

Waunakee Community School District

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Return to Learn

2020/2021



Meeting Outcomes

- To consider and take action on the preferred academic delivery model for the reopening of school for fall 2020.
- To consider and take action on the recommendation of the Co-Curricular Committee related to the use of school facilities by outside groups.
- To consider and take action on the recommendation of the HR Committee related to Telecommuting / Remote Work Policy and Procedure and staff accommodation parameters.
- To accept the donation of a bench in memory of Crossing Guard Norm Wildes.



K-12 Requirements from Public Health Madison & Dane County (PHMDC)

Public Health Madison and Dane County -- K-12 School Requirements

- Face Coverings for Ages 5 and Above
- Ensuring students are at least six (6) feet from other students to the greatest extent possible.
- Ensuring that student and employee groupings are as static as possible by having the same group of students stay with the same employees as much as possible. Restrict mixing between groups as much as possible.



Survey Results

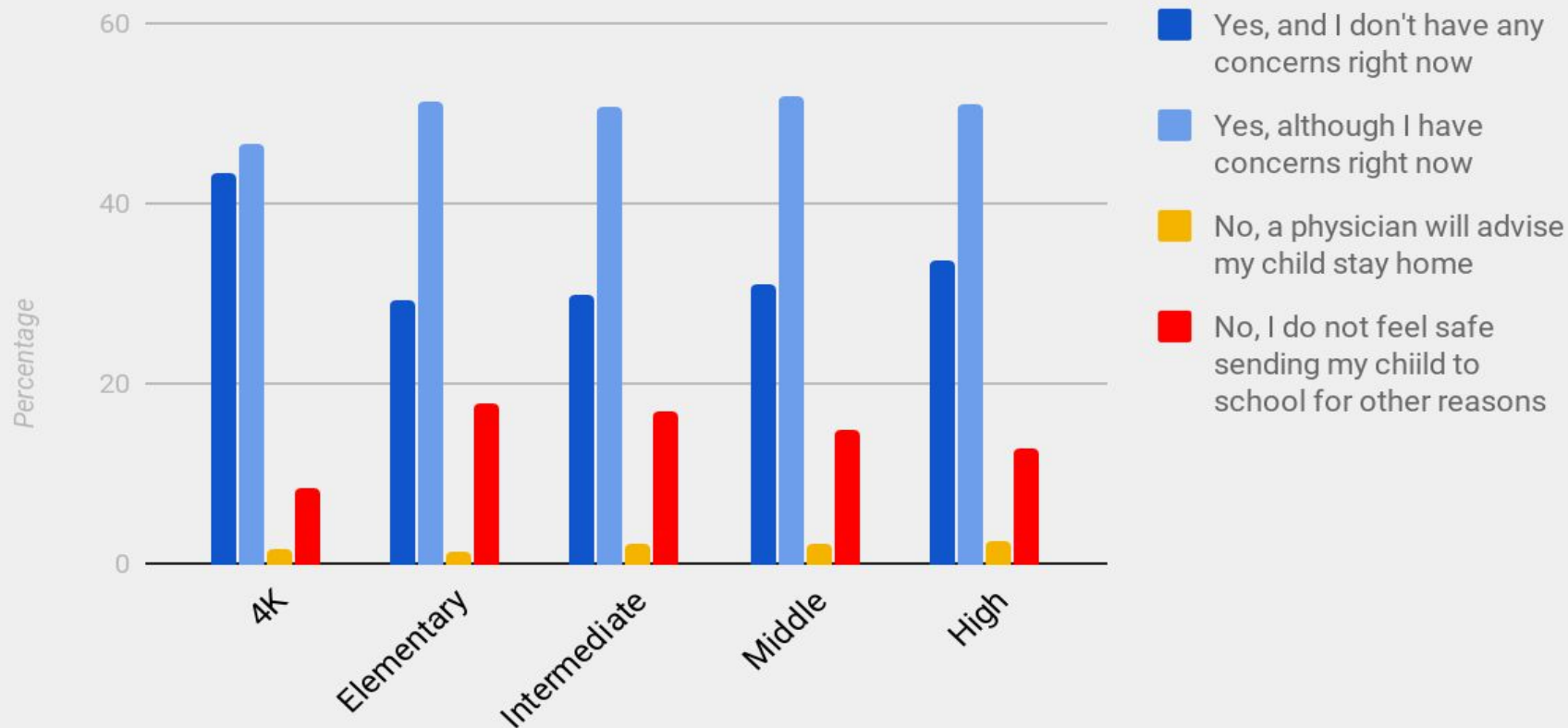
Survey Participation Was High: Exceeded Late June at All Levels

