

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION ADDITIONAL REGULAR MEETING**

Monday, July 27, 2020

6:00 PM

District Administration & Maintenance Center
905 Bethel Circle
Waunakee, Wisconsin 53597

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. PUBLIC COMMENTS

Individuals may use this time to comment on any items listed as part of the meeting agenda. A copy of Board Policy 187 —Public Participation at Board Meetings is enclosed for your reference. Past practice has allowed 30 minutes for this section of the agenda.

IV. APPROVAL OF AGENDA AND ADDITIONS

A motion will be necessary to approve the agenda as presented (or) with changes as recommended.

V. COVID-19 RELATED UPDATES, RECOMMENDATIONS AND DECISIONS

**POINTS INCLUDING BUT NOT LIMED TO REOPENING PLANS FOR
FALL 2020, REQUIRED POLICIES AND PRACTICES, HUMAN
RESOURCES IMPLICATIONS, AND OTHER RELATED TOPICS
REQUIREING TIMELY ATTENTION BY THE SCHOOL BOARD.**

Attached please find the administration's slide presentation for Monday's Board Meeting. This presentation includes information related to the reopening of schools, including an overview of the instructional models that will be considered on Monday night.

To get a fuller understanding of the models, please see the details of each plan contained within the attached K-6 Planning Scenarios and 7-12 Planning Scenarios documents.

Additionally, we have put together a document that outlines the procedures we need to follow if we have a student or staff member who has a COVID-19 exposure or is diagnosed as being COVID-19 positive. We have a few slides in our slide deck on this topic, and you can find more detail in the attached COVID-19 Student and Staff Scenarios document.

Finally, attached please find the results of the parent survey that was conducted within the last week. A summary of these results is found within the presentation, too.

On Monday night members of the administrative team will be present and will be the ones presenting the materials to the Board. A bulk of the instructional models presentation will be handled by Amy Johnson (K-6) and Time Schell (7-12), and both will be supported by the building principals from the schools.

VI. MEMORIAL BENCH DONATION AT HERITAGE ELEMENTARY SCHOOL

Attached please find the specifications for the bench that is being donated in memory of crossing guard, Norm Wildes, who passed away this summer.

VII. FUTURE AGENDAS AND MEETINGS

VIII. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

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

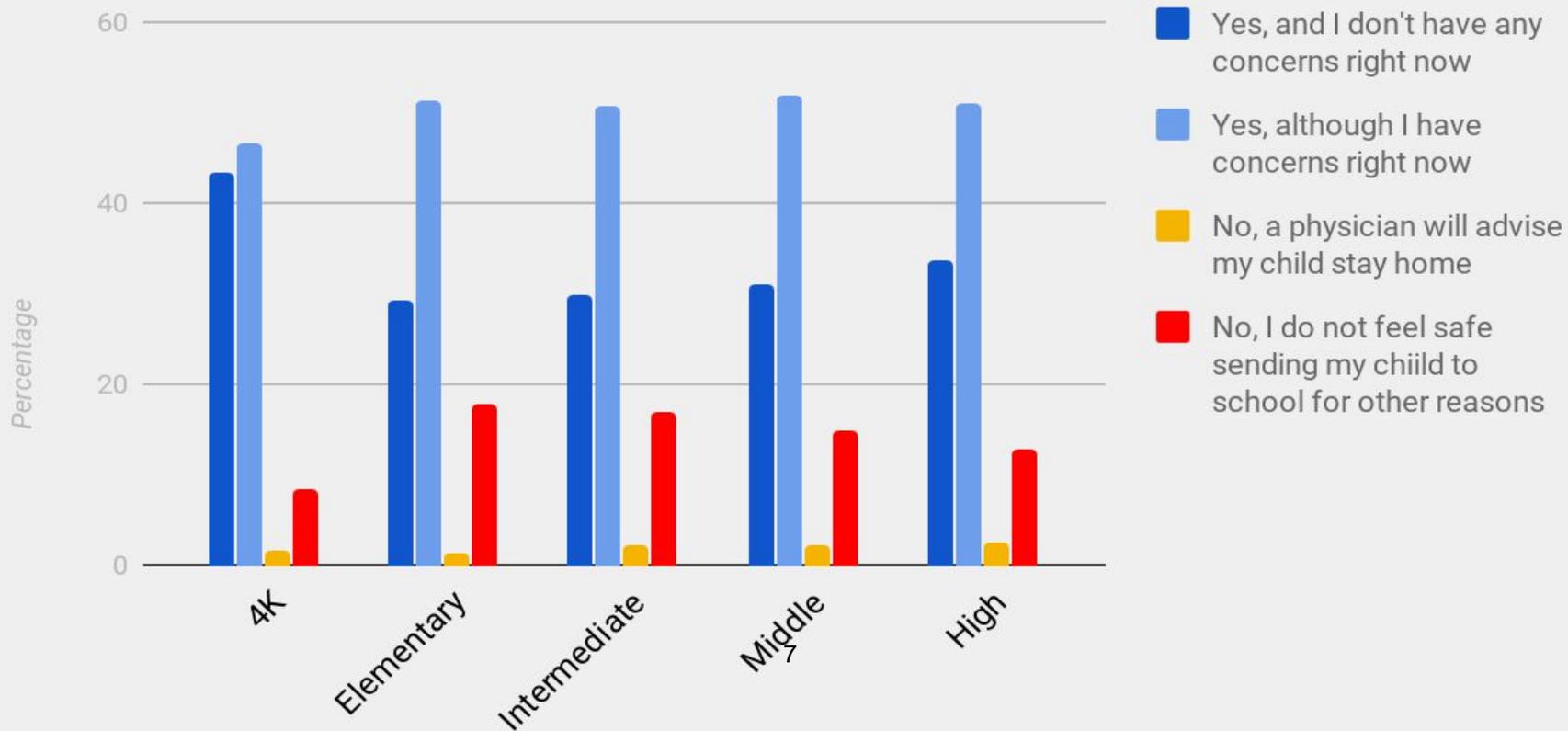
Survey Participation Was High: Exceeded Late June at All Levels

