

**School District of River Falls
Special Board Meeting**

Monday, August 10, 2020 - 6:00 PM

River Falls High School Media Center, 818 Cemetery Road, River Falls, WI 54022

Please follow the link below to join the webinar:

<https://zoom.us/j/92411040853?pwd=Q1ZySURCN04zUnBWcUFOTjhaaGR5Zz09>

Webinar ID: 924 1104 0853 Passcode: RFSDBOE

or view via Facebook Live @RiverFallsSchoolDistrict

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at

<https://meetings.boardbook.org/Public/Organization/1447>

1. **Call to order - 6:00 p.m. in the River Falls High School Media Center also available via Zoom and Facebook Live**

2. **Manner of public notification of meeting**

3. **Hearing of Visitors and Delegations**

4. **INFORMATIONAL ITEMS**

A. **Wildcat Roadmap updates**

1. Elementary early release or late starts for staff inservice, collaboration, training, and preparation
2. Virtual/e-School enrollment update and staffing plan update
3. Fall staffing update
4. Fall sports and WIAA update related to start date delay
5. Preview 7-12 grade weekly hybrid schedule for 5-day/week of teaching and learning
6. Sixth grade update- improving cohort scheduling
7. Discussion of criteria to determine change/pivot from hybrid learning environment

5. **ACTION ITEMS**

A. **Consideration and/or Action to determine a change/pivot from the "HYBRID Learning Environment"**

The "Learning Environments" are defined as three options:

- A. IN-PERSON Learning Environment
- B. AT-HOME/DISTANCE Learning Environment
- C. HYBRID Learning Environment

Description: Administration will discuss existing criteria to monitor need for shifting into alternative learning environment.

Recommended Action: Determine if we need to pivot/shift the "Learning Environment"

B. **Proposed/suggested items for the next regular and future Board meeting agenda(s)**

Description: As always, Board members will be given the opportunity to suggest items for future Board member agendas.

Recommended Action: As needed.

C. **Schedule next Board/Committee meetings**

Description: Set meeting schedule as follows:

Regular Board of Education meeting: Monday, August 17, 2020, 7:00 p.m.

Above meeting will be held at the River Falls High School Media Center, 818 Cemetery Road

6. **Adjourn**

Virtual/e-School Update



Current Enrollment Status

School Board Meeting
August 10, 2020

Virtual/e-School Staffing



7.0 FTE Virtual/e-School Program Instructors
([Job Description](#))

****Virtual/e-School staff to student ratios will be monitored regularly. We will make every effort to align to and follow District guidelines related to class size, when appropriate.*

Virtual/e-School Enrollments

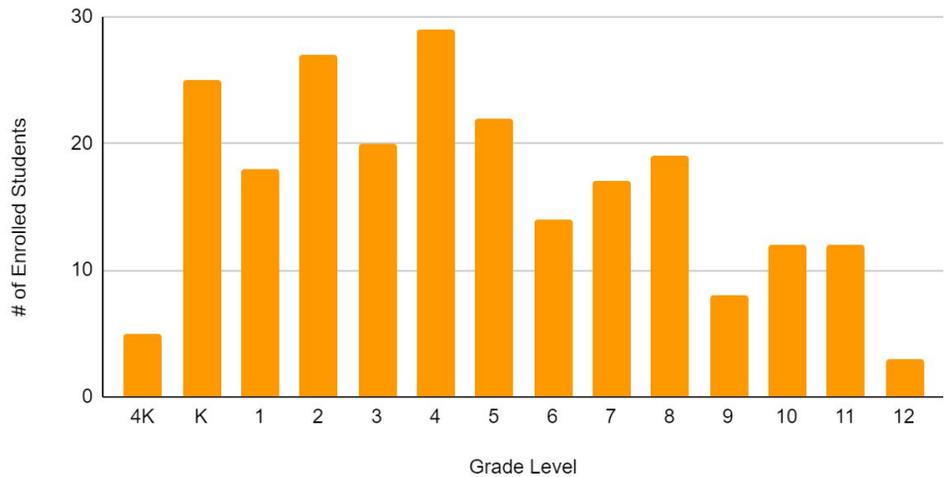


| Grades | # of Students |
|--------|---------------|
| 4K | 5 |
| K | 25 |
| 1 | 18 |
| 2 | 27 |
| 3 | 20 |
| 4 | 29 |
| 5 | 22 |
| 6 | 14 |
| 7 | 17 |
| 8 | 19 |
| 9 | 8 |
| 10 | 12 |
| 11 | 12 |
| 12 | 3 |
| | 231 |



