



Phase 4 Next Steps

WCS Board of Education Meeting

Monday, October 5, 2020

A Summary of the July Recommendation and How That Has Informed our Next Steps

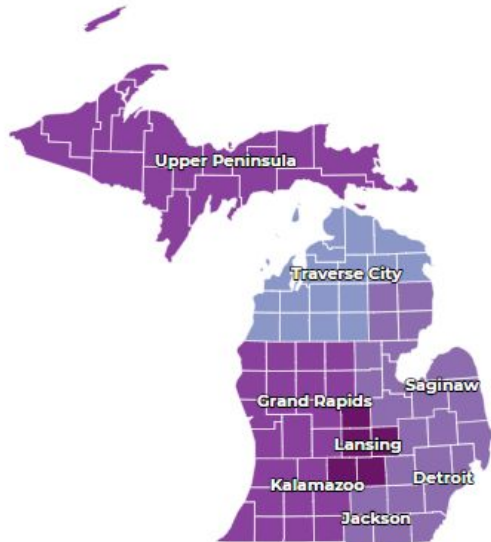
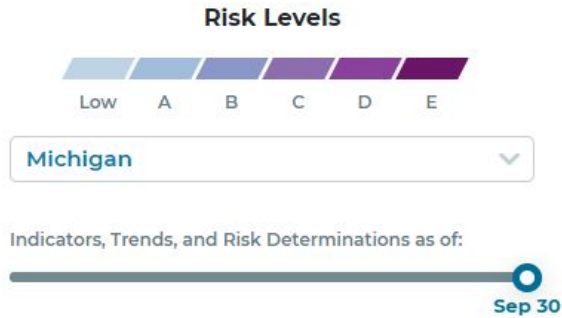


Guiding Principles for our Recommendation

- Health and safety of students and staff
- Maintaining quality instruction for all students
- Compliance with MI Safe Schools Roadmap
- Consideration of stakeholder feedback
- Ability to respond to needs during highly uncertain times
- Financial Cost

Rationale for the Recommendation

- Grants time for staff to focus on best practices for providing robust remote instruction
- Fully allows for direct instruction provided by WCS teachers
- Allows students, families, and staff to prepare for a consistent and uninterrupted mode of instruction during uncertain times
- Provides additional time to assess and plan for the feasibility of returning students to the building via a hybrid instruction model (ex: funding, expenses and legal considerations)
- Maintains a focus on health and safety while monitoring data and observing what happens with school reopenings in our region, state and country



The MDHHS provides guidance with the MI Start Map and a matrix that has been developed to support local health departments and school districts with making decisions about opening/reopening schools.

In consultation with Linda Vail, Health Officer of the ICHD, we have been advised that the highest risk level that the Lansing area is in right now is primarily related to what is happening at MSU. It is recommended that we also take into account the data within the Williamston community to assist with guiding our decision.

[http://hd.ingham.org/DepartmentalDirectory/CommunicableDisease/Coronavirus\(COVID19\).aspx](http://hd.ingham.org/DepartmentalDirectory/CommunicableDisease/Coronavirus(COVID19).aspx)

It is the advice of the ICHD that an outlying district like Williamston could plan for a Phase 4 reopening with strict mitigation measures, which would include reducing density in our buildings. Strict mitigation would allow us to create conditions that enable in-person instruction which is an important contributor to children's growth and well-being.

		No cases in school buildings	Building(s) with known cases (C) in staff or students but no ongoing transmission	Building(s) with evidence of ongoing transmission (C)
County Level Risk Determination (B)	Low	In person with mitigation measures	In person with strict mitigation measures after cleaning/contact tracing (D)	In person with strict mitigation in affected buildings with cases after an appropriate pause (E)
	Medium	In person with strict mitigation measures	In person with strict mitigation measures after cleaning/contact tracing (D)	In person with strict mitigation in affected buildings with cases after an appropriate pause (E)
	Medium-High	In person with strict mitigation measures	In person with strict mitigation measures after cleaning/contact tracing (D)	Consider reduced density in affected buildings with cases after an appropriate pause (E)
	High	In person with strict mitigation measures. Discuss additional innovative mitigation strategies with the local health department.	Consider reduced density in affected buildings after cleaning/contact tracing (D). Discuss additional innovative mitigation strategies with the local health department.	Consider reduced density in affected buildings with cases after an appropriate pause (E). Discuss additional innovative mitigation strategies with the local health department.
	Very High	Consider reduced density with strict mitigation measures. Discuss additional innovative mitigation strategies with the local health department.	Consider reduced density in affected buildings after cleaning/contact tracing (D). Discuss additional innovative mitigation strategies with the local health department.	Consider remote instruction in the affected building(s) for twenty eight days.
	Highest	Consider appropriate pause (14 days) of in person instruction in entire district to discuss additional strategies for protecting student and staff, including but not limited to testing strategies	Consider remote instruction in entire district	Consider remote instruction in entire district