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

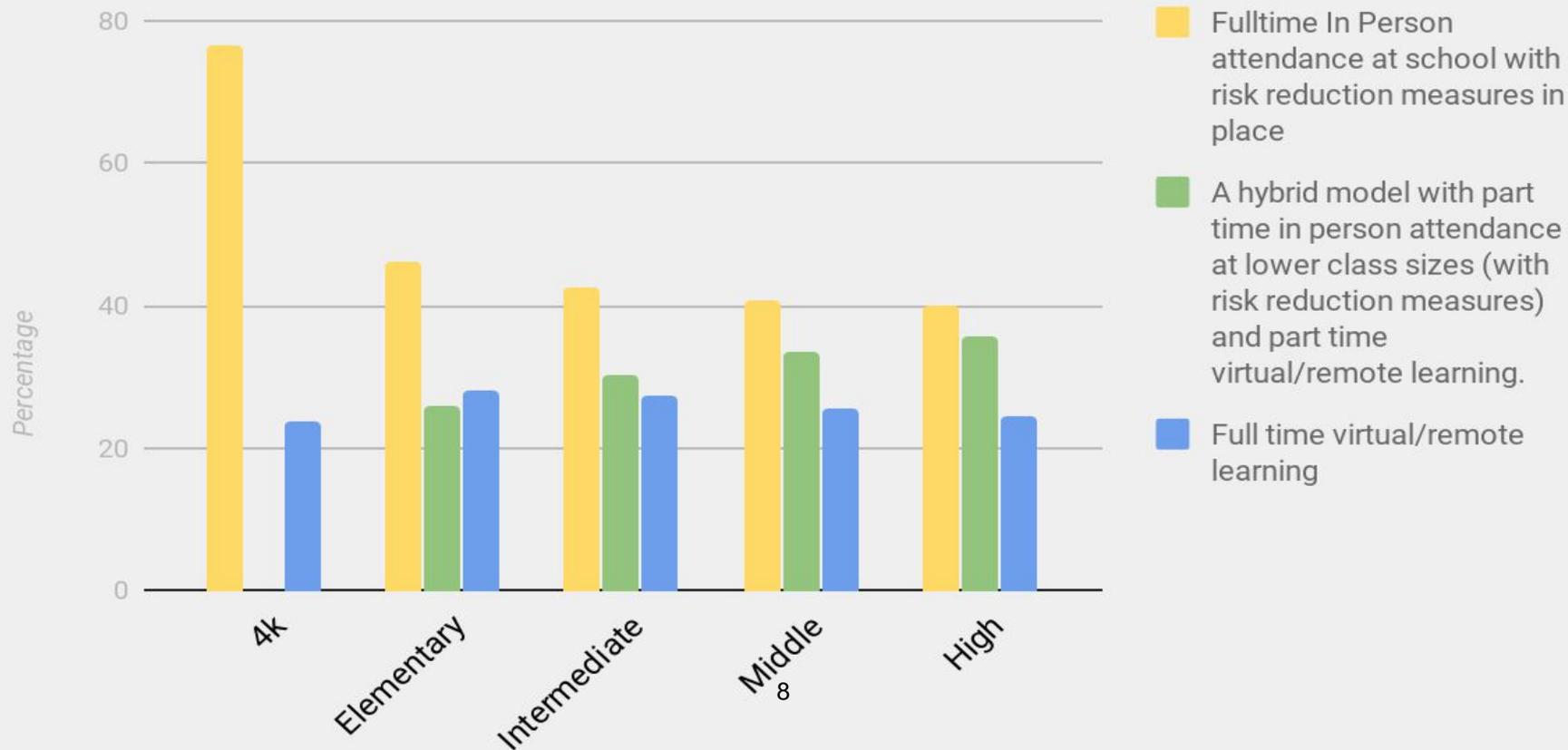


Total responses were 2,946 from 4,587 invitations.

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)

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.