Virtual/e-School Enrollments

Updated 08.10.20





K-5 School Breakdown

| Grades | Greenwood | Rocky Branch | Westside | RFPME | |
|--------|-----------|--------------|-----------|-----------|-------------|
| 4K | | | | 5 | ***Separate |
| K | 6 | 6 | 3 | 10 | |
| 1 | 1 | 1 | 5 | 11 | |
| 2 | 6 | 8 | 6 | 7 | |
| 3 | 5 | 3 | 6 | 6 | |
| 4 | 4 | 8 | 5 | 12 | |
| 5 | 5 | 4 | 4 | 9 | |
| | 27 | 30 | 29 | 55 | |



Sample Staffing Breakdown

| Grades | FTEs |
|--------------|------------|
| 4K-K | 1.0 |
| 1-3 | 2.0 |
| 4-5 | 2.0 |
| 6-12 | 2.0 |
| Total | 7.0 |

***Staffing assignments will change based on FINAL student enrollment counts at each grade level.

Questions & Comments

Application Deadline:
August 12, 2020



School District of River Falls

ADMINISTRATIVE OFFICE

852 East Division Street, River Falls WI 54022

715-425-1800 phone / 715-425-1804 fax

STAFFING SUMMARY

CERTIFIED STAFF UPDATE

- Retirements: 9 (8.32 FTE) through August 10. The last retirement in the certified staff group was approved in June.
 - 2018: 12 (12 FTE)
 - 2019: 10 (10 FTE)
- Resignations: 13 (12 FTE) through August 10. The last resignation in the certified staff group was approved in August.
 - 2018: 15 (15 FTE)
 - 2019: 12 (12 FTE)
- New Positions: 18 (14.478 FTE)
 - Permanent Substitutes→approved 7/20
 - 4.8 FTE (6 positions @ 0.8 FTE each)
 - 1-year limited-term assignment
 - Virtual E-School Program Instructors→approved 7/20
 - 1.0 FTE Primary Elementary
 - 1.0 FTE MS/HS
 - MS-HS Teacher additions to meet class size guidelines→approved 2/20 and reaffirmed 4/20
 - 3.678 FTE
 - RFPME/RF4C/4K Cross-Categorical Special Education→approved 2/20 and reaffirmed 4/20
 - 0.5 FTE RF4C/4K
 - 0.5 FTE RFPME
 - Expansion of District Student Services Support→approved 2/20 and reaffirmed 4/20
 - 1.0 FTE District Social Worker
 - 1.0 FTE HS School Psych
 - 0.5 FTE K-8 GT
 - 0.5 FTE English Learner Support
- Certified Staff transfers to meet Virtual/E-School Enrollment
 - 1.0 FTE K-5 Spanish
 - 1.0 FTE Junior-Kindergarten
 - 1.0 FTE RFPME Children's House
 - 1.0 FTE RFPME Lower Elementary

The School District of River Falls, innovative leader in personalized learning, ensures the development of every student's unique potential in order to excel as responsible, productive, global citizens, facilitated by forward-thinking staff in a safe, nurturing, and collaborative environment.

- 1.0 FTE RFPME Upper Elementary
- Leave of Absences
 - 2-1-year leave of absence
 - 1-revised FMLA
- Positions to be filled by September 1
 - MMS Math LTS
 - REN Alternative Education
 - WS 5th Grade (0.5 FTE)
 - Virtual/E-School Program Instruction (6-12)

SUPPORT STAFF UPDATE

- May-August Resignations/Retirements
 - 2020: 28
 - 2019: 20
 - 2018: 23
- Leave of Absences
 - 1-new FMLA
- Positions to be filled by September 1
 - GW SPED Paraprofessional
 - RB GEN Paraprofessional (LTS)
 - RB GEN Paraprofessional
 - RFPME GEN Paraprofessional
 - Substitute Teachers and Paraprofessionals

