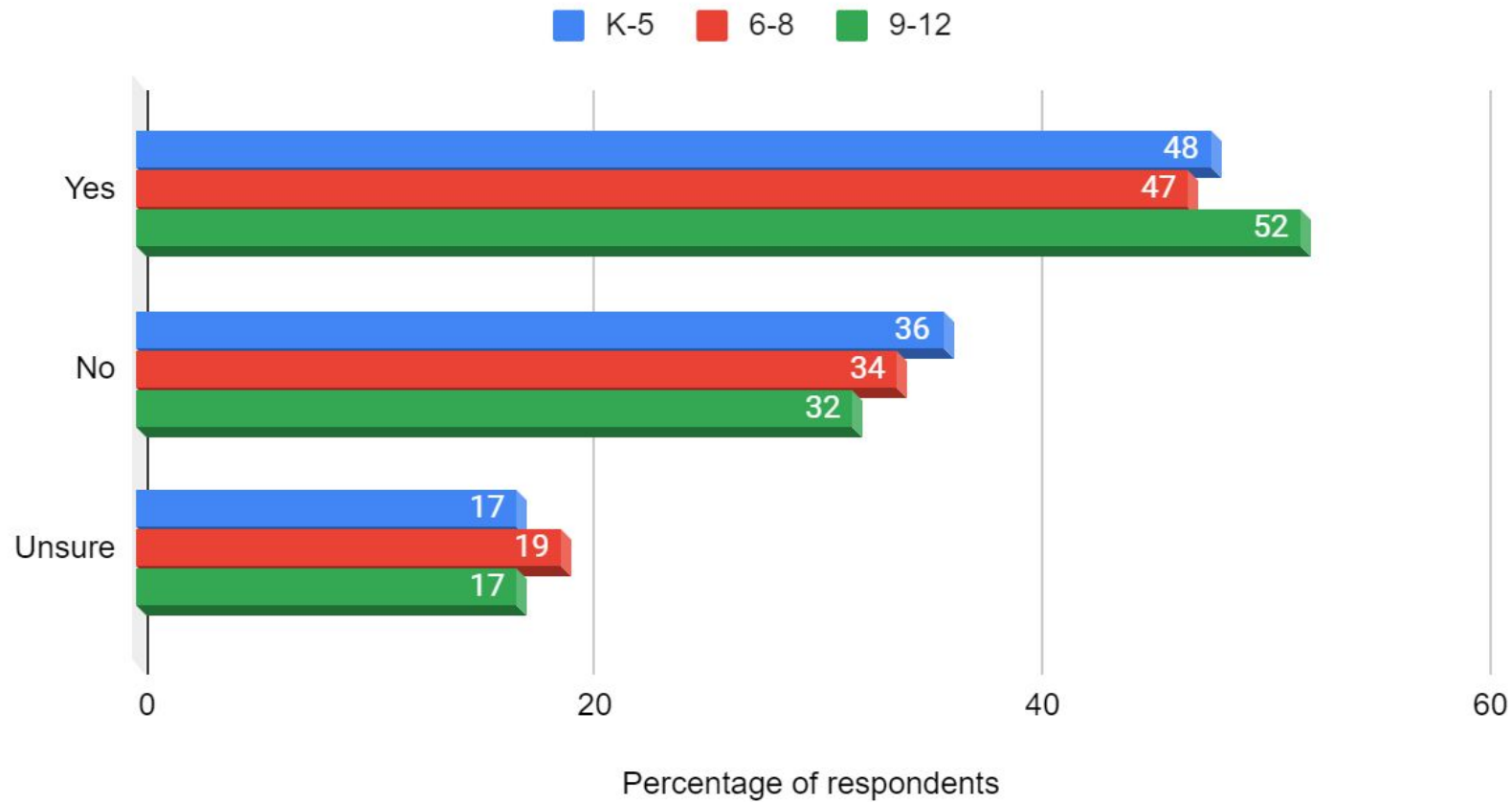


Model Results by Grade Level