K-6 Instructional Models for Fall 2020

The K-6 administrators have worked through a variety of instructional models for fall 2020. For each scenario, we have identified advantages and challenges for staffing, instruction/programming, building function, and risk factors. We have also estimated additional staffing and materials costs for each scenario. We did not calculate costs and/or savings related to transportation, professional development, furniture, substitutes, or cleaning for any of the models. The Director of Technology is calculating technology costs.

There are some costs and considerations for these scenarios:

- All students in K-4 must be issued a 1:1 device, as in 5-12. We recommend ipads for K-2 and Chromebooks for 3-4. The devices are necessary for in-person scenarios so that equipment does not need to be shared across students, and so that students are familiar with the technology tools in the event that they must use them at home for hybrid/remote scenarios. We are also requesting laptops for K-6 staff. Some classrooms may need a webcam and/or document camera.
- All scenarios will require purchases of instructional technology programs and tools for any families who select the remote option, as well as for students in a hybrid model. These tools can also be used in-person, not only for value in that setting, but for familiarity if a classroom is quarantined at home due to exposure, or if we need to move to an all-remote model.
- When calculating the additional numbers or rooms/teachers needed, we used the current enrollment numbers and did not account for any new families or families that would opt-out of in-person instruction.
- When calculating the additional sections, sites have different current enrollment numbers and that impacts the number of sections. For example, if one grade level at a school is at the maximum class size of 25, that will result in more sections than if another school's enrollment is lower.
- We know that all-remote will be an option for families. We could not calculate how that would impact staffing or section sizes until we know how many families will choose that option. We also need clarification about that option. Will families need to commit to an option for a period of time? Depending on numbers, it may be challenging to move students between models based on size-restrictions and staffing.
- Our in-person/hybrid scenarios rely on paraeducators and/or parent volunteers. We have concerns about hiring these positions as we had three of these positions go unfilled at the elementary level for the entire year last year. We are concerned about the number of volunteers we would need on a consistent, scheduled basis.
- Our in-person/hybrid scenarios will need substitute teachers as we usually do. Another consideration is the type and number of subs we may need if a teacher is out with covid-19 and a class is quarantining.

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**



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, and additional students would be added to a satellite classroom, monitored by a paraeducator or other staff member when not with the classroom teacher.

	Advantages	Challenges
Staffing	<ul style="list-style-type: none"> ● Uses our current staff 	<ul style="list-style-type: none"> ● All Staff are assigned to classrooms. This includes para’s, SWD teachers, Student Services, Interventionists. Instructional coach and then principals are first internal subs. ● Very few/no staff available to sub or address behaviors (if need 1-2 subs then zero staff available for behavior) ● Need to rely on consistent parent volunteers for arrival, recess and lunch coverage; staff could be asked to have a working lunch ● No staff available to provide intervention needs (ESSA/IDEA) ● Special Education staff satellite need above 50% ● Satellite room blended between two rooms (PES), not a true homeroom. ● No ability to provide duty free lunch without volunteers (2.5 hours/day/grade) - e.g. PES needs 11 daily, WIS needs 21 daily (would need to have more than this to ensure the number needed would be available). ● Need for a virtual teacher for all grade levels.
Instruction/ Programing	<ul style="list-style-type: none"> ● All students attend all week* <ul style="list-style-type: none"> ○ *Would need late start/early release for planning ○ American Academy of Pediatrics: “Schools are fundamental to child and adolescent development and well-being and provide our children 	<ul style="list-style-type: none"> ● Inequitable educational experience for satellite rooms <ul style="list-style-type: none"> ○ Virtual education with para in room ● Related arts are virtual to keep the 6 day rotation, make use of classrooms, reduce extra staffing costs, and reduce risk of exposure for students and staff. (K-4 only). 5-6 would be a mix of virtual and

	<p>and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. “</p> <ul style="list-style-type: none"> ○ Ability to modify current instructional practices and programs ○ Ability to meet to differentiate to meet students individual needs ○ In-person special education services for students with IEPs ○ 6 day rotation schedule works (K-6) with encore virtual to reduce risk of exposure. 	<p>in-person (in large spaces).</p> <ul style="list-style-type: none"> ● Math pathways- grade acceleration and mixing of classes ● Planning challenges to include satellite class supervisors/teachers ● Potential disruption of instruction if positive COVID-19 cases (quarantining classes and/or staff)
Building Function		<ul style="list-style-type: none"> ● Lunch serving would need to be delivered by Taher staff or WCSD employees. Without delivery 3 hours and 30 minutes (Normal lunch serving is 1 hour and 15 minutes). Lunch in classroom ● Fire code issues (altering/splitting rooms require engineering, Village/FD approval) ● If a positive case is found, no cleaning can occur for 24 hours. There would be limited space for a class to reconvene (if class does not have to quarantine.)
Risk Factor		<ul style="list-style-type: none"> ● Student and staff exposure to others is high <ul style="list-style-type: none"> ○ Intermediate: should 1 student get COVID-19, two full classrooms and 4-6 staff must quarantine for 14 days