CERTIFIED STAFF HIRES

| LOCATION | DEPT. | POSITION | APPLICANTS | INTERVIEW | REPLACES | REASON | NEW EMPLOYEE | NOTES |
|----------|-------|--------------------------|------------|-----------|------------------|--------------|---------------------|--|
| MMS | SPED | ID-SPED | 6 | 2/20 | KIM LUDWIKOSKI | RESIGNATION | ANN BEHNKE | |
| WS | REG | 3RD GRADE (0.5 FTE) | 11 | 2/12 | ASHLEY BOATMAN | RESIGNATION | CASSIE MUNOZ | 0.5 FTE |
| RB | SPED | RF4C-SPED | - | - | - | NEW POSITION | *MARA SHEPARD | *INCREASED FROM 0.5 FTE to 1.0 FTE |
| MMS | REG | PHYSICAL EDUCATION | 28 | 3/12 | JONI HERUM | RETIREMENT | STEPHANIE NELSON | |
| MMS | REG | ENGLISH-LANG. ARTS | 15 | 3/17 | DEB KELLER | RETIREMENT | NICOLE RESCH | |
| RB | SPED | EBD-SPED | 7 | 3/20 | LOIS MARTIN | RETIREMENT | CAROLYNE PELLIGRINI | |
| WS | SPED | SCHOOL PSYCH | 6 | 4/3 | *ANDREA GANSKE | TRANSFER | JOSEPH HAMES | *TRANSFERRED TO GW SCHOOL PSYCH (NICOLE DETLAFF RESIGNATION) |
| MMS | REG | ELA TEACHER | 11 | 4/14 | *PETER VITT | TRANSFER | CHARLIE YANG | *TRANSFERRED TO 8TH GRADE LITERACY (NEW POSITION) |
| HS | REG | ENGLISH | 14 | 4/16 | JEAN MOELTER | RETIREMENT | ANGELA HAUGLAND | *POSITION INCREASED FROM 0.27 FTE to 1.0 FTE |
| HS | REG | SCIENCE | 17 | 4/16 | - | NEW POSITION | JACOB LEMKE | |
| HS | REG | COUNSELOR | 15 | 4/15 | SARAH JOHNSON | RESIGNATION | WHITNEY SUTTON | |
| DIST | REG | ENGLISH LANGUAGE | 5 | 4/21 | - | NEW POSITION | DREW ROHL | 0.5 FTE |
| DIST | REG | GIFTED-TALENTED TEACHER | 5 | 4/21 | - | NEW POSITION | DREW ROHL | 0.5 FTE |
| DIST | REG | SCHOOL SOCIAL WORKER | 7 | 4/23 | - | NEW POSITION | ANGELA SCOTT | |
| HS | REG | MATH | 5 | 4/28 | *SARAH CORNELL | TRANSFER | BRIANA BARTZ | *TRANSFERRED TO HS EBD SPED (DAWN HAUSCHILD TRANSFER TO MMS EBD-SPED TO REPLACE AMANDA BISHOP RESIGNATION) |
| HS/RFPME | REG | LIBRARY MEDIA SPECIALIST | 10 | 4/24 | CHERYL HOFFMAN | RETIREMENT | MARY MILLER | |
| MMS | REG | CHOIR | 12 | 5/7 | KATELYN PETERSON | RESIGNATION | JACY WALKER | |

| | | | | | | | | |
|--|--------------|-----------------------------------|-------------------|------------------|-------------------|--|--------------------|--|
| RB | REG | 1ST GRADE | 74 | 5/15 | SAM PORTEN | RESIGNATION | SARA BUTCHER | <i>*POSTED AS 2ND GRADE BECAUSE OF BUBBLE CLASS</i> |
| RFPME | REG | COUNSELOR | 23 | 5/21 | KAYDEN SCHUMACHER | RESIGNATION | KAREN SWENSON | |
| MMS | SPED | LD-SPED | 5 | 5/12 | CHRIS HARMON | RESIGNATION | JULIA JOHNSON | |
| WS | RED | 2ND GRADE | 62 | 5/27 | JAYNE HOFFMAN | RETIREMENT | VICTORIA HOFFMAN | |
| HS | REG | TECH ED | 5 | 5/8 | - | NEW POSITION | LOGAN FIGEROA | |
| RFPME | SPED | CC-SPED | 5 | 6/25 | - | NEW POSITION | RAINBOW BARRY | <i>0.5 FTE</i> |
| GW | SPED | ID-SPED | 5 | 6/26 | ASHLEY ROESLER | RESIGNATION | STEPHANIE HEINEN | |
| RB | REG | ART | 14 | 6/24 | RANDY SCHWARK | RETIREMENT | AUDREY JOHNSON | |
| GW | REG | 5TH GRADE | 28 | 7/9 | MARCIA PHARIS | RETIREMENT | KIERSTEN JACOBSON | |
| DIST | SPED | OT | 10 | 6/30 | HEATHER GERMAIN | RESIGNATION | LEAH FLANAGAN | |
| MS | REG | SOCIAL STUDIES | 43 | 7/9 | LAURA GUNNELL | TRANSFER | TAYLOR STEVENS | <i>*TRANSFERRED TO HS SS (CHAD FORDE RESIGNATION)</i> |
| WS | SPED | CC-SPED | 5 | 2/20 | *KRISTY WICKBOLDT | TRANSFER | JACQUELINE GLOMSKI | <i>*TRANSFERRED TO 1ST GRADE WS (MARY ANDERSEN RETIREMENT)</i> |
| DIST | REG | V-ES PROGRAM INSTRUCTOR (PRIMARY) | 17 | 8/5 | - | NEW POSITION | ERIN KOST | |
| CERTIFIED STAFF POSITIONS--INTERVIEW PHASE | | | | | | | | |
| LOCATION | DEPT. | POSITION | APPLICANTS | INTERVIEW | REPLACES | REASON | NOTES | |
| DIST | REG | PERM. SUBSTITUTE ELEM | 10 | 8/10 | - | NEW POSITION | 3-0.8 FTE | |
| DIST | REG | PERM. SUBSTITUTE MS-HS | 10 | 8/10 | - | NEW POSITION | 3-0.8 FTE | |
| CERTIFIED STAFF POSITIONS--CURRENTLY POSTED | | | | | | | | |
| LOCATION | DEPT. | POSITION | CLOSING | REPLACES | REASON | NOTES | | |
| WS | REG | 5TH GRADE (0.5 FTE) | 8/21 | JENNY HANNACK | RESIGNATION | <i>0.5 FTE</i> | | |
| REN | REG | ALT-ED TEACHER | 8/21 | *PEGGY GANTT | TRANSFER | <i>*TRANSFERRED TO V-ES PROGRAM INSTRUCTOR</i> | | |