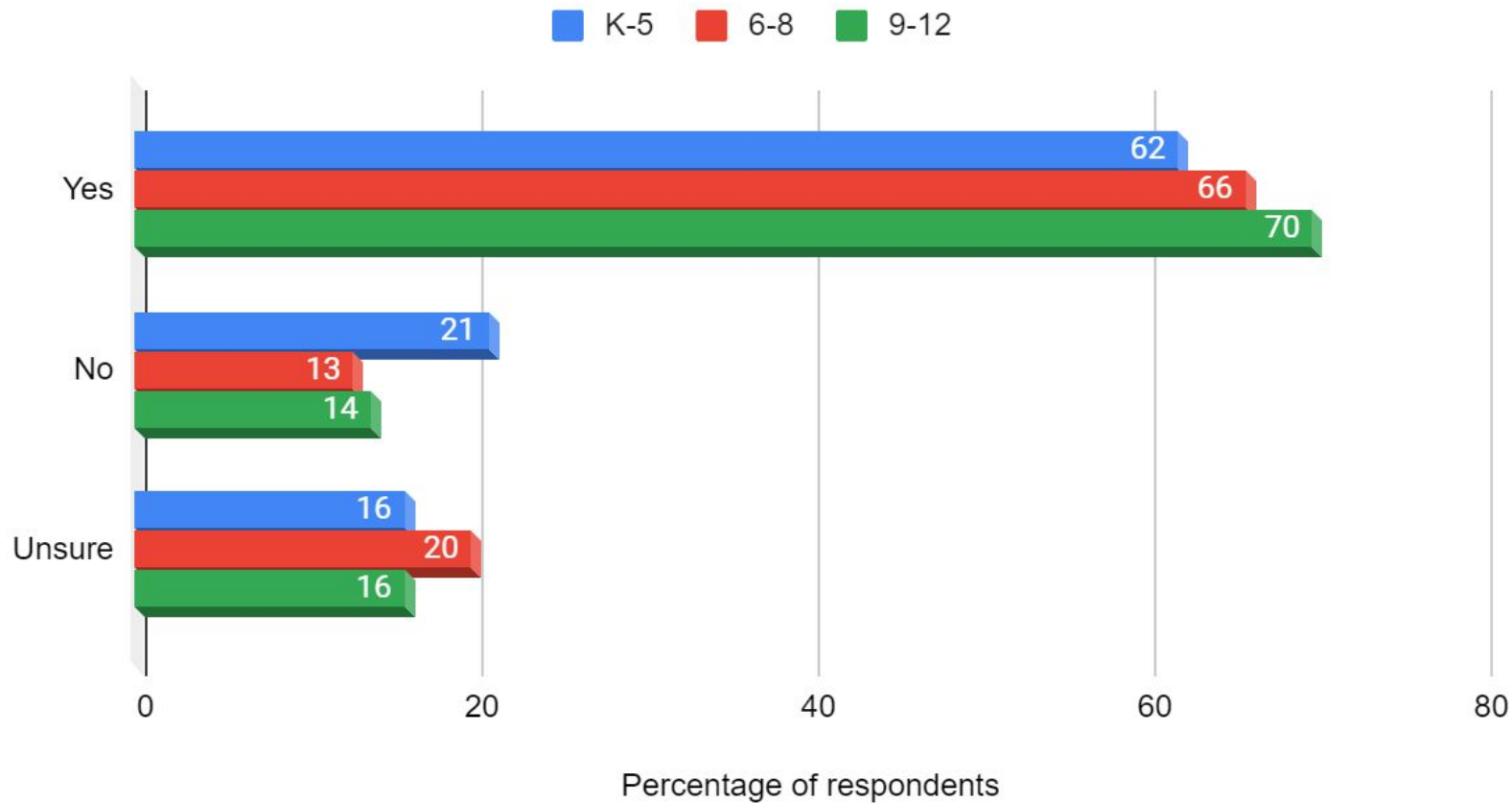
Model 1.1 Full Return with 6'