Grade Level	June 24-30 Responses	July 18-23 Responses	Current Fall Enrollment
4K	239	315	275
Elementary Schools	1,299	1,381	1,490
Intermediate School	674	763	661
Middle School	589	679	615
High School	1,104	1,278	1,401

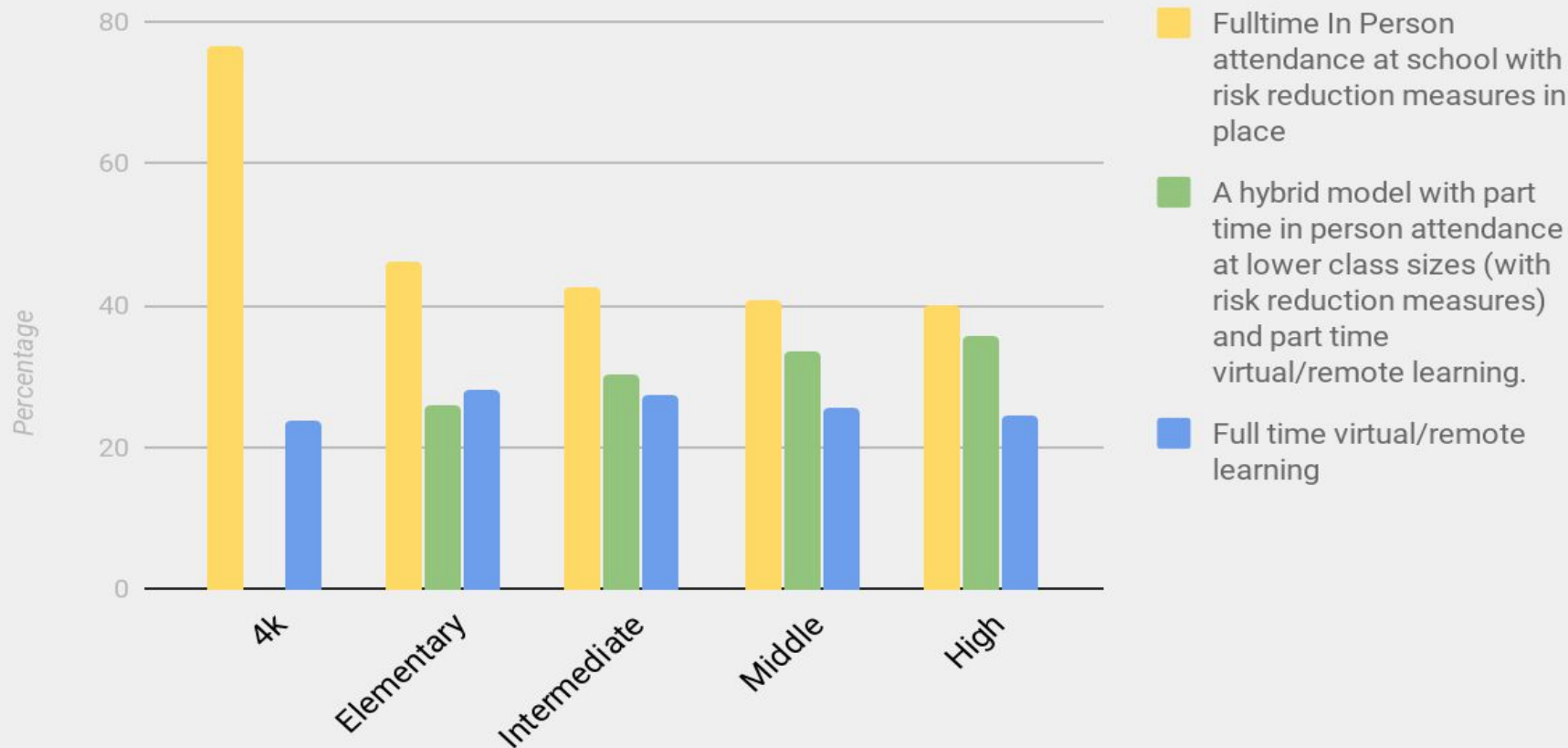


Total responses were 2,946 from 4,587 invitations.

Should we be given guidance from Public Health Madison & Dane County that it is safe to return to school with risk reduction measures in place , will you be sending your child to school on September 1?



If school were to start tomorrow, what would be your preferred instructional delivery option for your child?



*Hybrid was not an option for 4K

Registration

1,123 students completed online registration

340 students opted in for virtual learning

Students Opting in for Virtual Learning By Grade Level *Numbers as of 07/24/20

Grade	4K	K	1	2	3	4	5	6	7	8	9	10	11	12
Total	11	11	24	28	23	25	28	30	31	23	34	27	31	14



Transportation and Food Services

Once an instructional delivery model is selected tonight, our planning and preparations for transportation and food services will be based on that decision.

125 students requiring transporting, noted on online registration process (1,123 completed online registration)

Students Opting in for Transportation By Grade Level *Numbers as of 07/24/20

Grade	4K	K	1	2	3	4	5	6	7	8	9	10	11	12
Total	5	7	14	8	3	6	15	18	13	11	12	9	3	1



Staff and Student Exposure Scenarios

[COVID-19 Student and Staff Scenarios](#)

Public Health Madison and Dane County will notify district if positive case was in school building when contagious.

Monitoring and tracking cases internally.

Notifications to students and staff,