Estimated Funding Changes with Recent State Budget Approval

Description	Dollar Amount
Sec. 22a - Flat per pupil funding of 8,111 vs. budgeted per pupil funding of 7,611 (w/ flat enrollment)	936,955
Sec. 22a - Est. Funding Decrease due to enrollment decrease of 100 students with Superblend formula	(161,064)
Sec. 11d - Est. One Time Funding (\$65 per pupil - 50/50 blend)	121,535
TOTAL	\$897,426

Known Additional Funding from the August 2020 State Aid Payment

Description	Dollar Amount
11P CORONAVIRUS RELIEF FUNDS* (\$350 per pupil)	668,318
103(2) DISTRICT COVID COSTS* (\$12.32 per pupil)	23,525
TOTAL	\$691,843

*These funds must be spent by December 30, 2020.

*These funds may not be used for operational expenditures that were already accounted for in the most recently approved budget or unrelated to COVID-19 public health emergency.

A. Reduction of Original Cost Estimates When Compared to 7/20/2020 Board Presentation

- Extra Teacher Hours - \$1.3M.
- Third Party Instructional Costs - \$1.2M
- Masks for All Staff and Students - \$110,000

Recommendation for Elementary

1. Bring students back to the elementary campus in small cohorted groups
 - Week of **October 26** - Y5, K and 3rd Grade
 - Week of **November 2** - 1st, 2nd, 4th and 5th
2. Students will be assigned to either a **morning** or **afternoon** cohort
3. *At least one teacher per grade level will be assigned to teach students who will remain fully remote
4. Adjustments will be made to class rosters to ensure balanced numbers of students assigned to each teacher

*Based on July Data

Elementary Schedule

- Students will come to school five days a week
- Start and end times will follow the regular elementary schedule of 8:30-3:30
 - **Morning cohort** * 8:30-11:00
 - **Afternoon cohort** * 1:00-3:30

* Times are approximate - Instructional time may be increased once time needed for bus transportation is confirmed.

- Daily in-person academic focus will be **literacy** and **math**. **MTSS** and **special education** services will also be provided during this time.
- Science, Social Studies and ARC will be continue to be provided through remote instruction

Rationale for the AM/PM Approach

Health and Safety

- Allows for greater social distancing on buses and in classrooms
- Students remain cohorted during their time in the building (no lunch or recess)
- Streamlines contact tracing when the need arises
- Better management of arrival and dismissal

Maintaining Quality Instruction

- Students experience in-person instruction five days per week
- Emphasis on literacy and math
- MTSS and Special Education supports are provided in person
- Out of school time is an opportunity for practice work related to in-person learning as well as to access science, social studies and ARC content

Rationale for the AM/PM Approach

Stakeholder Feedback

- Provides opportunity for regular in-person learning
- Allows for option to remain fully remote with instruction from a WCS teacher

Adaptability in Uncertain Times

- Able to scale up to full time in-person when we are in Phase 5
- Able to transition this model back to fully remote if the need arises

Financial Cost

- Additional costs are incurred due to the double bus run
- Savings: (1) meal service (2) noon supervision (3) additional furniture and storage/locker solutions

Recommendation for Secondary Students

1. A hybrid asynchronous/synchronous model that will bring students back to campus in groups. The goal is to transition to hybrid no earlier than **November**. A major factor for this timeline is the installation of necessary streaming technology in classrooms and teachers being trained to use the technology.
2. WHS/WMS will continue to follow the “block” schedule that is currently being used for remote instruction.
3. All students will continue to do asynchronous learning in the morning that includes direct instruction of curricular materials.
4. Synchronous learning will take place for all students in the afternoon. During synchronous time, half of the in-person students will be in the classroom and the other half of the in-person students will be remote. Students will be assigned to either group A or group B and attend the synchronous sessions in person 2-3 times per week.
 - This time is spent reviewing, expanding upon, and assessing that students are learning the material presented during asynchronous lessons.