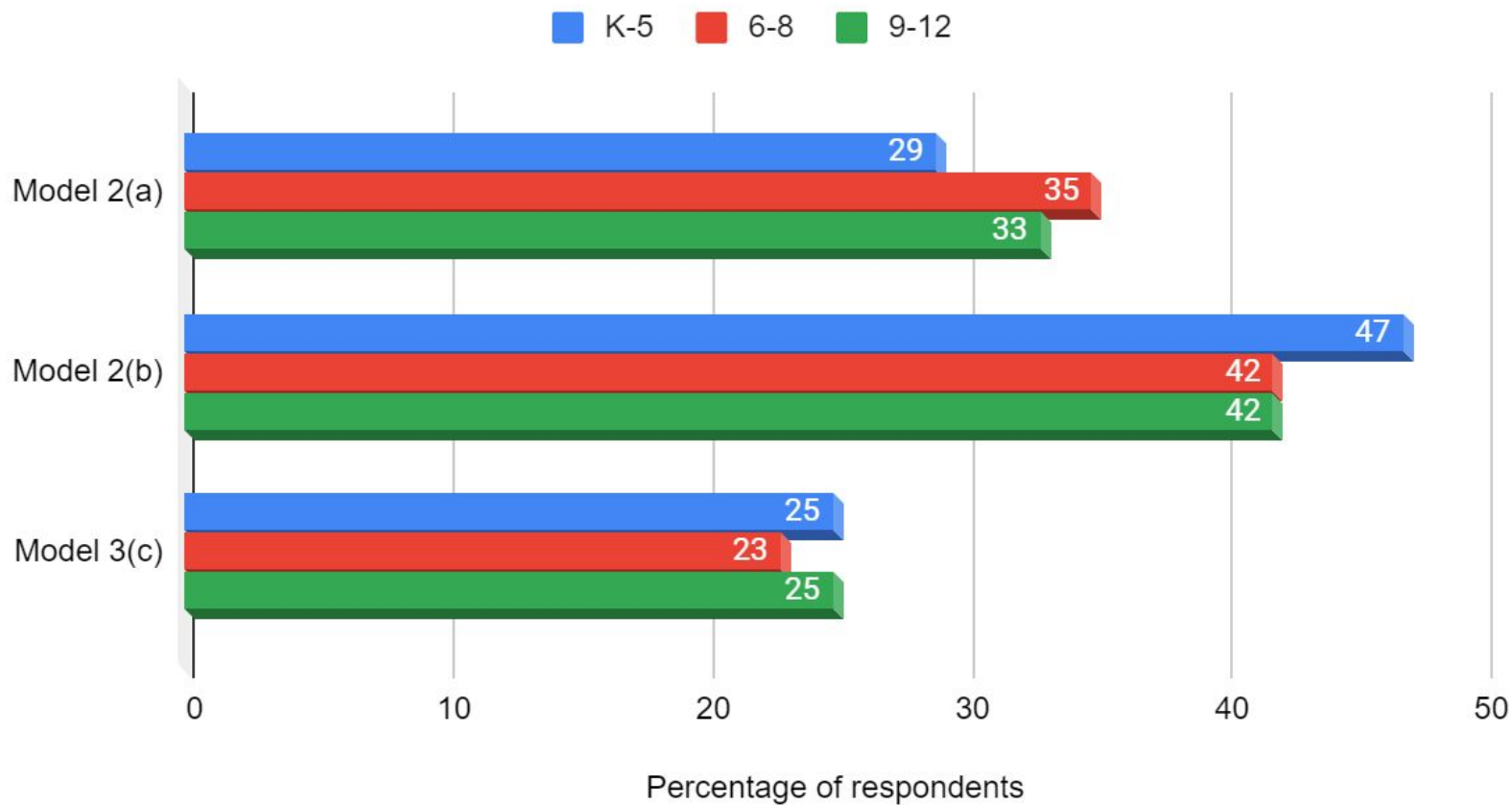
Model 1.2 Full Return with 4.5'



