Okemos Public Schools
Return to School 20–21

July 23, 2020

Timelines:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 7, 2020</td>
<td>Community Survey Regarding Online Learning/ 20-21 School Year</td>
</tr>
<tr>
<td>June 30, 2020</td>
<td>Governor’s Return to School Road map released</td>
</tr>
<tr>
<td>July 13, 2020</td>
<td>Safety Protocol requirements and Recommendations discussed with Board of Education</td>
</tr>
<tr>
<td>July 16, 2020</td>
<td>Community and Staff Survey Regarding Return to School 20-21</td>
</tr>
</tbody>
</table>
Timelines

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonight</td>
<td>OPS Task Force 20-21 Presentation to the Board / Superintendent's Recommendation, presentation posted on website following meeting</td>
</tr>
<tr>
<td>August 3, 2020</td>
<td>Board of Education votes to adopt recommendation or direction <em>no later than</em> this meeting, extracurricular and athletics follow up discussion.</td>
</tr>
<tr>
<td>August 13, 2020</td>
<td>District COVID-19 Preparedness and Response Plan presented to Board, Board of Education approval</td>
</tr>
<tr>
<td>August 13, 2020</td>
<td>(Tentative) District COVID-19 Preparedness and Response Plan presented to Board, Board of Education approval</td>
</tr>
<tr>
<td>August 15, 2020</td>
<td>Governor's Deadline for Board of Education approval of District COVID-19 Preparedness and Response Plan</td>
</tr>
<tr>
<td>August 17, 2020</td>
<td>Deadline for Submission of Plan to Ingham ISD and posting on the District website. Plan may be revised as needed.</td>
</tr>
</tbody>
</table>

OPS Task Force 20-21

**Desired Outcome**

1. Identify OPS Models for Consideration and Develop Accompanying Frameworks for Fall 2020

**Process Overview**

1. Build upon OPS Vision, Mission & Values
2. Model/ Framework options
3. Utilize research-based planning guides from Michigan State University & the National Institute for Excellence in Teaching
4. Planning for academic considerations
50 Okemos Staff Members with representation from:
- All building levels
- General Education & Special Education
- Montessori
- Specialist Teachers- Art, Music, EL
- RTI Coaches & Instructional Technology Coordinator
- Counselors
- Administrators
- Community Education

Research, Preparations & Planning: May - June
Meeting dates: June 16, 18, 23, 25, 30

Overview of Work
- Reviewed & reflected on Spring 2020 online experience
- Investigated potential model options for Fall 2020
- Developed instructional and learning frameworks for the Hybrid Model and Online Model
- Identified professional development and training needs
Thank you to all Task Force committee members!

Okemos Public Schools is deeply grateful for the educators in this committee, as they have put:

- the needs of all stakeholders into consideration for the district learning plans.
- their time, energy & expertise to develop district learning plans for an uncertain future.
- learning and equity as the focus of district learning plans.

Return to School Model Frameworks
High-Quality Instructional Programming

All instructional delivery models will include:

- Michigan Curriculum Content Standards with appropriate pacing
- Five days of instruction & learning, following the school calendar
- Daily attendance required
- Consistent expectations to ensure common experiences by students
- Grades, assessments and teacher feedback
- Live/Synchronous instruction, including small group instruction, class discussion, and independent practice
- Mental health supports
- Opportunities for interactions with peers
- Certified teachers
- District-provided student devices for all K-12 students
- District supported internet connectivity for eligible families

*Special populations may have in-person instruction where permissible, dependent on individual student IEP needs

Hybrid Model Framework

Overview

Online AND In-person Instructional Model
- Remote online on-demand instruction
- In-person instruction
- Student cohorts
- Students attend alternating time spans of in-person instruction

<table>
<thead>
<tr>
<th></th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>Cohort 2</td>
<td>Cohort 5</td>
<td>Cohort 1</td>
</tr>
</tbody>
</table>

Cohorts not in-person complete remote on-demand instruction.