Scenario A: “Satellite” Classrooms - by site

Site	# Sections Typical Year	# Sections in This Scenario (Based on current enrollment)	# Additional Staff Needed (Based on current enrollment)	Additional Costs
Arboretum	20	34	5 Entry Volunteers 8 Daily Volunteers or paid employees to supervise Related Arts and recess all day	*This scenario relies heavily on volunteers, paraeducators and/or substitute teachers. We have concerns about adequate, consistent staffing. Arboretum cost \$0* or \$312,000 If no volunteers, then paid employees - 8 employees at \$39,000 = \$312,000
Heritage	24	34	5 Entry Volunteers 8 Daily Volunteers or paid employees to supervise Related Arts and recess all day	Heritage cost \$0* or \$351,000 If no volunteers, then paid employees - 9 employees at \$39,000 = \$351,000
Prairie	27	42	5 Entry Volunteers 11 volunteers or paid employees to supervise student Related Arts & recess @ \$39,000)	Prairie cost \$0* or \$429,000 If no volunteers, then paid employees (11 supervisors - \$429,000) + cost to renovate space
Intermediate	30	45	21 minimum volunteers or paid employees to cover lunch each day in classrooms; also 5 each day before school; also	Intermediate cost \$0* or \$149,688 + desks If no daily volunteers then 21 paid employees for 3 hours per day @ \$13.20 per hour \$831.60 per day; \$149,688 per year (last year Intermediate was not able to fill all para positions in “normal” conditions) Daily ave sub pay: \$600 a day, \$108,000 per year

			additional recess help; no internal subs; ave 3 subs per day last year, now 15 more classes so likely 5 per day ave.	Also need temporary student desks (could get 100 from HS storage, still need 25 more)
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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.

	Advantages	Challenges
Staffing	<ul style="list-style-type: none"> • Uses para and support staff in typical ways (unlike satellite model) 	<ul style="list-style-type: none"> • Hire and train additional staff. • If new staff is within first three years of profession, need to provide mentoring (cost of a mentor \$1700 per teacher). • Need for a virtual teacher for all grade levels.
Instruction/ Programing	<ul style="list-style-type: none"> • All students attend all week <ul style="list-style-type: none"> ○ American Academy of Pediatrics: “Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. “ ○ Ability to modify current instructional practices and programs ○ Ability to meet to differentiate to meet students individual needs ○ In-person Special Education services for students with IEPs • 6 day rotation schedule works (K-6) with encore virtual to reduce risk of exposure. 	<ul style="list-style-type: none"> • Related arts are virtual to keep the 6 day rotation, make use of classrooms, reduce extra staffing costs, and reduce risk of exposure for students and staff. • Potential disruption of instruction if positive COVID-19 cases (quarantining classes and/or staff (e.g. Intermediate: should 1 student get COVID-19, at a minimum, two full classrooms and 4-6 staff must quarantine for 14 days, potentially more if the student rode the bus) • Math pathways- grade acceleration and mixing of classes
Building Function		<ul style="list-style-type: none"> • No workable area for teacher • Inequitable seating arrangements (viewing of

		<p>room)</p> <ul style="list-style-type: none"> ● Usage of classroom space limited to only desks (no shelving, no classroom library, no teacher desk, no small group instructional space, no kidney tables, etc.) ● Usage of whiteboards & Smartboard/J-touch not possible due to desk capacity; no tech in the room for the teacher ● At no time would a staff member be able to be 6 feet away from a student ● No student movement around the room is possible to maintain 6 ft at any point of the day ● Lunch serving would need to be delivered by Taher staff or WCSD employees. Without delivery 2 hours and 45 minutes (Normal lunch serving is 1 hour and 15 minutes). Lunch in the classroom.
Risk Factor	<ul style="list-style-type: none"> ● Lower risk factor because students would be social distanced of 6ft 	

Scenario B: Maximum Capacity Classrooms - by site

Site	# Sections Typical Year	# Sections in This Scenario (Based on current enrollment)	# Additional Staff Needed (Based on current enrollment)	Additional Costs
Arboretum	20	26	5 Entry Volunteers 6 teaching staff	Arboretum Return 2020 Cost: \$412,800 6 teachers x \$66,000 = \$396,000 6 teacher manuals at \$2800 = \$16,800
Heritage	24	28	5 Entry Volunteers 4 teaching staff	Heritage scenarios ; Cost: \$275,200 New Staff: \$264,000 Teacher manuals: 4 @ 2800 = \$11,200
Prairie	27	31	5 Entry Volunteers 3 teaching staff	PES Reopening by grade Cost \$206,400 3 teachers x \$66,000 = \$198,000 3 teacher manuals @ \$2800 = \$8400 Video of room set up
Intermediate	30	30	12 minimum volunteers to cover lunch each day in classrooms;	Intermediate Cost \$0-\$86,011 + desks If no daily volunteers then 12 paid employees for 3 hours per day @ \$13.20 per hour \$475.20 per day; \$86,011.20 per year (last year Intermediate was not able to fill all para positions in "normal" conditions) Furniture designed for two students per desk; Need approx 125 additional desks (100 desks available from HS storage)



Scenario C: Socially-Distanced Classrooms with Teacher Space K-6

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 smart board, with a table with computer and document camera. This configuration resulted in classes of approximately 15-16 students.