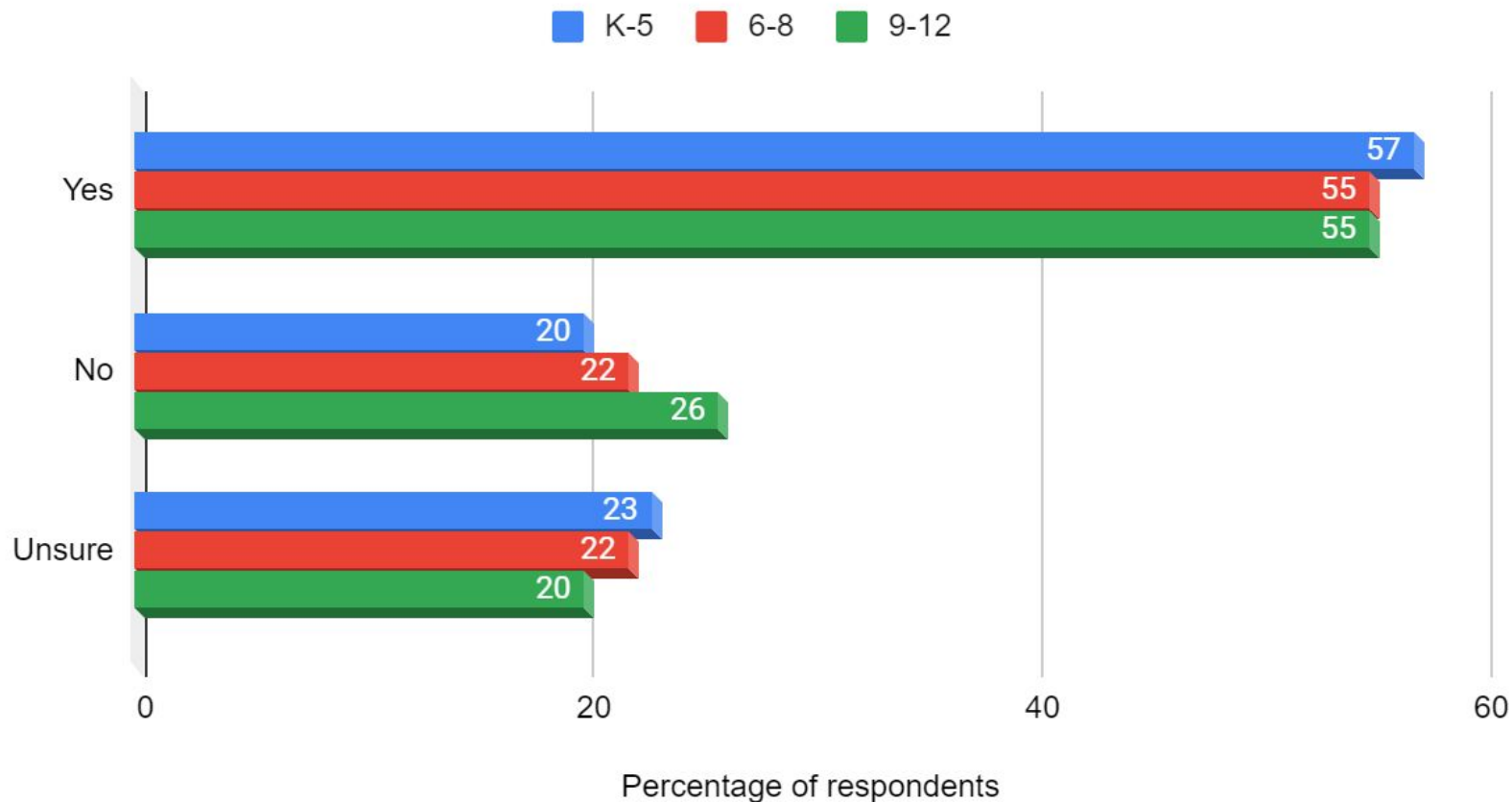
Model 2 Hybrid 50/50



Preferred Hybrid Scenario

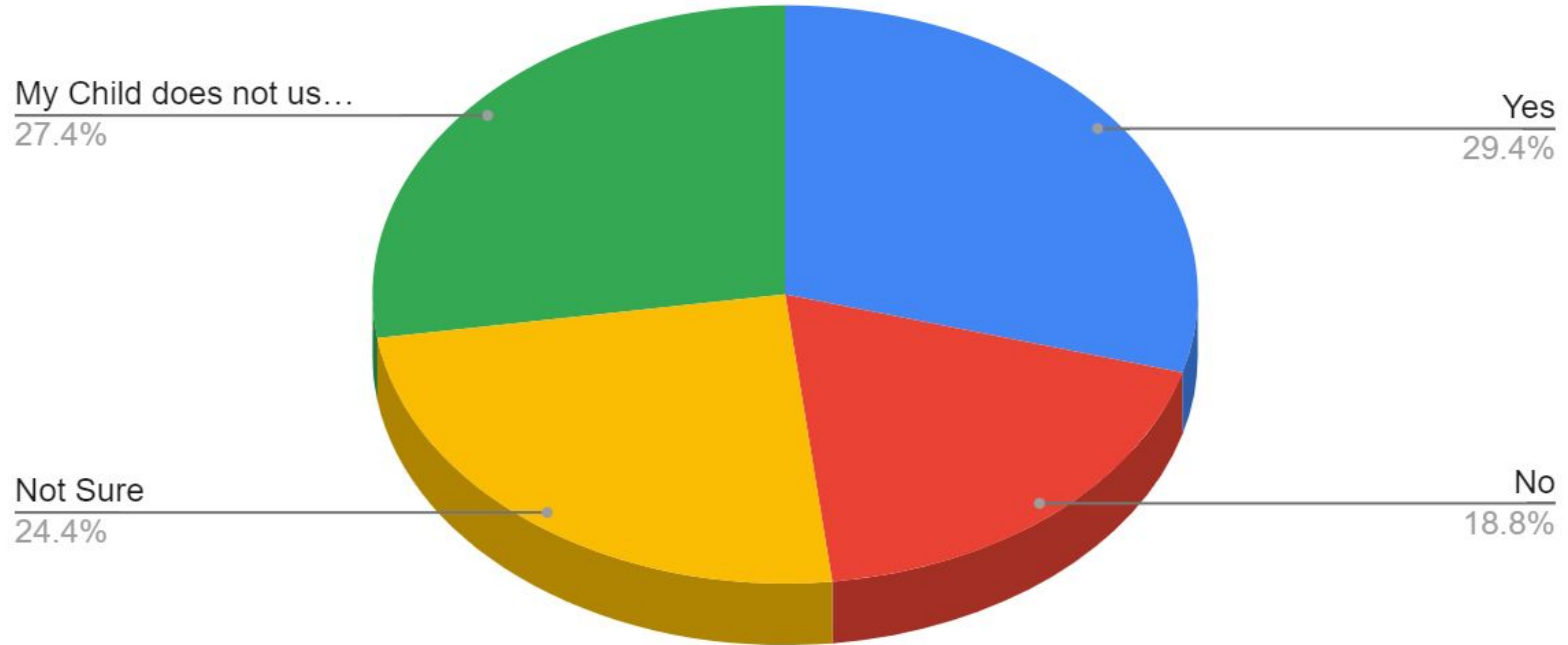


Model 3 Remote Learning 2.0



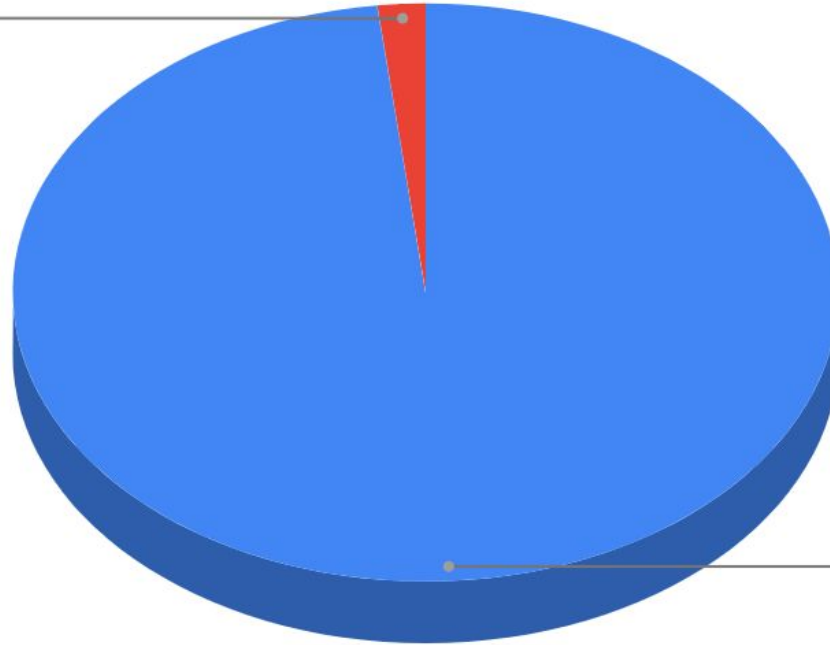
Transportation and Internet Access

Will your child take the bus?



Student Access to the Internet at Home

No
1.9%



Yes
98.1%

Overall Analysis and Key Takeaways



Overall Analysis and Key Takeaways

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

Overall Analysis and Key Takeaways

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

Overall Analysis and Key Takeaways

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

Overall Analysis and Key Takeaways

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

Updates on Models



At this time....

- Comments from the Canton Health Dept.
- Feasibility

Creating the Conditions for Learning

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

Safety Protocols

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