| | | | | | | | | |
|------|-----|--------------------------------------|------|---|--------------|--|--|--|
| DIST | REG | V-ES PROGRAM INSTRUCTOR (PRIMARY) | 8/21 | - | NEW POSITION | | | |
|------|-----|--------------------------------------|------|---|--------------|--|--|--|



RIVER FALLS HIGH SCHOOL

818 Cemetery Road, River Falls, WI 54022 P: 715.425.1830 F: 715.426.6513

PRINCIPAL
MR. KIT LUEDTKE

ASST. PRINCIPAL
MRS. TARYL GRAETZ

ASST. PRINCIPAL
MRS. LISA GOIHL

ACTIVITIES DIRECTOR
MR. ROLLIE HALL

RFHS Parents and Students,

Well... obviously this wasn't in any of our plans when we left in March to learn online that we would be considering alternative options into the start of the 2020-2021 school year but here we are. We first want to thank you all as RFHS students and families for your constant support and patience as the parameters of which we operate seem to constantly evolve and change.

Our main goal under any plan moving forward this year is to maximize the health and safety of our students and staff in a school setting. We are a proud public service that will do all that it can to keep safety our main priority and remain open as an educational institution for our students and community. [RFHS Covid Norms and Practices](#)

September Hybrid Schedule

Our hybrid schedule is [shared in a calendar](#) format for students and parents to know and understand which days students will be attending school in an in-person format, scheduled online Wednesdays, and digital at home days.

- A [“Day in the Life”](#) at RFHS document will help explain and give examples to parents and students of what hybrid learning looks and feels like.
- Blended households and families with different student last names can file a [Cohort Change Request](#) no later than August 17th so that the entire household can be cohorted for students in grades 6-12.
- No other requests for switching days will be honored, and it will be divided by alphabet. Students A-K will attend in person Monday and Tuesday; L-Z will attend in person Thursday and Friday. *(Please refer to the Hybrid Calendar indicating students are off the first two Mondays of the month.)*

Wednesday Scheduled Online Days

All students are expected to attend virtually from home following a set schedule every Wednesday beginning September 16th until further notice. A [modified class schedule](#) is linked for your convenience. Students will meet on Wednesdays as an entire class digitally from home to discuss relative content within the current unit of study and upcoming digital lessons with their classmates and teachers.

Internet Access

If you do not have access to the internet from home, the district is participating in various programs for families to have access. If the district supplied a hotspot to your family last spring and you have a current student, we plan on providing that same access currently this fall until further notice. All new families without internet or with internet concerns should please contact our main office at 715-425-1830 for more information and assistance.

Important Dates

We will first share with you some important dates and resources, so that we can have a successful start to the school year and hopefully answer any questions that you may have.

August 19, 2020 Freshman/New Student Orientation will be cancelled this year

- New student family tours will be made by appointment only during August

August 26th HS Student/Parent Open House is cancelled.

- Relevant online resources will be shared and made available prior to August 26th to all students and families.

First Days of School (9/1 and 9/3): Our student services team and staff have been working hard on a virtual assembly for students to participate with their Focus teacher and classmates to address many new challenges and changes we face during this pandemic. Topics include, but are not limited to, new masking and social distancing policies, our new building norms, understanding varying perspectives, check and connect activities, and providing social emotional support to students.

Student Schedules now available on Infinite Campus Portal

Please note that especially in this pandemic start to our year, it is very rare that class preference changes are made unless a [clear error impacting graduation requirements](#) has been made in your schedule.

Tentative student schedules are now available online through our [Infinite Campus student and parent portals](#) located on the high school website toolbar. Both students and parents will have access to preview schedules by using their Infinite Campus login information. Schedules can be seen by clicking on the “Reports” tab on the left hand side of the portal. If you do not have access, please contact our main office, and they will assist you. Please also remember that it is possible for small changes to occur in your student’s schedule prior to the first day as we are still in the process of balancing appropriate class sizes and reassigning teachers, if necessary.

Schedule Change Information/Process

All of our counselors are out during the summer and will return the week of August 17th intermittently. Please call (715)-425-1830 ext. 3717 to schedule a virtual appointment with the student’s assigned counselor. For your convenience, a copy of the [Schedule Change Request Form](#) is attached. Please complete and return it to the Student Services (Guidance) Office or by emailing your counselor.