	Advantages	Challenges
Staffing	<ul style="list-style-type: none"> • Uses para and support staff in typical ways (unlike satellite model) 	<ul style="list-style-type: none"> • Would need to hire and train a significant number of staff for additional sections. • If new staff is within the first three years of profession, need to provide mentoring (cost of a mentor \$1700 per teacher). • Need for a virtual teacher for all grade levels.
Instruction/ Programing	<ul style="list-style-type: none"> • All students attend all week <ul style="list-style-type: none"> ○ American Academy of Pediatrics: “Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. “ ○ Ability to modify current instructional practices and programs ○ Ability to meet to differentiate to meet students individual needs ○ In-person Special Education services for students with IEPs • 6 day rotation schedule works (K-6) 	<ul style="list-style-type: none"> • Related arts are virtual to keep the 6 day rotation, make use of classrooms, reduce extra staffing costs, and reduce risk of exposure for students and staff. • Potential disruption of instruction if positive COVID-19 cases (quarantining classes and/or staff) • Math pathways- grade acceleration and mixing of classes
Building Function	<ul style="list-style-type: none"> • Equitable viewing of teaching areas • Teachers have work space for teaching • Small space for small group instruction (3 	<ul style="list-style-type: none"> • No room in current building to accommodate additional rooms <ul style="list-style-type: none"> ○ need 3 additional classrooms to make

	students spaced 4ft apart.)	<p>this happen at Prairie</p> <ul style="list-style-type: none"> ○ Would use computer labs, World Language classrooms, ELL, or Adv. Math room at Intermediate leaving these content areas to be displaced to open spaces (gym, cafe, outside) or go virtual ● Usage of classroom space limited to only desks (no shelving, no classroom library, no kidney tables, etc.) ● Lunch serving would need to be delivered by Taher staff or WCSD employees. Without delivery 3 hours and 5 minutes (Normal lunch serving is 1 hour and 15 minutes). Lunch in the classroom.
Risk Factor	<ul style="list-style-type: none"> ● Lower risk factor because students would be social distanced of 6ft 	

Scenario C: Socially-Distanced Classrooms with Teacher Space K-6 - by site

Site	# Sections Typical Year	# Sections in This Scenario (Based on current enrollment)	# Additional Staff Needed (Based on current enrollment)	Additional Costs
Arboretum	20	28	5 Entry Volunteers 8 teachers	Arboretum Return 2020 Cost \$550,400 8 teachers x \$66,000 = \$528,000 8 teacher manuals at \$2800 = \$22,400
Heritage	24	31	5 Entry Volunteers 7 teachers	Heritage scenarios ; Cost \$481,600 New staff: \$462,000 Teacher manuals 7@2800 = \$19,600
Prairie	27	37	5 Entry Volunteers 9 teachers	PES Reopening by grade Cost \$619,000 9 teachers @ \$66,000 = \$594,000 9 teacher manuals @ \$2800 = \$25,200
Intermediate	30	38	8 classroom teachers (4 in 5th grade, 4 in 6th grade) 18 minimum volunteers to cover lunch each day in classroom and additional recesses	Intermediate Cost \$528,000-\$656,304 + desks 8 teachers x \$66,000 = \$528,000 If no daily volunteers then 18 paid employees for 3 hours per day @ \$13.20 per hour \$712.80 per day; \$128,304 per year (last year Intermediate was not able to fill all para positions in "normal" conditions) *Furniture designed for two students per desk; Need approx 125 additional desks (100 desks in storage at HS)



Scenario D: Socially-Distanced Classrooms with Teacher Space for Younger Grades, Hybrid Model for Older Students

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 smart board, with a table with 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.

	Advantages	Challenges
Staffing	<ul style="list-style-type: none"> • Uses para and support staff in typical ways (unlike satellite model) 	<ul style="list-style-type: none"> • Remote professional development for staff, students and families • Would need to hire and train staff • If new staff is within first three years of profession, need to provide mentoring (cost of a mentor \$1700 per teacher). • Need for a virtual teacher for grades K-2.
Instruction/ Programing	<ul style="list-style-type: none"> • K-2 students attend all week (or K-3, K-4) <ul style="list-style-type: none"> ○ American Academy of Pediatrics: “Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits.” ○ Small space for small group instruction (3 students spaced 4ft apart.) • Face to face opportunities with the teacher every week 	<ul style="list-style-type: none"> • 3-6 students are in hybrid model (or 4-6, 5-6) <ul style="list-style-type: none"> ○ 3 days of remote learning which is challenging for young students; will need adult support outside of school ○ Two type of delivery models (planning for teachers) • Related arts are virtual to keep the 6 day rotation, make use of classrooms, reduce extra staffing costs, and reduce risk of exposure for students and staff. <ul style="list-style-type: none"> ○ Need to adjust encores for 3-4 • Math pathways- grade acceleration and mixing of classes • Potential disruption of instruction if positive COVID-19 cases (quarantining classes and/or staff)

