

# Return to School Planning

Presented at the Discussion Meeting  
Royal Oak Schools  
Board of Education  
July 29, 2020



# Introduction

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# Back to School: Instruction

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Six subgroups working on Instruction:

1. Curriculum: Delivery Models
2. Learning Management Systems
3. Virtual Academy
4. Professional Development
5. Assessment
6. Technology

# Elementary School Plans in Brief

- A/B group plan (1st Choice\*)
  - In-person and virtual instruction for all students
  - 2 days on, 3 days virtual (grouped alphabetical)
  - Students in 2 groups. Cohort A attends in person: M/W, Cohort B attends in person: T/Th
  - All students will be remote learners on Friday
  - Teachers responsible for asynchronous (independent) and synchronous (live) instruction on virtual days
  - Friday would be used for staff professional learning & extra cleaning.
  - No late-start Wednesdays

\*This choice was supported by the Board for Elementary.

# A/B Grouping DK - 5: First Choice\*

## Phase 3

### All Virtual

Students virtual learning.



## Phase 4

### Blended Model

Student cohorts form around 2 groups for 2 days of in-person instruction  
Group A: Monday and Wednesdays  
Group B: Tuesdays and Thursdays  
Other days will be virtual through asynchronous instruction or materials sent home:



- All students are virtual learners on Friday
- Friday for teacher professional development
- An extra deep cleaning on Fridays
- No Late-Start Wednesdays

## Phase 5

### Blended Classes

Groups A and B combine for in-person instruction 4 days per week



- 4 days a week could change to 5 days a week, this is flexible.
- No Late-Start Wednesdays

\*This choice was supported by the Board for Elementary.

# Elementary School Plans in Brief

- 4 Days, All DK - 5 students; 1 day virtual (2nd Choice\*)
  - Focus on in-person instruction for every student
  - Students stay put and teachers rotate into classrooms
  - One day a week off campus, for virtual asynchronous instruction
  - The off campus day would be used for staff professional learning and deep cleaning, this would also allow for students to engage in being a remote learner
  - No late-start Wednesdays
  - Caveat: Based on participation numbers in Royal Oak Virtual Academy

\*This choice was considered but not recommended at this time.

# 4 Days, All DK - 5 Plan: Second Choice\*

## Phase 3

### All Virtual

Students virtual learning.



## Phase 4

### Blended Model

Students attend 4 days per week, full days. One day for virtual learning, asynchronous assignments for students, professional learning for teachers and an extra deep cleaning for the building.



- Students stay in classroom cohort, teachers move to them
- No Late-Start Wednesdays

## Phase 5

### Blended Classes

Students continue to attend 4 days per week as Phase 4.



- No cohorting necessary
- 4 days a week could change to 5 days a week, this is flexible.
- No Late-Start Wednesdays

\*This choice was considered but not recommended at this time.

# Middle School Plans: Brief

- A/B Plan (1st Choice\*)
  - Focus on teaching and learning; deeper learning opportunities with more personalized instruction
  - Grouping students (2 days of in-person instruction per week to ensure social distancing)
  - Possible for all levels (required, strongly recommended, recommended safety protocols possible)
- All Virtual in Phase 4 (2nd Choice)
  - Students do not attend until phase 5
  - Ability to invite students to campus based on need
- All Attend in Phase 4 (3rd Choice)
  - Focus on in-person instruction
  - Limited social distancing options

\*This choice was supported by the Board for Middle School.



# A/B ROMS Schedule Plan: First Choice\*

## Phase 3

### All Virtual

Students will be responsible for 3 virtual classes per quarter (10 weeks)

- Allows for deep learning in those areas
- 3 virtual classrooms allow for easy synchronous scheduling opportunities
- Team teaching approach in cohort to better support student needs

## Phase 4

### Hybrid Model

A/B Students attending 2 days per week 2 in-person classes, 1 virtual class that could be taken at school

- Math is in-person
- Classes allow for social distancing measures to be followed
- Students work in cohorts, teachers move to them (possible)
- PM classes for support for student needs, optional for parents

## Phase 5

### Full Classes

Students attend 2 classes in person 4 days per week; 1 class virtual on Fridays  
Classes meet with full rosters (A and B student groups together)

- Math is in-person
- Online learning for 1 class to keep momentum in digital classes
- PM support classes still in session

\*This choice was supported by the Board for Middle School.