Schedule changes will only be made for the following reasons:

- An error has been made on your schedule.
- A change is needed to meet a graduation requirement.

Just as is the case in any other year, most classes are extremely full, and we may not have space in courses that you did not initially request. Schedule changes must take place prior to the beginning of any term. A student must have a respectable and sufficient reason for making a change after the school year begins. School administration and counselors will determine the academic rationale of these requests and if they warrant change. School administration reserves the right to deny or approve any schedule change request.

Our RFHS Wildcat Hybrid Promise

- Instruction will consist of in-person learning and robust distance learning activities weekly.
- Student support teams will be available to students everyday; this includes counselors, social workers, school psychologists, case managers, and administrators.
- Course structure and navigation will be similar across all Schoology pages.
- Infinite Campus Gradebooks will be updated at minimum once per week.
- Attendance will be taken on face-to-face days along with Wednesdays and measures of learning on digital days will be also assessed.

Sincerely,

River Falls High School Administration Team



Meyer Middle School

AA/BB Hybrid Model & Instruction



Hello!

Kris Nickleski: 7 GOLD Social Studies Teacher

Myanna Lansing: 7 GOLD Literature Teacher

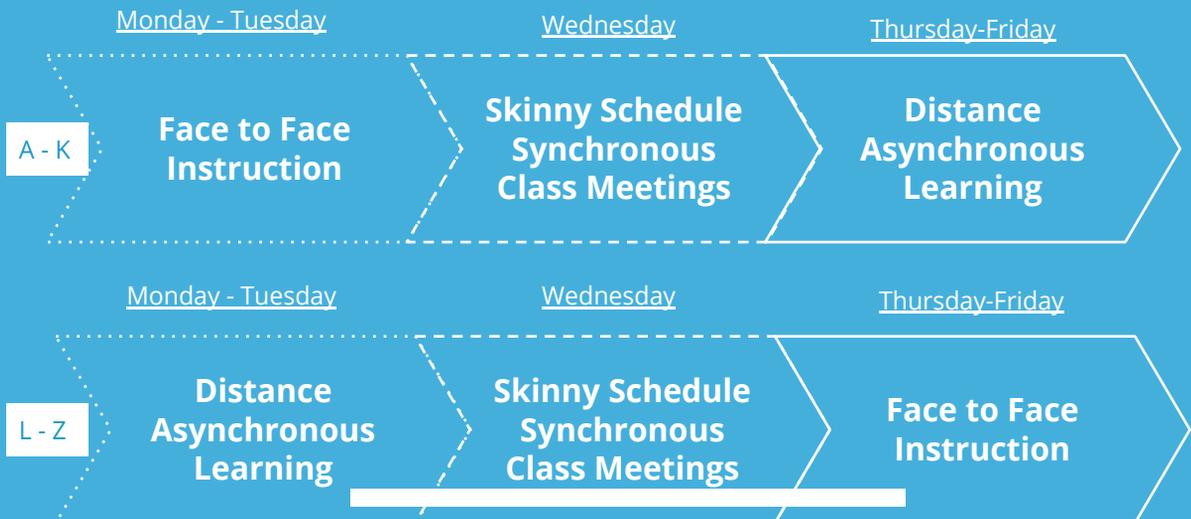
Mark Chapin: Principal

1.

Student Schedule

Early Week - Late Week

Hybrid Model Student Schedule



2.

Most Effective Instructional Practices

Hattie's Research on the Most Effective Instructional Practices

5

Hattie's Research (face to face + asynchronous)

- Teacher Clarity
- Formative Assessment
- Feedback
- Teacher-Student Relationships
- Classroom Discussion

15⁶

3.

Sample Lessons in a Hybrid Model

7th Grade Social Studies
7th Grade Literature

Sample Lesson: 7th Grade Social Studies

Face to Face Instruction

Key Considerations: What are the essential standards that need to be taught/assessed face to face?

Examples:

- Mini-Lessons
 - Practice/Activity
 - Discussion
 - Immediate Feedback
-

Sample Lesson: 7th Grade Social Studies

Skinny Schedule Synchronous Class Meetings

Examples:

- Zoom or Google Meet
- ☐ Attendance
- ☐ Check In
- ☐ Clear up misconceptions and communicate about previous lessons
- ☐ Introduce and communicate expectations for future lessons for the following week
- ☐ Develop a sense of classroom community and rapport with the entire class

9

Sample Lesson: 7th Grade Social Studies

Distance Asynchronous Learning

Key Considerations: What are the essential standards that can be taught and assessed asynchronously?