Sample Staff Scenario

Teacher tests Positive for COVID-19 with symptoms

Teacher stays home until 24 hours fever-free without medication, other symptoms have improved, and at least 10 days since symptom onset

Need to determine if students and other staff had “close contact” with teacher

Students and staff in close contact shall quarantine for 14 days after the last contact with the teacher and monitor symptoms. If symptoms appear then 24 hours fever-free without medication, other symptoms have improved, and at least 10 days since symptom onset

Students and staff not in close contact may attend monitoring for symptoms



Student Sample Scenario

Student living with a person who tested positive for COVID

Is it possible for the student to completely separate from the person who tested positive?

If yes, student shall stay home for 14 days after the last contact

If no, student shall stay home until all have happened:

- The person who tested positive gets better:
 - At least 10 days have passed since their symptoms started
 - They haven't had a fever (≥ 100.4 °F) in at least 72 hours without fever-reducing medication
 - Their other symptoms have improved
- Plus 14 days have passed since the person who tested positive was better



Instructional Delivery Models: 4K



- Waunakee 4K is planning for in-person classes, as approved at the July 13, 2020 school board meeting.
- Class sizes are 15 or smaller, per public health guidelines.
- Classes will be held at our 9 preschool/childcare partners. They are following PHMDC childcare guidelines.
- Families will be able to select an all-remote option during the Online Registration process.