Considerations

- Intentional focused time with the teacher in-person
- Socialization for students (not the "normal")
- Students adhering to all required safety protocols
- Students health and safety - how to stay caught up if out sick
- Staff difficulty to provide instruction in-person and online simultaneously
- Staff health and safety - exposure from all students, substitutes if staff are sick
- Amount of and accountability for asynchronous learning
### Online or In-person Model Framework

**Overview**

Family choice of:

Remote online instruction with:

- Live/Synchronous instruction, including small group instruction, class discussion, and independent practice
- On-demand instruction

OR

In-person live instruction

**Considerations**

- Consistent schedule
- Staffing
- Family choice
- Socialization for students (not the “normal”)
- Students adhering to all required safety protocols
- Students health and safety - how to stay caught up if out sick
- Staff health and safety - exposure from students, substitutes if staff are sick

### Online Model Framework

**Overview**

Remote online instruction with:

- Live/Synchronous instruction, including small group instruction, class discussion, and independent practice
- On-demand instruction

Limited student supervision in the building may be available

**Considerations**

- Safest choice for students and staff
- Consistency in schedule and learning
- Screen time
- Mental health concerns
- Possible on-site student supervision
- Support for families
- Special populations
100% Online Model Frameworks will include:

- Michigan Curriculum Content Standards with appropriate pacing
- Five days of instruction & learning, following the school calendar
- Daily attendance required
- Consistent expectations to ensure common experiences by students
- Grades, assessments and teacher feedback
- Live/Synchronous instruction, including small group instruction, class discussion, and independent practice
- On-demand instruction
- Mental health supports
- Opportunities for interactions with peers

The Task Force Committee reconvened on July 15 to review Governor’s Road map and OPS instructional frameworks based on their deep level of knowledge and work from prior meetings.
After considerations of the pros and cons for all three Phase 4 models, what option would you select as your first choice?

1st Choice

- Hybrid - students in and out and simultaneous instruction online of cohorts
- Choice of online or in person
- 100% online with childcare/guided study

74.5%

5.9%

19.6%

2nd Choice

- Hybrid - students in and out and simultaneous instruction online of cohorts
- Choice of online or in person
- 100% online with childcare/guided study

60.8%

12.7%

25.5%

3rd Choice

- Hybrid
- Choice of online or in person
- 100% online with childcare/guided study

66.7%

17.6%

15.7%
Task Force Committee - Top Considerations

- Mental and Physical Health and Safety of Students
- Mental and Physical Health and Safety of Staff
- Equity and Access
- High-Quality Academic Program

Survey Results from Family and Staff (July)
Return to School Survey: Families

What best describes your race?
3,285 responses

<table>
<thead>
<tr>
<th>Race</th>
<th>#</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>13</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>654</td>
<td>19.5%</td>
</tr>
<tr>
<td>Black/African/American</td>
<td>127</td>
<td>3.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>95</td>
<td>2.9%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>204</td>
<td>6.2%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>1815</td>
<td>55.3%</td>
</tr>
<tr>
<td>Prefer Not to Answer Race</td>
<td>372</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

July Survey Overview: Families

I have children in grades:
3,285 responses

- K-4: 1584 (48.2%)
- 5-6: 832 (25.3%)
- 7-8: 770 (23.4%)
- 9-12: 1422 (43.3%)
Return to School Survey: Staff

What describes your role?
423 responses

- Teacher: 13%
- Other: 62.4%
- Parapro: 4%
- Aid: 4%
- Transportation: 4%
- Media & Technology: 4%
- Operations: 4%
- Food Service: 4%
- Business Office: 4%

What level do you work?
423 responses

- District: 27 (6.4%)
- Pre-K: 28 (6.9%)
- K-4: 175 (41.4%)
- 5-6: 122 (28.8%)
- 9-12: 104 (24.6%)