Secondary Schedule Week 1 (Green Week)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 11:40 AM Asynchronous Time Learning/instruction is completed individually without live interactions with the teacher	1st - 3rd hrs <i>(65 min max lesson and work time combined)</i> *Asynchronous lessons for M-W posted by 8:00 AM	4th - 6th hrs <i>(65 min max lesson and work time combined)</i>	1st - 3rd hrs <i>(65 min max lesson and work time combined)</i>	4th - 6th hrs <i>(65 min max lesson and work time combined)</i> *Asynchronous lessons for TH-F posted by 8:00 AM	1st - 3rd hrs <i>(65 min max lesson and work time combined)</i>
10:00 - 11:20 AM Teacher Support Sessions		1st - 6th hrs <i>(sign up for 15 minute blocks of time)</i>		1st - 6th hrs <i>(sign up for 15 minute blocks of time)</i>	
11:20 - 11:40 AM Office Hours	1st - 6th hrs <i>(no appointment needed)</i>		1st - 6th hrs <i>(no appointment needed)</i>		1st - 6th hrs <i>(no appointment needed)</i>
11:40 AM - 12:40 PM (lunch and travel time for students attending in person learning)					
12:30 PM - BUILDING OPEN TO IN PERSON STUDENTS					
12:30 - 12:45 PM Office Hours	1st - 6th hrs <i>(no appointment needed)</i>	1st - 6th hrs <i>(no appointment needed)</i>	1st - 6th hrs <i>(no appointment needed)</i>	1st - 6th hrs <i>(no appointment needed)</i>	1st - 6th hrs <i>(no appointment needed)</i>
12:50 - 3:00 PM Synchronous Time	1st: 12:50 - 1:30 2nd: 1:35 - 2:15 3rd: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle	4th: 12:50 - 1:30 5th: 1:35 - 2:15 6th: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle	1st: 12:50 - 1:30 2nd: 1:35 - 2:15 3rd: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle	4th: 12:50 - 1:30 5th: 1:35 - 2:15 6th: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle	1st: 12:50 - 1:30 2nd: 1:35 - 2:15 3rd: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle
	<ul style="list-style-type: none"> • Group A - Attends in-person Monday - Wednesday, Remote Thursday and Friday 			<ul style="list-style-type: none"> • Group B - Remote Monday - Wednesday, Attends in-person Thursday and Friday 	

Secondary Schedule Week 2 (White Week)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 11:40 AM Asynchronous Time Learning/instruction is completed individually without live interactions with the teacher	4th - 6th hrs <i>(65 min max lesson and work time combined)</i> *Asynchronous lessons for M-W posted by 8:00 AM	1st - 3rd hrs <i>(65 min max lesson and work time combined)</i>	4th - 6th hrs <i>(65 min max lesson and work time combined)</i>	1st - 3rd hrs <i>(65 min max lesson and work time combined)</i> *Asynchronous lessons for TH-F posted by 8:00 AM	4th - 6th hrs <i>(65 min max lesson and work time combined)</i>
10:00 - 11:20 AM Teacher Support Sessions		1st - 6th hrs <i>(sign up for 15 minute blocks of time)</i>		1st - 6th hrs <i>(sign up for 15 minute blocks of time)</i>	
11:20 - 11:40 AM Office Hours	1st - 6th hrs <i>(no appointment needed)</i>		1st - 6th hrs <i>(no appointment needed)</i>		1st - 6th hrs <i>(no appointment needed)</i>
11:40 AM - 12:40 PM (lunch and travel time for students attending in person learning)					
12:30 PM - BUILDING OPEN TO IN PERSON STUDENTS					
12:30 - 12:45 PM Office Hours	1st - 6th hrs <i>(no appointment needed)</i>	1st - 6th hrs <i>(no appointment needed)</i>	1st - 6th hrs <i>(no appointment needed)</i>	1st - 6th hrs <i>(no appointment needed)</i>	1st - 6th hrs <i>(no appointment needed)</i>
12:50 - 3:00 PM Synchronous Time	4th: 12:50 - 1:30 5th: 1:35 - 2:15 6th: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle	1st: 12:50 - 1:30 2nd: 1:35 - 2:15 3rd: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle	4th: 12:50 - 1:30 5th: 1:35 - 2:15 6th: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle	1st: 12:50 - 1:30 2nd: 1:35 - 2:15 3rd: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle	4th: 12:50 - 1:30 5th: 1:35 - 2:15 6th: 2:20 - 3:00 <i>Staggered Dismissal</i> 3:00 - Bus Riders 3:05 - Private Vehicle
	<ul style="list-style-type: none"> • Group A - Attends in-person Monday and Tuesday, Remote Wednesday - Friday 		<ul style="list-style-type: none"> • Group B - Remote Monday and Tuesday, attends in-person Wednesday - Friday 		