# All Virtual ROMS Schedule Plan: Second Choice\*

## Phase 3

### All Virtual

Students will be responsible for 3 virtual classes per quarter (10 weeks)

- Allows for deep learning in those areas
- 3 virtual classrooms allow for easy synchronous scheduling opportunities
- Team teaching approach in cohort to better support student needs

## Phase 4

### All Virtual

Students who need extra support have opportunity to take virtual classes at school

- Equity drives in-person opportunities
- Social Distancing followed
- Safest approach
- Students stay in 3 classes learning model

## Phase 5

### Full Classes

Students attend 2 classes in person 4 days per week; 1 class virtual on Fridays  
Classes meet with full rosters (A and B student groups together)

- Math is in-person
- Online learning for 1 class to keep momentum in digital classes
- PM support classes still in session

\*This choice was considered but not recommended at this time.

# 4 Days, All Students 6-8 Plan: Third Choice\*

## Phase 3

### All Virtual

Students will be responsible for 3 virtual classes per quarter (10 weeks)

- Students attend “virtual schedule” for synchronous opportunities
- Math Support/Acceleration offered when students are not enrolled in math for the quarter

## Phase 4

### In-Person Model

Students attend 3 classes 4 days a week with a seminar hour (for lunch)  
Monday - Thursday, Friday for virtual class asynchronous instruction

- 3 in-person classes
- Social Distancing not followed in classrooms
- Cohorting not as possible
- Fridays off for teacher remote learning pd; deep cleaning

## Phase 5

### In-Person Classes

- Same format as phase 4

\*This choice was considered but not recommended at this time.

# ROHS Plan in Brief

- 100% Virtual, with in-person opportunities for students\*
  - Modified class schedule
  - Alpha-grouping (A/B) options in Phase 4, two days per week for support in instruction
  - Scheduled synchronous instruction opportunities in AM (8 - 1:15)
  - Mondays remain all virtual with plans for the week launched throughout the day for all 6 classes

\*This choice was supported by the Board for High School.

# All Virtual ROHS Schedule Recommendation\*

## Phase 3

### All Virtual

All virtual, with scheduled times for synchronous instruction, asynchronous instruction  
6 classes per term

- Mondays for launching instructions for the week/Teacher Professional Learning

## Phase 4

### All Virtual

Monday - all virtual, all 6 classes  
Alpha-grouping (A/B) available for in-person office hours in small groups in PM (1x per week per class)

- Equity drives in-person opportunities
- Social Distancing followed
- Safest approach
- Seamless transition to/from Phase 3

## Phase 5

### Hybrid / Blended Approach (In-person + Virtual elements)

TBD: heavy emphasis on in-person instruction, pending more public health information

- Aligned class schedule to ensure smooth transition from/to Phase 4

\*This choice was supported by the Board for High School.

# Special Education Goals for Hybrid Learning

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- Provide face to face learning opportunities for our students with Individualized Educational Plans (IEPs) while keeping health and safety a priority
- Provide more intensive small group instruction while following a reduced schedule to ensure safe learning environments
- Continue to improve our delivery of remote learning opportunities for our students with IEPs by utilizing synchronous learning

# IEP Meetings and Evaluation Guidelines

## Phases 1-6

- IEP meetings will continue to be held virtually unless the family requests an in-person meeting, guidelines permitting.
- All students with Individual Education Plans (IEPs) will be reviewed by the IEP teams, as well as consultation with the district nurse if necessary. IEPs will be adjusted based on the individualized needs of the students. All IEPs will be reviewed at the start of the school year to make any necessary adjustments for all options.
- In-person evaluations that were required/necessary during the school closure will be conducted early in the school year. Evaluation team members will determine if it is necessary to proceed in-person to complete the evaluations.

# Self-Contained Classroom Programming for ASD, Level 3 and Emotional Impairment

- At all levels, students will follow the A/B scheduling similar to general education peers for grade PreK - 8th if this is the adopted plan for Royal Oak Schools.
- Students will participate in face-to-face instruction two days per week with an additional half day for students to participate in ancillary services and special classes. A virtual synchronous learning session will also be offered.
- The M/W and T/TH schedule will be used for Adult Transition Program (TRAILS) as well. Fridays will be dedicated to professional development, planning time and synchronous learning opportunities for students.
- High school students will follow the T/TH and W/F schedule with in-person learning and additional time for speech, OT, PT and Social Work.