Instructional Delivery Models: K-6

Scenario A: “Satellite” Classrooms

Scenario B: Maximum Capacity Classrooms

Scenario C: Socially-Distanced Classrooms with Teacher Space

Scenario D: Socially-Distanced Classrooms for younger grades, hybrid for older

(D1 - K-2 in-person/3-6 hybrid, D2 - K-3 in-person/4-6 hybrid, D3 - K-4 in person/5-6 hybrid)

Scenario E: Hybrid Model

Scenario F: Enhanced Remote Learning Model



Each Principal has provided detailed site information in the Board Book document

Instructional Delivery Models: K-6

At-A-Glance



Possible K-6 Scenarios

In-Person



Hybrid



Remote



Scenario	K	1	2	3	4	5	6	Staffing & Teacher Materials ONLY Cost Estimate*
A: "Satellite" Classrooms								\$1,241,688 (paid paraeducator positions, could seek volunteers)
B: Maximum Capacity Classrooms								\$894,400- \$980,411
C: Socially-Distanced Classrooms with Teacher Space								\$2,179,000- \$2,307,304
D1: K-2 In-Person/3-6 Hybrid								\$963,200- \$1,049,211
D2: K-3 In-Person/4-6 Hybrid								\$1,238,400- \$1,324,411
D3: K-4 In-Person/5-6 Hybrid								\$1,651,200- \$1,737,211
E: Hybrid Model								Limited, TBD (may need some volunteers or paid paraeducator positions)
F: Enhanced Remote Learning Model								Limited, TBD (may have some costs for kits/at-home supplies)

*Does not include technology, furniture, or facility costs; see separate slides

Instructional Delivery Models: K-6

Scenario A: “Satellite” Classrooms

Based on a premise that PHMDC might limit class sizes to 15, we investigated a model where classrooms would be capped at 15. Additional students would be added to a satellite classroom, monitored by a paraeducator or other staff member when not with the classroom teacher.

Estimated Cost: Would vary, depending on number of volunteers available
Up to \$1,241,688



Instructional Delivery Models: K-6

Scenario A: “Satellite” Classrooms

- This model attempted to bring in all K-6 students all week using a satellite classroom model that utilized existing staff members to monitor satellite spaces.
- We found many challenges to this model but the most impactful was staffing - utilizing all staff creates issues with sub coverage, staffing intervention groups, and scheduling for planning time, breaks, and lunch.
- We do not believe this model is viable.



Instructional Delivery Models: K-6

Scenario B: Maximum Capacity Classrooms

Based on the information from PHMDC that students should be placed six-feet apart, we investigated what that would look like in our classrooms. Most classrooms can hold 19-20 students using this calculation, but that does not include any space for the teacher.

Estimated Cost: \$894,400 - \$980,411



Instructional Delivery Models: K-6

Scenario B: Maximum Capacity Classrooms

- This model attempted to bring in all K-6 students all week by placing the maximum number of students in a classroom, measuring 6 feet from chair to chair.
- A significant challenge to this model is the lack of teacher space. Most of the room configurations in this model do not have sufficient space for the teacher and the technology needed to teach.
- We do not believe this model is viable.



Instructional Delivery Models: K-6

Scenario C: Socially-Distanced Classrooms with Teacher Space

Based on the information from PHMDC that students should be placed six-feet apart, we investigated what that would look like in our classrooms if we included a space for the teacher near the smartboard, with a table with a computer and document camera. This configuration resulted in classes of approximately 15-16 students.

Estimated Cost: \$2,179,000 - \$2,307,304



Instructional Delivery Models: K-6

Scenario C: Socially-Distanced Classrooms with Teacher Space

- This model attempted to bring in all K-6 students all week by placing desks six feet apart and creating space for the teacher.
- The main benefit of this model is in-person instruction. The main challenges of this model are space and staffing. Some sites would need to move classes to another site (e.g. Heritage). To create classes of 15 (from the typical class sizes of 22-25), this model requires hiring and training 32 additional teachers. At an approximate cost of \$66,000, the increased staff would cost \$2,112,000.
- In talking with Human Resources, we do not believe this model is viable, based on a large number of staff needing to be hired and trained.