Rationale for Asynchronous/Synchronous Hybrid Approach

Health and Safety

- Smaller groups for social distancing in classrooms and buses (Follows recommendation for strict mitigation)
- Less contact with students (3 in-person classes per day)
- Students are able to complete asynchronous work when absent

Maintaining Quality Instruction

- Continuation of robust and rigorous instruction that was established the first six weeks of school while providing in person learning multiple times a week
- Ensures instruction provided by WCS teachers is available to all students every day
 - Students with Internet connectivity issues do not have to worry about missing direct instruction of new material because all new material is posted in asynchronous lessons
 - Allows flexibility for students with alternate schedules (ex: Wilson Talent Center, Dual enrollment, Work Based Learning)
- Use of streaming technology that provides an equitable and inclusive experience for students who are both remote and in person
 - Tiered supports
 - Small group work
 - In person interaction/relationship building with teachers and support staff

Rationale for Asynchronous/Synchronous Hybrid Approach continued...

Stakeholder Feedback

- Allows for student/family choice to remain remote full time

Adaptability in Uncertain Times

- Allows for movement between Phase 3 & 5 without schedule overhauls
- Allows us to immediately move back to all remote if necessary

Financial Cost

- Additional costs are incurred due to purchasing streaming technology for classrooms and the double bus run
- Savings: meal service

Special Education Hybrid Model

- Specially designed instruction will be provided to special education students during in person instruction
- Service times will be consistent with the Contingency Learning Plan
- Case managers will coordinate with general education teachers to work with students at the most opportune time

Instructional Model

- Students serviced in person will stay with their cohort peers when working with their case manager
- Flexibility in additional instructional time when needed during their asynchronous learning time
- IEP accommodations will be provided when students are in person

Ancillary Services

- Speech and language, social work, OT and PT can be coordinated and provided in person
- Initial assessments, including observations, can take place while students are in the buildings
- Students will remain with their same caseload teacher whether attending in person or remaining as a virtual student

Recommendation for Early Childhood

Little Hornet Preschool

- Hybrid approach consistent with district of elementary students offering in person opportunity daily
- AM/PM session for full day programs; reduced overall enrollment for half day programs
- In-person and asynchronous virtual learning daily
- Option to remain 100% virtual
- Preschool students return week of November 2
- Staggered class times to ease traffic flow around elementary campus
- Emphasis on social and emotional learning during 2.5 hr* in person learning (*approximate)
- Required components identified by MDE for early childhood students offered in person daily
- Asynchronous instruction supports literacy and mathematics curricular content and family connections

Kids' Corner Childcare

- Care provided before and after district learning times for both AM and PM elementary cohorts
- Enrollment offered on a full time basis only
- Support students with access and navigating their district asynchronous learning

Rationale for Early Childhood Hybrid approach

Health and safety

- Limited program enrollment to promote social distancing in classrooms
- Students are strongly cohorted within our program
- Reduced hours of operation and class time for increased cleaning procedures
- Maintain highly recommended procedures established by Department of Licensing and Regulatory Affairs (LARA)

Adaptability in uncertain times

- Allows for ease of returning to virtual instruction when necessary for preschool programming
- Allows for sustainability of care for school age students if district returns to virtual programming

Estimated Additional Costs	Phase 4 In-Person Learning Plan
District Subs (4)	80,500
Gloves, Masks, and other PPE	15,800
Thermometers	1,600
Plexi Glass for Offices	2,000
Cleaning Supplies	131,000
Custodial Costs	92,700
Transportation Costs - Double Run	249,300
Air Filters	20,000

Estimated Additional Costs Continued	Phase 4 In-Person Learning Plan
Chromebook Maintenance	50,000
Chromebooks (400)	138,000
Google Suite Enterprise	5,000
Additional Hours	39,000
Air Purifiers for Classrooms	18,000
Streaming Devices for MS & HS Classrooms	50,600
TOTAL	\$893,500

Next Steps

- Survey families regarding their selection of in person or remote learning
 - Transportation question will be included
- Develop cohorts and adjust classroom assignments as needed
- Establish transportation plan and finalize instructional times
- Determine best streaming technology for secondary classrooms and move forward with purchase, installation, and training
- Commence with building specific plans (staggered arrival/dismissal, support schedules, additional staffing needs, etc.)
- Continue to work with the ICHD to monitor data and adjust instructional planning as needed