# Academic Support for all students K-12

- At all levels, Academic Support will follow the A/B schedule similar to their general education peers if this is the adopted plan for Royal Oak Schools.
- Students will be face-to-face 2 days per week with an additional half day to participate in small group specially designed instruction with the Academic Support Teacher.
- Students will be provided with take home materials following a day of instruction.
- On-line specially designed instruction will also be available through Lexia Core 5.
- Ancillary support (PT, OT, Speech, SW) will also be provided during this time.

# Early-On Programming

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- In Phases 4-6 Royal Oak Schools will continue to follow the recommended guidelines for servicing our birth to 3 population.
- All infants and toddlers will have an opportunity for in-person sessions unless families request virtual meetings.
- In order to ensure the safety of our staff, Early-On programming will be offered at the Royal Oak Board Office instead of the home environment.
- Weather permitting, in-person sessions may be held outside.

# Remote Assessment Plan if in Phase 3

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- **PreK** - GSRP and Developmental Kindergarten
  - AIMSweb, MLPP and Formative Assessment
- **K - 11**
  - NWEA and Formative Assessment as needed
- **12**
  - Formative Assessment - Based on content area and rubrics that have been developed for MYP and DP

# Overall Grading Expectations

- **All students will receive grades for the 4 marking periods**
  - PreK-5
    - Standards Based grading has been established
  - 6-8
    - Standards Based grading efforts continue with traditional grading where necessary
    - MYP Rubrics will be utilized
  - 9-12
    - Traditional grading in place
    - MYP and DP Rubrics will be utilized

# Learning Management System

## Selection Process:

- Group of ~45 teachers and administrators representing K-5, 6-8, & 9-12
- Developed a comprehensive rubric and selection process that included 5 phases: building an evaluative framework, exploration, guided learning, consensus building, and selection and adoption
- Selected 4 finalists - Explored platforms through independent research, recorded webinars and live webinars, group discussions and rubric scoring
- Key criterion: integration with MiStar & Google, K-12 solution, functionality for building content, assessment, professional development, and ease of use for students, teachers, and parents
- **Selection:** Canvas for K-12

# Royal Oak Virtual Academy

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- Remote learning option
- Staffed by Royal Oak Teachers
- Purchase a product aligned to Royal Oak Curriculum
- Students will receive same supports and accommodations as they normally would
- Minimum commitment of at least a semester
- All extra-curricular activities are available to students
- Sign-up form to commit to the Virtual Academy will be sent to parents next week

# Technology

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- Devices
  - Have completed an inventory of all devices, including Chromebooks and all iPads
  - Replacement of Chromebooks used for remote learning in Spring 2020
  - Commitment to provide technology to students for remote learning as needed

# Professional Learning Committee

- District needs to prep for LMS Training / PD Templates for PreK - 5; 6 -12 / Wellness PD
- Committee is choosing focus areas for specialization of the ongoing PD plan  
Focus areas include:
  - Best Practices in Remote Learning
  - Best Practices in Online Professional Development
  - Social Emotional Learning (in coordination with Wellness Committee)
  - Learning Management System (in coordination with LMS Committee)
  - Digital Teaching Help for Parents (in coordination with Technology Committee)
  - Culturally Responsive Teaching, Implicit Bias and Equity (online/in-person)





# Back to School: Operations



# Operations Team

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The District Operations Task Force is responsible for reviewing the Michigan Return to School Roadmap elements related to non-instructional considerations such as screening processes, mask wearing, procedures for positive COVID-19 cases, and staff work responsibilities.

The Operations Task Force identified three areas of focus for reviewing the MI Return to School Roadmap and developing our recommendations:

- Policies and Procedures
- Staff Work Responsibilities
- Communications

# Policies and Procedures

- Some elements are *Required* in Phase 4, but shift to *Strongly Recommended* or *Recommended* in Phase 5. Given the potential to shift between Phases 4 and 5, this subcommittee recommends adoption of consistent practices for the entire 2020-21 school year. Key decisions to date are listed below.
- Screening and Health-Related Recommendations
  - All employees will be screened daily following county health and CDC guidelines.
  - Facial coverings must be worn by all staff and students grades K-12 while in the school building, in classrooms and in common areas. PreK and students with special needs should wear facial coverings in the halls or common areas.