Instructional Delivery Models: K-6

Scenario D: Socially-Distanced Classrooms with Teacher Space for younger students, hybrid for older (D1 - K-2 in-person/3-6 hybrid, D2 - K-3 in-person/4-6 hybrid, D3 - K-4 in person/5-6 hybrid)

Based on the information from PHMDC that students should be placed six-feet apart, we investigated what that would look like in our classrooms if we included a space for the teacher near the smartboard, with a table with a computer and document camera. This configuration resulted in classes of approximately 15-16 students. This scenario prioritizes in-person learning for our primary students and moves 3-6 to a hybrid model where students would attend in-person for two days, and have remote learning for three days. The D2 and D3 variations increase the in-person grades.

Estimated Cost: D1 = \$963,200 - \$1,049,211 D2 = \$1,238,400 - \$1,324,411 D3 = \$1,651,200 - \$1,737,211



Instructional Delivery Models: K-6

Scenario D: Socially-Distanced Classrooms with Teacher Space for younger students, hybrid for older

(D1 - K-2 in-person/3-6 hybrid, D2 - K-3 in-person/4-6 hybrid, D3 - K-4 in person/5-6 hybrid)

- This model has younger students attending in person all week, and older grades in a hybrid model. The three different scenarios investigate different grade combinations.
- The main benefit of this model is some in-person instruction for all grades but includes more in-person days for younger students, for whom remote learning may be more challenging. This model does require hiring and training 14-24 teachers depending on the scenario.



Instructional Delivery Models: K-6

Scenario E: Hybrid Model

This scenario would have about 50% of students in school buildings per cohort to allow for social distancing in schools and busses. We will prioritize keeping students from the same household in the same cohort (purple/white). Students with differentiated learning needs (like students receiving ESL and IEP supports) may be in school more frequently.

In this model, the “purple” cohort would attend on Mondays and Tuesdays, and the “white” cohort would attend on Thursdays and Fridays. In a typical five-day week, all cohorts would have virtual learning on Wednesdays and their “off” days of the week. On Wednesdays, teachers would meet to plan, hold office hours, and meet with small groups. We could adjust scheduling for weeks less than five days.

Estimated Cost: Limited; To Be Determined



Instructional Delivery Models: K-6

Scenario E: Hybrid Model

- This model provides some in-person instruction for all students K-6.
- The main benefit of this model is some in-person instruction for all grades, with half of the students attending at a time. This model can be implemented with our current staff. Teachers will need to reorganize their instruction to provide days of explicit instruction followed by opportunities for independent practice.



Instructional Delivery Models: K-6

Scenario F: Enhanced Remote Learning Model*

This scenario would have all students learning remotely. This model would be enhanced from our emergency remote teaching in the spring. Teachers would teach from their classrooms, and there would be more synchronous and small group instruction delivered virtually. This model will include options for some strategic in-person attendance for special education, English Learners, and to address curricular needs.

*Could be a Remote Only model with no onsite opportunities if directed by the Board of Education or Public Health

Estimated Cost: Limited; To Be Determined



Instructional Delivery Models: K-6

Scenario F: Enhanced Remote Learning Model

- This model provides remote instruction for all students and can provide strategic in-person opportunities for students with disabilities and English learners, as well as some opportunities to address curricular needs.
- The main drawback of this model is limited to in-person instruction. Remote learning can be challenging for younger learners who may need more adult assistance outside of school. The main benefit of this model is low exposure to COVID-19 for students and staff. This model would provide the most consistent instruction without disruptions for quarantining or illness. This model can be implemented with our current staff. Because our school buildings are not closed, teachers can use their classroom materials and technology to teach lessons.



Instructional Delivery Models: Classroom Pictures

Elementary: K-4



Instructional Delivery Models: Classroom Pictures

Intermediate: 5-6



Instructional Delivery Models: MS/HS

Scenario A: All students in building

Scenario B: Hybrid Model - Some students in the building while others are remote

Scenario C: Enhanced Remote Learning Model

Scenario D: Remote Learning Model Only



Instructional Delivery Models: MS/HS

Scenario A: All students in building

Our evaluation immediately determined this is not an option at the secondary level due to due to class sizes, staffing, and room availability under social distancing at or near the six-foot standard.