Building Function	<ul style="list-style-type: none"> ● Arrival/Dismissal, busing, lunch/recess have less exposure risks than when everyone is in the building ● Equitable viewing of teaching areas ● Teachers have work space for teaching ● 6 day rotation schedule works (K-2) 	<ul style="list-style-type: none"> ● Aligning family scheduling (siblings on the same rotation K-12)
Risk Factor	<ul style="list-style-type: none"> ● Exposure ratio is less than the “all student back” scenario 	<ul style="list-style-type: none"> ● On remote days, students may be exposed to another group of students/caregivers/family members

Scenario D1: Socially-Distanced Classrooms with Teacher Space for K-2, Hybrid Model for 3-6 - by site

Site	# Sections Typical Year	# Sections in This Scenario (Based on current enrollment)	# Additional Staff Needed (Based on current enrollment)	Additional Costs
Arboretum	20	24	5 Entry Volunteers 4 teachers	Arboretum Return 2020 Cost \$275,200 4 teachers x \$66,000 = \$264,000 4 teacher manuals at \$2800 = \$11,200
Heritage	24	29	5 Entry Volunteers 5 teachers	Heritage scenarios ; Cost \$344,000 New staff: \$330,000 Teacher manuals 5@2,800 - \$14,000
Prairie	27	32	5 Entry Volunteers 5 teachers	PES Reopening by grade Cost \$344,000 5 teachers @ \$66,000 = \$330,000 5 teacher manuals @ \$2800 = \$14,000
Intermediate	30	30	12 minimum volunteers to cover lunch each day in classrooms and additional recesses	Intermediate Cost \$0-\$86,011 If no daily volunteers then 12 paid employees for 3 hours per day @ \$13.20 per hour \$475.20 per day; \$86,011.20 per year (last year Intermediate was not able to fill all para positions in “normal” conditions)

Scenario D2: Socially-Distanced Classrooms with Teacher Space for K-3, Hybrid Model for 4-6 - by site

Site	# Sections Typical Year	# Sections in This Scenario (Based on current enrollment)	# Additional Staff Needed (Based on current enrollment)	Additional Costs
Arboretum	20	26	5 Entry Volunteers 6 teachers	Arboretum Return 2020 Cost \$412,800 6 teachers x \$66,000 = \$396,000 6 teacher manuals at \$2800 = \$16,800
Heritage	24	29	5 Entry Volunteers 5 teachers	Heritage scenarios ; Cost \$344,000 New staff: \$330,000 Teacher manuals 5@2,800 - \$14,000
Prairie	27	33	5 Entry Volunteers 7 teachers	PES Reopening by grade Cost \$481,600 7 teachers x \$66,000 = 462,000 7 teacher manuals @ \$2800 = \$19,600 (have space within building for added rooms understanding not all rooms would have sinks)
Intermediate	30	30	12 minimum volunteers to cover lunch each day in classrooms and additional recesses	Intermediate Cost \$0-\$86,011 If no daily volunteers then 12 paid employees for 3 hours per day @ \$13.20 per hour \$475.20 per day; \$86,011.20 per year (last year Intermediate was not able to fill all para positions in “normal” conditions)

Scenario D3: Socially-Distanced Classrooms with Teacher Space for K-4, Hybrid Model for 5-6 - by site

Site	# Sections Typical Year	# Sections in This Scenario (Based on current enrollment)	# Additional Staff Needed (Based on current enrollment)	Additional Costs
Arboretum	20	28	Entry volunteers 8 teachers	Arboretum Return 2020 - \$550,400 8 teachers x \$66,000 = \$528,000 8 teacher manuals at \$2800 = \$22,400
Heritage	24	31	5 Entry Volunteers 7 teachers	Heritage scenarios \$481,600 7 teachers x \$66,000 = \$462,000 7 teacher manuals at \$2800 = \$19,600
Prairie	27	37	5 Entry Volunteers 9 teachers	PES Reopening by grade \$619,200 9 teachers x \$66,000 = \$594,000 9 teacher manuals x \$2800 = \$25,200
Intermediate	30	30	12 minimum volunteers to cover lunch each day in classrooms and additional recesses	Intermediate \$0-\$86,011 If no daily volunteers then 12 paid employees for 3 hours per day @ \$13.20 per hour \$475.20 per day; \$86,011.20 per year (last year Intermediate was not able to fill all para positions in “normal” conditions)



Scenario E: Hybrid Model K-6

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. 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. Custodians would deep clean.