# Policies and Procedures

## Screening and Health-Related Recommendations, continued...

- All student desks, as well as libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.
- Students and teachers must have scheduled handwashing with soap and water every 2-3 hours. Specific procedures to be developed at building level.
- Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.

# Policies and Procedures

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## Screening and Health-Related Recommendations, continued...

- Symptomatic students sent home from school must be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Similarly, employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious according to CDC guidelines.
- District and schools will cooperate with Oakland County Health Division's requirements and guidelines related to screening of staff and students; confirmed cases of COVID-19, including assistance with contact tracing; notification of staff, students, and families of positive cases, in compliance with confidentiality laws.

# Policies and Procedures

## School-Based Procedure Recommendations

- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Adult guests entering the building will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

# Staff Work Responsibilities

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- Monitor student arrival / dismissal protocols and discourage congregating
- Remind students about safety procedures such as facial coverings, hand washing and social distancing
- Conduct their own daily self examinations including temperature checks prior to coming to work

# Staff

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- Redeployed as necessary and to protect the health of those with high risks



# Communicating from Operations

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- School-based procedure communications
  - Facial coverings, daily screening, symptomatic students and employees, and scheduled hand washing.
- Family-based procedure communications
  - Building visitors, student health policy, and COVID-19 reporting.
- Staff work responsibilities
  - Reassignment of staff, daily health monitoring, supervision of students during arrival and dismissal.



# Back to School: Facilities



# Facilities Team

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## TASKS:

- Evaluate and secure cleaning supplies and devices including PPE
  - Masks, gowns, gloves, face shields as required
  - Plexiglass
  - Desk shields where required
- Procedures for cleaning and staffing needs
- Evaluate and recommend meal serving
- Needs and recommendations for Transportation
- Signage for hand washing, social distancing, etc

# Facilities Recommendations

- Masks to be worn at all time by staff & students (K-12)
  - Students will be asked to provide own clean face covering each day, the District will provide masks to those that need one
  - Staff will be issued 4 cloth face coverings, a clean one to be worn each day
- Hand washing
  - All classrooms with a sink will have soap available
  - Each classroom will have hand sanitizer available
  - All hand dryers have been disabled and replaced with hand towels
  - Signs reinforcing hand washing have been installed
- Ventilation System
  - 100% outside air being brought into each building
  - All filters have been upgraded to best available for the unit and replaced exceeding manufacturers recommended schedule
  - Educate staff/students that closed windows and no use of fans is required

# Facilities Recommendations

- Food Service
  - K-5 eat in classrooms
  - 6-12, spread students to large areas, limited menu with plexiglass in servery
- Enhanced Cleaning Services secured through ABM included services include:
  - Additional custodial staff members, trained in enhanced cleaning
  - Frequent high-touch disinfection
  - Daily enhanced scope
  - Electrostatic Spraying of buildings
  - Broad disinfection services
- Classroom cleaning
  - K-5 stay with cohort all day and eat in classroom cleaning once per day
  - 6-8 limited movement, ABM clean between classes
- Transportation
  - Masks are to be worn at all times during transportation
  - Buses will be cleaned between each run

# Facilities Recommendations

- Water
  - All staff and students are to supply own water bottle
  - All drinking fountains have been disabled
  - Water bottle fillers available in all buildings and at ROHS athletic plaza
- Restrooms
  - Closing every other sink for social distancing
  - Limit number of students in restroom
- Signage installed
  - Hand washing
  - Social Distancing
- Technology
  - Assign a device to each student
  - Cleaning devices if they are shared

# Ongoing Work

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- Reevaluate processes regularly; update as necessary
- Reorder supplies as needed and keep supply chain options open
- Prepared to support all facets of the District, as needed



# Back to School: Wellness





# Wellness Response Teams

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## TASKS:

- Identify roles and responsibilities for District Level/Building Level
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies and community partners
- Develop guidelines for referral process at each level
- Identify appropriate support persons at each level
- Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources

# Physical & Emotional Wellness Resources and Supports

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## TASKS:

- Identify internal and external resources
  - Leverage MDE resources
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students
  - can be provided in conjunction with screening activities
  - reference school and community wellness resources
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19

# Professional Learning

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## TASKS:

- On-going, identify a calendar of events
- Identify potential learning opportunities, the means to do so and presenters
- Topics:
  - HIPAA and FERPA Compliance
  - Social Emotional Learning
  - Trauma Informed Best Practices
  - Identification of at-risk students
  - Referral Protocols
  - Self-care/Resilience methods for both staff and students