1/3 ▼
Return to School Survey Summary - Phase 4

<table>
<thead>
<tr>
<th></th>
<th>Very Uncomfortable/Uncomfortable</th>
<th>Neither comfortable or uncomfortable</th>
<th>Comfortable/Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family</strong></td>
<td>53%</td>
<td>18%</td>
<td>29%</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>56%</td>
<td>22%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Return to School Survey Summary - Demographic Comparison (Phase 4)

<table>
<thead>
<tr>
<th>Phase 4</th>
<th>Very Uncomfortable/Uncomfortable</th>
<th>Neither comfortable or uncomfortable</th>
<th>Comfortable/Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family (All)</td>
<td>53%</td>
<td>18%</td>
<td>29%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>56%</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>Non-white</td>
<td>65%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>52%</td>
<td>16%</td>
<td>32%</td>
</tr>
</tbody>
</table>
Return to School Survey Summary – Extracurriculars/Athletics (Phase 4)

Family Survey
How important is it for your child to participate in extracurricular activities or sports during Phase 4?

<table>
<thead>
<tr>
<th></th>
<th>Not Important</th>
<th>Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>43%</td>
<td>14%</td>
</tr>
<tr>
<td>Staff</td>
<td>43%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Staff Survey
How important is it for the District to offer extracurricular activities or sports during Phase 4?

<table>
<thead>
<tr>
<th></th>
<th>Not Important</th>
<th>Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>43%</td>
<td>14%</td>
</tr>
<tr>
<td>Staff</td>
<td>43%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Return to School Survey Summary – Phase 4

Family Survey
If Ingham county is in Phase 4 in the fall, I would prefer for my child attend...

- Hybrid model: 38.8%
- In person or Online model: 34.2%
- Online model: 20.1%

Staff Survey
If Ingham county is in Phase 4 in the fall, I would prefer...

- Hybrid model: 56.5%
- In person or Online model: 28.6%
- Online model: 14.9%
### Return to School Survey Summary - Phase 5

#### Family Survey
What is your comfort level about sending your child back to school for in-person instruction during Phase 5?

<table>
<thead>
<tr>
<th></th>
<th>Very Uncomfortable/Uncomfortable</th>
<th>Neither comfortable or uncomfortable</th>
<th>Comfortable/Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>29%</td>
<td>21%</td>
<td>50%</td>
</tr>
<tr>
<td>Staff</td>
<td>20%</td>
<td>24%</td>
<td>56%</td>
</tr>
</tbody>
</table>

#### Staff Survey
What is your comfort level returning to school for in-person instruction during Phase 5?

<table>
<thead>
<tr>
<th></th>
<th>Very Uncomfortable/Uncomfortable</th>
<th>Neither comfortable or uncomfortable</th>
<th>Comfortable/Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family (All)</td>
<td>29%</td>
<td>21%</td>
<td>50%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>38%</td>
<td>27%</td>
<td>35%</td>
</tr>
<tr>
<td>Non-white</td>
<td>39%</td>
<td>22%</td>
<td>39%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>30%</td>
<td>21%</td>
<td>50%</td>
</tr>
</tbody>
</table>
# Return to School Survey Summary - Comfort Level Comparison

<table>
<thead>
<tr>
<th>Phase</th>
<th>Very Uncomfortable/Uncomfortable</th>
<th>Neither comfortable or uncomfortable</th>
<th>Comfortable/Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>53%</td>
<td>18%</td>
<td>29%</td>
</tr>
<tr>
<td>Staff</td>
<td>56%</td>
<td>22%</td>
<td>23%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase</th>
<th>Very Uncomfortable/Uncomfortable</th>
<th>Neither comfortable or uncomfortable</th>
<th>Comfortable/Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>29%</td>
<td>21%</td>
<td>50%</td>
</tr>
<tr>
<td>Staff</td>
<td>20%</td>
<td>24%</td>
<td>56%</td>
</tr>
</tbody>
</table>

# Return to School Survey Summary - Transportation

Family Survey

How do you feel about sharing district transportation with other children during Phase 4 and Phase 5?