	Advantages	Challenges
Staffing	<ul style="list-style-type: none"> ● Opportunities for in-person staff collaboration ● Uses existing staff 	<ul style="list-style-type: none"> ● Professional development on hybrid model
Instruction/ Programing	<ul style="list-style-type: none"> ● Face to face opportunities with the teacher every week K-6 <ul style="list-style-type: none"> ○ American Academy of Pediatrics: “Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. “ ○ Ability to modify current instructional practices and programs ○ Ability to meet to differentiate to meet students individual needs ○ In-person Special Education services for students 	<ul style="list-style-type: none"> ● K-6 students are in hybrid model <ul style="list-style-type: none"> ○ 3 days of remote learning which is challenging for young students; will need adult support outside of school ○ Two type of delivery models (planning for teachers) ● Related arts are virtual to keep the 6 day rotation, make use of classrooms, reduce extra staffing costs, and reduce risk of exposure for students and staff. <ul style="list-style-type: none"> ○ Need to adjust encores for K-4 ○ Could include synchronous or asynchronous encore lessons on Wednesdays. ● Potential disruption of instruction if positive COVID-19 cases (quarantining classes and/or staff) ● Aligning family scheduling (siblings on the same rotation K-12) ● Math pathways- grade acceleration and mixing of classes ● Teachers must plan and monitor an in-person

		and virtual class everyday.
Building Function	<ul style="list-style-type: none"> • Equitable viewing of teaching areas • Teachers have work space for teaching • Small space for small group instruction (e.g. small groups of 3 students for short periods of time) • All extra building space would not be used. Creates space for quarantine room and clean room if a room needs to be cleaned at isolated for 48 hours. 	
Risk Factor	<ul style="list-style-type: none"> • Exposure ratio is less than the “all student back” scenario • Arrival/Dismissal, busing, lunch/recess have less exposure risks than when everyone is in the building 	<ul style="list-style-type: none"> • On remote days, students may be exposed to another group of students/caregivers/family members

Scenario E: Hybrid Model - by site

Site	# Sections Typical Year	# Sections in This Scenario (Based on current enrollment)	# Additional Staff Needed (Based on current enrollment)	Additional Costs
Arboretum	20	20	Entry Volunteers - Brief time commitment 0 staff	<p>To be determined. Some possible expenses: Technology costs: See separate slide - technology needs covered in 1:1 request and teacher laptop request. Some classrooms may need webcams or document cameras.</p> <p>**Definite need for Intermediate lunch volunteers or paid paraeducator positions</p>
Heritage	24	24	Entry Volunteers - Brief time commitment 0 staff	
Prairie	27	27	5 Entry Volunteers - Brief time commitment 0 staff	
Intermediate	30	30	14 minimum volunteers** to cover lunch each day in classrooms	



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. We will investigate options for some in-person attendance for example, for special education students and English Learners and to address curricular needs, etc. (Note: Remote Learning Only may be required if school buildings are closed by government agency).

	Advantages	Challenges
Staffing	<ul style="list-style-type: none"> • Opportunities for in-person staff collaboration • No sub concern • Staff could teach from building classroom - adequate technology and staff resources • Uses our existing staff 	<ul style="list-style-type: none"> • Over staffed (perhaps some para-educator layoffs until reopen)
Instruction/ Programing	<ul style="list-style-type: none"> • Stability of instructional program, consistent instruction. Limited to no disruptions due to quarantining. • Specific students can attend in person (IEP, 504, EL, RTI, curricular needs) • Pathways math have equitable access 	<ul style="list-style-type: none"> • No in-person instruction • Remote instruction can be challenging for young students; will need adult support outside of school • Need to develop Related Arts schedule
Building Function	<ul style="list-style-type: none"> • Teachers would have access to books, materials, document cameras, supporting visuals, etc. • Hiring additional custodians not needed 	
Risk Factor	<ul style="list-style-type: none"> • Least exposure to COVID-19 for students and staff 	
Other	<ul style="list-style-type: none"> • School buildings are not closed as in spring, so families could pick up learning materials, etc. • Could use bussing service to deliver instructional materials 	

Scenario F: Enhanced Remote Learning Model - by site

Site	# Sections Typical Year	# Sections in This Scenario (Based on current enrollment)	# Additional Staff Needed (Based on current enrollment)	Additional Costs
Arboretum	20	20	0	To be determined. Some possible expenses: <ul style="list-style-type: none"> ● Kits: At-home kits/supplies as needed. ● Transportation: There may be busing costs for students to come onsite. ● Technology: See separate slide - technology needs covered in 1:1 request and teacher laptop request. Some classrooms may need webcams or document cameras.
Heritage	24	24	0	
Prairie	27	27	0	
Intermediate	30	30	0	

What might in-class instruction look like?

While we would like to implement our typical schedule, some adjustments will need to be made for in-person schedules during COVID-19. Students would likely remain in their desks in the classroom much of the day. Encore/related arts classes would be watched in the classroom, or the related arts staff would come to the classroom for instruction. Lunch would be eaten in the classroom, or perhaps outside, space and weather permitting. Recess would be staggered and classrooms would be assigned a section of field or playground for their designated time.

Arrival Time - May need to be staggered due to bus routes/capacity, and to ensure students can maintain social distancing. Students would not have morning recess upon arrival, and would need to follow a direct route to their classroom. The instructional day may be shortened to allow for arrival time. Drop off may be congested with traffic flow. Would likely need volunteers to help facilitate distancing of students and to collect health check information.

Academic Time - The timeframe for ELA, math, etc. would be similar, although no students would be shared across classrooms. Our typical instruction involves a brief mini-lesson by the teacher, and then partner work, small group collaborative work, the teacher leading small groups, wherein students move around the room often, etc. A socially-distanced classroom would make these configurations challenging and student movement will be restricted, as compared to typical learning designs.