Examples:

- Loom/Screencastify
- EdPuzzle
- Adobe Spark
- Formative Assessments
- Project-based Assessments

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edpuzzle Search content Content

The Fall of South African Apartheid

Global NEWS YouTube

00:00 06:17

A screenshot of an EdPuzzle interface. At the top left is the 'edpuzzle' logo and a search bar. At the top right is the word 'Content'. The main area features a video player with a thumbnail for 'The Fall of South African Apartheid' by 'Global NEWS'. The thumbnail shows silhouettes of people against a South African flag, with a magnifying glass over the title. Below the thumbnail is a video player control bar with a play button, a refresh button, a progress bar (00:00 to 06:17), a volume icon, and a full-screen icon.

EdPuzzle

11

Rome Project

How did they trade?

They traded overseas and land. They had people built roads to make the trade easier for the traders. Rome cost a lot to keep up and well so the trading helped a lot with the money, Said History learning

0:22 1:13 Adobe Spark

A screenshot of an Adobe Spark video player. The title is 'Rome Project'. The video frame shows a wooden shipwreck on a rocky beach with a text overlay. The text asks 'How did they trade?' and provides an answer: 'They traded overseas and land. They had people built roads to make the trade easier for the traders. Rome cost a lot to keep up and well so the trading helped a lot with the money, Said History learning'. The video player controls at the bottom show a play button, a progress bar (0:22 to 1:13), and the 'Adobe Spark' logo.

Adobe Spark

18¹²

Sample Lesson: 7th Grade Literature

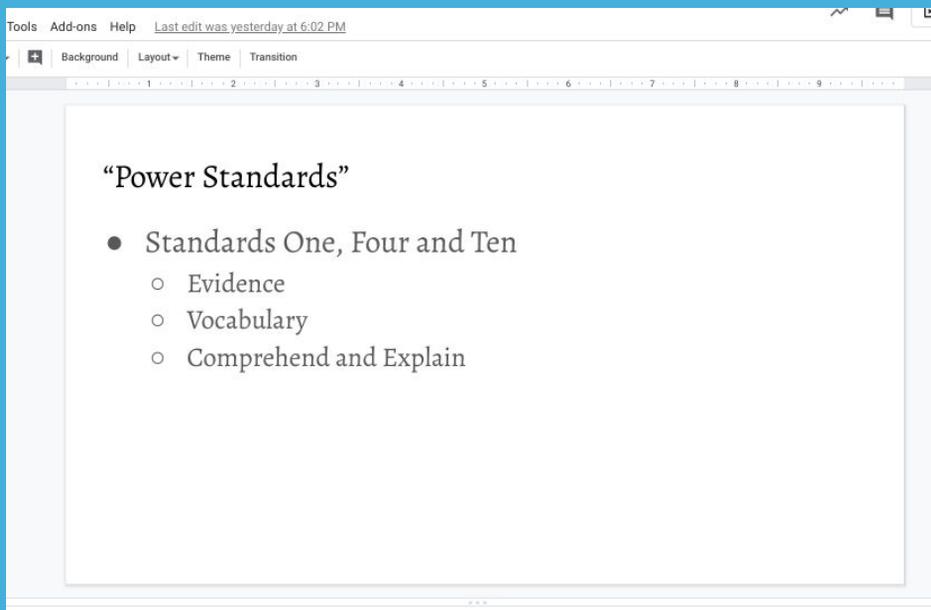
Face to Face Instruction

Key Considerations: What are the essential standards that need to be taught/assessed face to face?

Examples:

- Warm Up
- Mini-Lesson
- Practice/Activity
- Reading/Conferencing

13



Tools Add-ons Help Last edit was yesterday at 6:02 PM

Background Layout Theme Transition

1 2 3 4 5 6 7 8 9

“Power Standards”

- Standards One, Four and Ten
 - Evidence
 - Vocabulary
 - Comprehend and Explain

19¹⁴

Sample Lesson: 7th Grade Literature

Skippy Schedule
Synchronous Class
Meetings

Examples:

- Attendance
- Check in via video meeting
- Answer questions
- Review weekly agenda
- Discussion/collaboration

15

Sample Lesson: 7th Grade Literature

Distance
Asynchronous
Learning

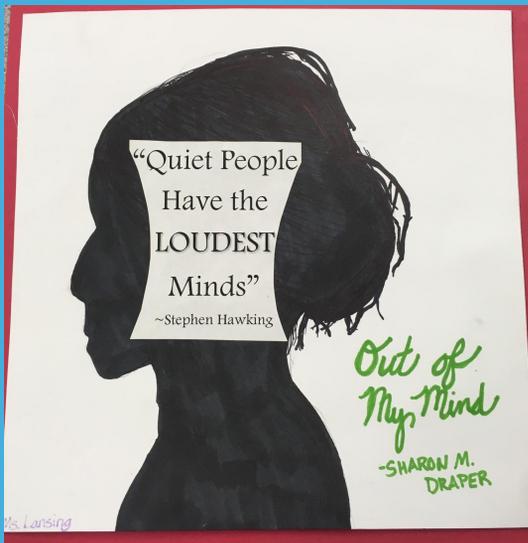
Key Considerations: What are the essential standards that can be taught asynchronously?