Safety Protocols

Important practices and protocols

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

Safety Protocols

Protocols individual exposure or individual positive test

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

Safety Protocols

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

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

Finance & Operations Update

Facility Updates

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

Finance & Operations Update

Food Services

- Food service working group kickoff on Friday

Safety

- Preparing safety equipment order

Budget

- Submitting CARES Act reopening grant by end of week
\$742,000

Operational Impact of Model 1:1

- May need off-site classroom space
 - Issue RFP for space requirements
 - Increase cost of transportation due to additional drop off/pick up locations
 - Meal preparation at one/two schools with delivery to offsite locations
 - Will need to build out separation rooms in off site location
- One or more schools may have to shift school start and end time
- Hire new staff including instructional staff, custodians, aides

Operational Impact of Model 1:1 (Cont.)

- Offsite locations may need safety and security updates
- May need administrative staff at offsite locations

Operational Impact of Model 1:2

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

Operational Impact of Model 2 50/50

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

Transportation Considerations

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

- Morning
 - GMS bus routes start earlier and arrive up to 45 minutes prior to scheduled start time
 - JFK and Luce on third tier - arrive at school by 9:10 AM
 - CHS, Hansen and St. John's arrive by scheduled start time
- Afternoon
 - GMS dismissal begins at 1:45 PM, 30 minutes prior to scheduled dismissal
 - JFK and Luce dismissal begins at 3:25 PM
 - CHS, Hansen and St. John's dismiss at scheduled times