Instructional Delivery Models: MS/HS

Scenario B: Hybrid Model - Some students in the building while others are remote

In this scenario, slightly less than half of the students would be in attendance two days per week. Students would be divided into two cohorts (purple/white), to ensure households would be attending school on the same days. To manage bussing and the safe passage of students through the building, we would stagger student arrival and departure times.

Our “purple” cohort would meet Mondays and Tuesdays, and our “white” cohort would meet on Thursdays and Fridays, allowing for an all-remote learning day which could also be used for a deep clean between cohorts in weeks with three or five days. In weeks with two or four days, there would be no all remote learning day.



Instructional Delivery Models: MS/HS

Scenario B: Hybrid Model - Some students in the building while others are remote

- This model provides some in-person instruction for all students 7-12.
- The main benefits of this model stem from half of the students attending at a time.
 - In-person instruction would occur with reduced class sizes.
 - Students would have socially distant interaction with peers in school.
 - We would see students each week to maintain in-person relationships and support student engagement in schooling.
- This model can be implemented mostly with our current staff. Additional subs would be needed in the event of staff absence due to medical exemption or other causes.



Instructional Delivery Models: MS/HS

Scenario B: Hybrid Model - Some students in the building while others are remote

- Teachers will need to reorganize their instruction for days where they build knowledge through direct instruction and explain/model projects followed by tasks designed for independent individual or teamwork and practice.
- Social distancing and restricted movement will limit the instructional strategies used during on-site days. It will be noticeably different from our typical instruction.



Instructional Delivery Models: MS/HS

Scenario B: Hybrid Model - Some students in the building while others are remote

- Electives at the MS/HS create some scheduling trade-offs.
 - We cannot maintain static groups without a dramatic narrowing of the curriculum.
 - As a result, there will be much more mixing in a hybrid model than at the K-6 level that will add to the possibility of transmission.
- For our larger sections, dividing into two groups may not be accommodated by our classroom sizes. We will need to troubleshoot room assignments.



Instructional Delivery Models: MS/HS

Scenario C: Enhanced Remote Learning

This scenario would have all students learning remotely. This model would be improved from our emergency remote teaching in the spring. Teachers would teach from their classrooms unless they were medically excused, and there would be more synchronous whole class and small group instruction delivered virtually. Enhanced remote learning would include strategic in-person attendance for special education, English Learners, and to address curricular needs.

Note: In the event of more restrictive public health orders from PHMDC it might become necessary to reduce student and possibly staff presence on-site for periods of time.



Instructional Delivery Models: MS/HS

Scenario C: Enhanced Remote Learning

- This model provides remote instruction for all students and would provide in-person opportunities for students with disabilities and English learners, as well as some opportunities to address curricular needs in more applied courses like CTE, Music, etc. When students and teachers are available we could bring in small groups with risk reduction measures.
- Additional experience and professional learning will allow for more consistent use of synchronous video and our digital platforms, as well as more complete lesson and unit design for remote learning..
- The main benefit of this model is low exposure to COVID-19 for students and staff as we would strategically prioritize students learning on site. This model would provide consistent instruction with limited disruptions for quarantining or illness.



Instructional Delivery Models: MS/HS

Scenario C: Enhanced Remote Learning

- This model can be implemented with our current staff. Because our school buildings are not closed, teachers can use their classroom materials and technology to teach lessons.
- The main disadvantages of this model stem from reduced on-site time for most students.
 - Very limited opportunities for in-person assistance.
 - Curtailed interactions with peers in school.
 - Curtailed opportunities to maintain classroom communities in-person and intervene with students who are disengaging from schooling. Significant numbers of students became disengaged in the spring and we will need to develop more effective strategies to help students stay on track and be successful learners.
 - There is some concern that in an all-remote model, MS/HS students could be recruited to supervise younger children to the detriment of their education.



Instructional Delivery Models: MS/HS

Scenario D: Remote Learning

This scenario would have all students learning remotely. This model would be improved from our emergency remote teaching in the spring. Teachers would teach from their classrooms unless they were medically excused, and there would be more synchronous whole class and small group instruction delivered virtually. No students would be on-site.