- Meet with counterpart/department

Examples:

- Flipgrid
- Reflection on Reading
- Project Based Assessments

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- 1) **Elvira by The Oakridge Boys**— This was one of the first songs that the main character, Melody, had absolutely loved and was able to “see colors.” She thought of Lemons whenever she heard it. She also named her talking machine Elvira.
- 2) **You Will Be Found--by Dear Evan Hansen** -This song applies to several of the characters throughout the book. At times, Melody’s parents feel alone and Melody feels alone countless amount of times. This song is a good reminder that people are here, and will find you.
- 3) **What Doesn’t Kill you Makes You Stronger--by Kelly Clarkson** --- Melody goes through countless struggles. Not only that, but her family and loved ones do as well. Their determination to see Melody succeed makes everyone stronger.
- 4) **Brave-- by Sara Bareilles**--Going to public school, asking and advocating for herself and studying her butt off to try out for the quiz team, all while scared she will make a fool of herself is brave. Melody encompasses this everyday she is at school.
- 5) **Hopeless Wanderer--by Mumford and Sons**--Melody has all these desires. She wants to fly, to walk, to talk, and to be able to be free without anyone to rely on. This song talks about being a wanderer, listless moving along, but needing someone to hold onto them so they do not drift. The last part of the song is about being okay with the place and for you are given in life. This fits all the characters fairly well.
- 6) **The Magic School Bus Theme Song--for Ms. V**--- I picture Ms. V (for whatever reason) to be like Ms. Frizzle. Enthusiastic, patient, and a bit odd. I felt this song would be appropriate for her.
- 7) **Symphony No. 40 in G Minor--by Mozart--for Melody’s mom**--Melody’s mom enjoys classical music, so I chose this one not only because Mozart is a prodigy from that time, but it has various movements and moods throughout the piece, similar to her mom.
- 8) **So What by Miles Davis--For Melody’s dad**---Her dad loves Jazz. In particular, Miles Davis. I picked a version that has John Coltrane playing sax while Miles is in his zone with trumpet. Melody’s dad is a calming presence in their lives, so I think it befits his personality to like Jazz and a chill-type tone.
- 9) **Don’t Worry, Be Happy--by Bobby McFerrin**--for Penny. Penny is just a happy-go-lucky toddler, who enjoys being a little naughty, but is so cute and loveable. This song would be her theme song.
- 10) **Waving Through a Window--by Dear Evan Hansen**---I immediately thought of this song for this book. It deals with people feeling alone, but trying to figure out if anyone feels that way too. “When you’re falling in a forest and there’s nobody around, do you ever really crash or even make a sound? Did I even make a sound? It’s like I never made a sound. Will I ever make a sound?” Melody wants to know if she will ever make a sound

1.

Improving 6th Grade Cohort Scheduling

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Smaller Cohorts

- CHANGE: Original plan--
 - Blue House Cohort (108 students)
 - Gold House Cohort (123 students)
- NOW: Cohorts of 23-28 students

22²⁰

6th Grade Cohorts

- Cohorts will travel together for their Core Classes and their exploratory course
- Passing times will be staggered
- Gold House Cohorts will be served and eat lunch in the old gymnastics space
- Blue House Cohorts will be served and eat lunch in the cafeteria
- **Not perfect:** Please know our cohorting efforts are not perfect as we do have several unavoidable conflicts within our schedule, such as band and choir. Band and choir will be cohorted by House.

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6 BLUE COHORT: Student Schedule

| PERIOD | Time | DAY 1 | DAY 2 |
|--------|-------------|------------------|------------------|
| TA | 7:45-8:04 | Bell | Bell |
| | | | |
| 1 | 8:07-9:38 | Acc Math-Bell | Science-Olson |
| | | | |
| 2 | 9:41-10:25 | Intro to Prob | PE |
| | | | |
| 3 | 10:28-11:12 | Art-King | Art-King |
| | | | |
| 4 | 11:12-11:42 | Lunch | Lunch |
| | | | |
| 5 | 11:45-12:29 | LIT-Luedtke | LIT-Luedtke |
| | | | |
| 6 | 12:32-1:16 | 1) Band/Choir/SH | 1) Band/Choir/SH |
| | | | |
| 7 | 1:19-2:50 | LA-Wolf | SS-Luedtke |

22
23

6 BLUE TEACHER SCHEDULE

| PERIOD | CLASS | Time | DAY 1 | DAY 2 |
|--------|----------------|-------------|-----------|-----------|
| TA | TA | 7:45-8:04 | COHORT #3 | COHORT #3 |
| 1 | SOCIAL STUDIES | 8:07-9:38 | COHORT #3 | COHORT #4 |
| 2 | PREP | 9:41-10:25 | PREP | PREP |
| 3 | TEAM PREP | 10:28-11:12 | TEAM PREP | TEAM PREP |
| 4 | LUNCH | 11:12-11:42 | LUNCH | LUNCH |
| 5 | LITERATURE | 11:45-12:29 | COHORT #1 | COHORT #1 |
| 6 | STUDY HALL | 12:32-1:16 | COHORT #1 | COHORT #1 |
| | | (partial) | COHORT #3 | COHORT #3 |
| 7 | SOCIAL STUDIES | 1:19-2:50 | COHORT #2 | COHORT #1 |