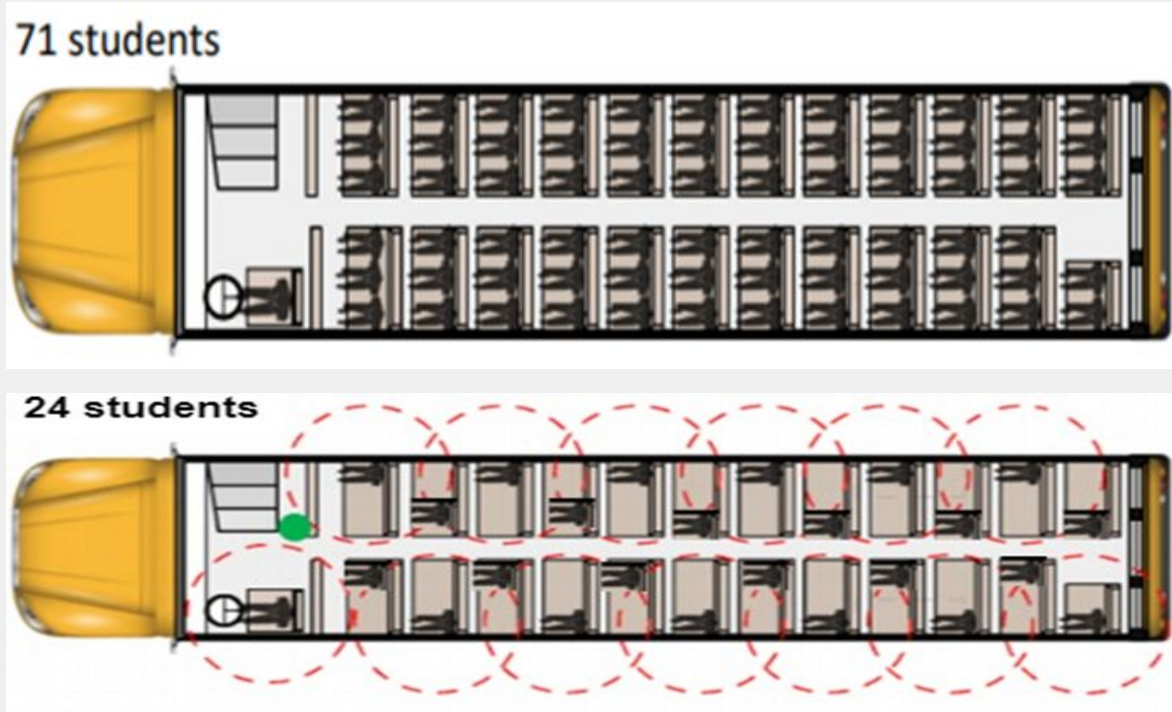
Transportation Considerations (Cont.)

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

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

- Transportation under review but will likely include all students fit on existing 3 tier plan

Transportation Considerations (Cont.)



Addressing the Whole Child

- Working Groups in place
 - Student Services
 - EL
 - Preschool
- Individual Remote Learning Plans to be updated
 - DESE will be sharing a model template in August

Addressing the Whole Child

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

Preschool Model Considerations

- Model 1.0 Full return at 6'
 - Community peers and students with services every day
- Model 2.0 Hybrid 50/50
 - Community peers 2 days/week and remote learning
 - Students with services attend on their individual schedules excluding Wednesdays
- Model 3.0 Full Remote 2.0

Teaching & Learning Updates

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

Digital Learning

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

Technology

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

Technology and Digital Learning

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

Explanation of Learning Structures

Essential Components to all Learning Structures

- Connectedness
- Continuity of learning
- Schedules and learning time
- Assessment and feedback
- Accountability

Model 2: Hybrid CPS Blended Learning

Teaching and Learning structure
where students:

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

Provides students with:

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

Provides opportunities for blended:

- Whole group learning
 - Small group learning
 - Group work/peer collaboration
-

Model 3:

Remote Learning 2.0

Teaching and Learning pedagogy
where students learn:

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

Provides students with:

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

Provides opportunities for:

- Virtual Whole group learning
 - Virtual Small group learning
 - Virtual Group work/peer collaboration
-

Full Remote: Distance Learning

Teaching and Learning pedagogy
where students learn:

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

Provides students with:

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

Provides opportunities for:

- Directed Learning
 - Self-paced options
-

Next Steps

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

Initial Plan to Submit to DESE

A Continuum of Models

- All-In with 4.5'
- Hybrid AA/BB
- Remote Learning 2.0

Next Steps - School Committee Approval

1. The CPS model for reopening schools September 2020 “... *not until early August*”
2. *Preliminary Reopening Plan July 31; overview of each model and “... the district’s preliminary thinking about which of the three reopening models it may use to open the school year this fall.”*
3. *Comprehensive Plan August 10 “... including the district’s selection for the reopening model it will use to begin the school year.”*