Note: In the event of more restrictive public health orders from PHMDC it might become necessary to reduce student and possibly staff presence on-site for periods of time.



Instructional Delivery Models: MS/HS

Scenario D: Remote Learning

- This model provides remote instruction for all students, but without in-person opportunities for students with disabilities and English learners, nor opportunities to address curricular needs.
- Additional experience and professional learning will allow for more consistent use of synchronous video and our digital platforms, as well as more complete lesson and unit design for remote learning.
- The main benefit of this model is low exposure to COVID-19 for students and staff. This model would provide the most consistent instruction without disruptions for quarantining or illness.
- This model can be implemented with our current staff. Because our school buildings are not closed, teachers can use their classroom materials and technology to teach lessons.



Instructional Delivery Models: MS/HS

Scenario D: Remote Learning

- This model can be implemented with our current staff. Because our school buildings are not closed, teachers can use their classroom materials and technology to teach lessons.
- Similar challenges as described in the Enhanced Remote Learning Model, but exacerbated by no on-site access to any students at all.



Instructional Delivery Models: Classroom Pictures

Middle School: 7-8



Instructional Delivery Models: Classroom Pictures

High School: 9-12



Expenses

Student Services

Technology

Facilities



Student Services Expenses

Substitute Nurse, if needed.	\$240/day (\$30/hr)
Substitute Health Assistant, if needed.	\$100.88/day (\$13.45/hr)
Nurse - Summer Pay	Range: \$7500-\$10,000



Technology Expenses

1:1 iPads for K-2 students	\$87,560 including cases
1:1 Chromebooks for 3-4 students (distribute school Chromebooks)	\$0
Laptops for K-12 staff	\$282,936
Educational technology tools/software subscriptions K-12	\$70,000
Some classes need webcams, document cameras	\$200-\$500 per room



Facilities Expenses

Consumable products required Assumption: district supplies all hand sanitizer and wipes. <u>Costs could be significantly reduced if students/parents provided some of these supplies for their child.</u>	\$200-300k/month
One additional custodial staff per building. Could be a reallocation of staff from second shift to first shift with overtime.	\$0 -- \$187k/month
Optional Equipment: (6) additional backpack ionization sprayers	\$13k (one time expense)
Optional Systems: NPBI HVAC system enhancement (installation included)	\$870k (one time expense for all schools)
Optional Fixtures: touchless plumbing (installation not included. No bubblers)	\$341k (one time)



Community Considerations

To assist with potential childcare needs in the community, we have been in conversation with the Wisconsin Youth Company and work in collaboration with our 4K sites.



Decision Points -- First determine method of delivery

In-Person -- To include Socially Distanced or Hybrid Model.

Remote -- To include Remote Learning or Enhanced Remote Learning.



Decision Points -- Second determine preferred model

If In-Person:

- K-6 Socially Distanced Classrooms with Teacher Space
OR
- K-2 (K-3, K-4) In-Person and 5-6 Hybrid
OR
- K-6 Hybrid
AND
- 7-12 Hybrid

If Remote:

- Enhanced Remote Learning (staff teach from buildings and work with most vulnerable student groups)
OR
- Remote Learning (staff work on-site and no student groups in school -- could be more restrictive if directed under public health order).



Co-Curricular Committee Report

1. The Co-Curricular Committee recommends on a 3-0 vote to withhold access and use of our school facilities by outside groups at this time. This decision will be reviewed again at the September 14th meeting of the School Board.
2. The Co-Curricular Committee recommends that the School Board hold an additional Board Meeting on August 3rd to discuss and determine the direction for fall co-curricular activities.



Human Resources Committee Report

1. The HR Committee recommends on a 3-0 vote approval of the Telecommuting and Remote Work Policy.
2. The HR Committee recommends on a 3-0 vote to consider, if requested, employee accommodations / modifications for those staff who have high risk family members living within their same residence.