<table>
<thead>
<tr>
<th>Phase</th>
<th>Very Uncomfortable/Uncomfortable</th>
<th>Neither comfortable or uncomfortable</th>
<th>Comfortable/Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>70%</td>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>5</td>
<td>50%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>
## Return to School Survey Summary – Top Three Considerations

**Family and Staff Survey**

What are the top three considerations/reasons for your decisions?

<table>
<thead>
<tr>
<th></th>
<th>#1 Response</th>
<th>#2 Response</th>
<th>#3 Response</th>
<th>#4 Response</th>
<th>#5 Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family</strong></td>
<td>Health and Safety 83%</td>
<td>Mode of Instruction 46%</td>
<td>Consistency of Schedule 42%</td>
<td>Socialization 40%</td>
<td>Emotional Health 40%</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Health and Safety 85%</td>
<td>Consistency of Schedule 63%</td>
<td>Mode of Instruction 51%</td>
<td>Emotional Health 50%</td>
<td>Childcare 11%</td>
</tr>
</tbody>
</table>

**Superintendent’s Recommendation**
Criteria

- Health and safety of students, staff and families- physically and emotionally
- Equity and accessibility to quality programming
- Mode of instruction that can be consistently offered in uncertain times
- Feasibility of implementation

Hybrid Model

- Social distancing limitations with classroom sizes
- Challenges of teaching students in person and cohorts online simultaneously
- Staff members are exposed to all students over amount of time
- Movement and mixing of groups of students while at school (secondary)
- Challenge to provide consistent quality instruction if staff or students become ill/must quarantine
Online
Or
In person

- Social distancing dependent on number of families who opt for in person, with classroom sizes
- Challenges of staffing choice model across two modalities, limit offerings
- Students may have very different experiences educationally from online to in person
- Movement and mixing of groups of students while at school (secondary)
- Challenge to provide consistent instruction in person if staff or students become ill/must quarantine

100 % Online

- Social distancing not of concern for general education instruction
- Most certified teachers will teach online, limiting exposure of students, staff and families
- Student groups do not mix while online (secondary)
- Provides opportunity for most consistent instruction program over time
- Best ensures health and safety of students and staff
Superintendent’s Recommendation

The Okemos Schools should adopt an 100% Online model when we are in Phase 4 of the MI Safe Start plan.

Rationale:
- Safest option for students, staff and families
- Allows most consistent instructional method for uninterrupted instruction during uncertain times
- Can be implemented with current staffing
- Offer more rigorous online offering than in spring

Superintendent’s Recommendation

The Okemos Schools should adopt an 100% Online model when we are in Phase 4 of the MI Safe Start plan.

- Special considerations made for special needs populations

With regard to special education students with IEPs, the district administration and special education department will collaborate with parents/guardians and staff to systematically review student programs on an individualized basis to ensure contingency plans are in place for those students.

- Potential for:
  - special opportunities for "first" time students
  - limited student supervision during school day for some students
Superintendent’s Recommendation

Okemos will stay in the 100% Online learning while in Phase 4 of the MI Safe Start plan.

- Remain in this model through the end of the first quarter, October 30, regardless of the MI Safe Start Plan phase.
  - Grading and teacher consistency for first quarter
  - Allows time for local and state trends to stabilize (back and forth)
  - Develop online proficiencies for students, staff and families should we enter Phases 1-3
  - Allows planning for Phase 5 contingencies, logistical considerations

- A transition period of 2-3 weeks will be necessary to bring students and staff back to in person instruction safely and to adjust staffing.

Next Steps

- Special Populations
- Staffing
- Community Education
- Instructional Planning
- Professional Development
- Family Training
- Mental Health Task Force Committee
- Start of the Year Plans
Questions