# Communication, Access & Equity

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## TASKS:

- Ensure mental Health Screening for all students by trained professional
- Communicate guidelines to all staff on referral process
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - Destigmatization of COVID-19
  - Understanding normal behavior response to crises
  - General best practices of talking through trauma with children
  - Positive self-care strategies that promote health and wellness
- Ensure equity of access, communication, resources and support for all students

# Recommendations & Continued Work

- The district shall ensure proper protocols are in place to support staff and student wellness
  - Including, but not limited to: PPE (for all staff), thermometers (for each teacher at the elementary level and designated staff at ROMS/ROHS) and sanitary procedures
- Targeted resources are in place to educate students on health and wellness
- SSW/Counseling support will be available for all students and families in need

## Continuing Work:

- Subcommittees continue to meet on a weekly basis to accomplish all strongly recommended tasks
- Continue to identify targeted resources and supports for all stakeholders within the school community relating to social emotional and physical health and resiliency
- Establish a calendar of professional learning for staff that is ongoing and responsive
- Establish communication networks with families in order to provide wellness supports



# Back to School: Extracurricular



# Extracurricular Committee

## Sub-committees

- ECC/Young Oaks Latchkey
- Athletics
- Clubs
- Rentals

[Extracurricular Roadmap](#)

# ECC/Young Oaks Latchkey

- Phase 3
  - Three and Four-Year-Old Childcare may remain open if all emergency protocols identified by the state are followed and enrollment levels are maintained
  - GSRP, ECSE and Early Intervention and Walk-ins will follow the Elementary Plan
  - Tuition Preschool, Blended Tuition Preschool and Latchkey will be closed
- Phase 4 and 5
  - Young Oaks Latchkey will be limited to groups of 50 in phases 4 and 5
  - Young Oaks will be open to students on the dates students are in session
  - GSRP will follow the grant guidelines
  - Tuition Preschool, Blended Tuition Preschool will attend on their scheduled days
- LARA (Licensing And Regulatory Affairs) guidelines will be followed
- GSRP will follow any grant guidelines
  - Changes/updates are expected 7.30.20



# Athletics

- Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS): (Updates are expected)
  - Play Fall sports in the Fall, as scheduled
    - If conditions deem it necessary, delay the start of some or all Fall sports practices and competitions (Current start dates Aug 10: Football, Aug 12: All others)
    - If conditions only allow some sports, play lower-risk Fall sports with higher-risk Fall sports postponed until later in the school year
    - If any Fall sport is postponed or suspended, resume the season using a reconfigured calendar that would see a completion of Winter sports, followed by the Fall and Spring seasons potentially extending into July 2021
- Pre-screening surveys, temperature checks, wearing of masks, and social distancing are required
- Spectator/Fan attendance limitations will apply (per State and local guidelines)

# Clubs/Fundraisers/Rentals

Clubs may continue based on the following indicators: current phase, the ability to follow all safety protocols and procedures, according to board guidelines, and administrative approval

- Phase 1-3: Virtual only
- Phase 4-5: Face to face allowed, virtual recommended

Fundraisers may continue based on the following indicators: current phase, the ability to follow all safety protocols and procedures, according to board guidelines, and administrative approval

- Phase 1-3: Remote/virtual only
- Phase 4-5: Face to face allowed, remote/virtual recommended

Rentals are eliminated or limited, as follows:

- Phases 1-4: No rentals allowed
- Phases 5: Rentals are allowed, following board [guidelines](#) and the Phase 5 Michigan Roadmap guidelines

No off-site field trips are allowed in phases 1-5

# Recommendations & Continued Work

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With our spectator limitations at school and sporting events, telecasting or livestreaming needs to be prioritized

- WOAK expansion (student based & station manager productions)
- Learning opportunities provided to professional staff who plan to participate or lead live streamed events
- Review of current permissions and restrictions surrounding telecasting or live streaming

Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students.

- Building administrators will work with staff to develop a schedule

Research and recommend implementation of a centralized district facility usage calendar to promote transparency and communication among facilities, operations, custodial, and users

- Clearly defined process for reserving facilities

# Next Steps

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- Follow up meeting with the Board of Education
  - Thursday, August 6, 6:00 PM Virtual
- Timeline for final plans being finalized
- Submission of the plans to State of Michigan
  - By Saturday, August 15, 2020