Special Board of Education Meeting
Memo from Jamie Benson
August 10, 2020

RE: Informational Agenda Item (A)(7) -- *Discussion of criteria to determine change/pivot from our current hybrid learning environment*

There is no “magic number” upon which we can fully and completely identify to determine when to shift/pivot from one learning environment to another (100% in-person school learning; 100% at-home/distant learning; or hybrid).

It might be easier if we could have one number to hold up as our beacon in the night to shine light on exactly if/when we should shift learning environments but, just as covid goes, this is a more complicated matter.

Several factors (objective and subjective) should be used in our decision-making process related to the determination of our learning environment, such as:

1. Student absences (positive tests and/or required quarantine)
2. Staff absences (positive tests, required quarantine, and/or health related concerns)
3. Substitute staff availability
4. District safety and mitigation abilities
5. Community COVID-spread and/or risks
6. Regional school closures
7. Guidance from State/County Department of Health
8. Regional health care and public health capacity (contact tracing abilities, health services, hospital beds, etc)
9. Social, emotional, and academic best interests of our students.
10. Health equity lens -- ability of families to self-quarantine, uniquely vulnerable populations in our community, staff with high risk health conditions,

In recent days, some people have been drawn to the “Minnesota Model”, in an effort to add more “objective” criteria to our River Falls decision-making process for when/how to *consider* any local shift/pivot between learning environments.

The table below is for *discussion only* -- and is not a current recommendation to use as the sole determining factor for any shift/pivot in learning environments. Although the Minnesota Model is a useful lens through which we can monitor covid numbers in our region, there must also be additional factors (such as those listed above) used in the process of determining our learning environment.

Table 1: Minnesota Model

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|---|--|---|
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| <p>Pierce $47 \div (41,603/10,000) = 11.28$ https://www.dhs.wisconsin.gov/covid-19/local.htm</p> <p>St. Croix $124 \div (87,917/10,000) = 14.11$ https://www.dhs.wisconsin.gov/covid-19/local.htm</p> <p>14-day county level case count <i>As of 8/5/2020</i></p> | <p>14 Day County Level Case Rate (Minnesota Model) (selecting a Learning Model for School Opening)</p> | |
| | 0-9 | In-Person Learning for All Students |
| | 10-19 | In-Person Learning for Elementary Students; hybrid learning for secondary |
| | 20-29 | Hybrid Learning for All Students |
| | 30-49 | Hybrid learning for Elementary students, distance learning for secondary students |
| | 50+ | Distance Learning for All Students |

NOTE #1: One potential flaw with this specific equation-based “Minnesota Model” is that one single outbreak in one single facility(s) in a county, could cause an unnecessary shift in the learning environment. For example, a significant covid-outbreak at an assisted living/nursing home complex in Plum City or Somerset could potentially inflate the entire Pierce/St. Croix County 14-day case rate formula (Minnesota Model) to erroneously suggest a mandatory shift in the learning environment for the School District of River Falls.

NOTE #2: It should also be noted that there have been some indications that the State of Wisconsin (DHS, DPI, and/or Governor’s office) may produce a similar set of guidance for districts to consider when determining their learning environment.

Additional “Talking Points” related to opinions/guidelines for determining our learning environment....

Opinions and guidance for determining fully in-school; fully at-home; hybrid learning environments vary:

- A) **“14-day tracking”** of the number of covid-cases (increase vs. decrease)....
- B) **“Positive rate”** of all people tested....
- C) **“Burden and trajectory”** of covid-cases -- Next Gen Badger Bounce Back criteria....
- D) **“Daily active covid-cases”**....
- E) **“Contact tracing”** and exclusion abilities for removing and quarantine (of those exposed or confirmed positive)....
- F) **Social, emotional, and academic** benefits/needs for kids to be in-school....
- G) **Economic and equity** implications for families (and students)....
- H) **Hospitalization rates** and overall public health capacity....
- I) **Unknown long-term effects** of covid-19’s impact on children and/or adults such as Kawasaki’s-like symptoms (MSI-C)....
- J) **Regional school district** comparisons....
- K) **Student and staff safety**....
- L) **Current regional covid cases** vs. when we closed school last Spring....
- M)and the list goes on...

Our district recognizes these competing opinions, interests, and/or considerations. We will continue to attempt to “balance” all of these views with data, research, and DHS guidance -- as we weigh the risks, mitigation plans, benefits, and drawbacks associated with any/all of these optional learning environments.