Encore/Related Arts classes - To minimize exposure, classes such as art, music, physical education, etc, could be delivered virtually and watched in the classroom, or could be outside, weather permitting. Another option is for the related arts staff to come to the classroom for instruction.

Lunch - Current guidance suggests students eat in the classroom. An option may be for Taher staff to deliver grab-and-go lunches to the classroom. If not delivered, staggered scheduling of lunch could take over three hours (5 minutes per class x # of homerooms)

Recess - Classrooms would be assigned a specific section of field or playground for their designated time. Classrooms would not be able to mix. Due to the increased section numbers, students may have less recesses than the typical day.

Dismissal - May need to be staggered due to bus routes/capacity, and to ensure students can maintain social distancing. The instructional day may be shortened to allow for dismissal time. Pick up may be congested with traffic flow.

What might hybrid instruction look like?

Monday + Tuesday:

Purple attends in-person class - explicit instruction, front-loading of content, differentiated small group instruction
White learns remotely - independent practice/project work from previous Thursday/Friday in-person instruction

Wednesday:

All students work remotely on independent practice/project work
Could have synchronous/asynchronous encore/related arts lessons
Facilities deep cleaned and sterilized
Virtual teacher planning + prep day, office hours, small groups

Thursday + Friday:

Purple learns remotely - independent practice/project work from Monday/Tuesday in-person instruction
White attends in-person class - explicit instruction, front-loading of content, differentiated small group instruction

What might enhanced remote learning look like?

- Teachers will plan and deliver lessons using our Waunakee curriculum.
- Teachers can teach from their classrooms as buildings will not be closed.
- More synchronous opportunities than in the spring, including small group work.
- Student learning will take place Monday-Friday: Schedules for whole group/small group synchronous learning will be created.
- Wednesdays will include independent online learning activities for students to allow staff to prepare, collaborate, and communicate with families, students, and one another. Could pursue synchronous/asynchronous encore/related arts classes on Wednesdays.
- Possibilities for strategic in-person instruction for students with disabilities, English Learners, and/or to address curricular needs.

7-12 Planning Scenarios for 2020-2021

TEACHING AND LEARNING PLANNING DOCUMENT AND START OF SCHOOL QUESTIONS

SCENARIO A: FULL WEEK IN PERSON

	Advantages	Challenges
Staffing	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • MS/HS cannot follow current health guidelines and allow all of their students into the building. We do not have the space or the staffing to do this.
Instruction/ Programing	<ul style="list-style-type: none"> • Daily in person instruction, albeit with movement restrictions limiting instructional strategies. 	<ul style="list-style-type: none"> • Impossible to do under current restrictions at HS & MS.
Building Function	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Would not work at MS/HS. Nearly 90% of our classes have 15 or more students in them. • We cannot do this safely at this time.
Risk Factor	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Extremely High Risk for students and staff
Fiscal Notes	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Would be impossible to create an environment where we could social distance and run classes. • Finding additional staff at this point would not be possible.
Mock Schedules	<ul style="list-style-type: none"> • N/A-would not currently work under health guidelines 	NA
Considerations for Students in Select Remote Learning	<ul style="list-style-type: none"> • yes 	

SCENARIO B: HYBRID

	Advantages	Challenges
Staffing	<ul style="list-style-type: none"> • Could remain the same, but if not, likely 2.0 FTE or less worth of staff needed to navigate shared staffing conflicts created by a hybrid model 	<ul style="list-style-type: none"> • We will need subs for staff when they are ill. • Having staff sub for each other as we have done in the past would increase exposure. • It would be preferred to have two additional paraprofessionals in the building to support class coverages in the event that a staff member would become ill. • They would help with lunch supervision also to decrease the need to reallocate staff to do additional lunch supervisions. • Splitting students into two cohorts will have an impact on scheduling that is tough to predict in detail, but likely will not work out well with balancing to get down to classroom capacities. To mitigate this, we'll either need to add staff (with no place to put them), or take away some electives for some/many students • If we had staff who could not teach face to face due to medical risks, would we need to hire paras to be with students in classrooms while getting remote instruction from the teacher?
Instruction/ Programing	<ul style="list-style-type: none"> • Students would be able to see their teachers in their full schedule over two days. • . 	<ul style="list-style-type: none"> • It would be incredibly challenging/impossible to create a static schedule to create smaller groups of students. Students take a wide range of classes at the high school and could be mixing with up to 104 or more students over the course

		<p>of two day A/B rotation (13x4=104).</p> <ul style="list-style-type: none"> • At the MS level, similar to HS, but on a smaller scale. Grouping students statically would likely result in some students not being able to take the electives they want, or at all, based on capacity restrictions. • Challenge to keep classes at 14 students or less from period to period if we split students by alphabet for both MS/HS • One class could have 14 and the next class might have 22. We would need to shuffle students possible from one group to another group to try to balance classes. • Students would only see their classroom teacher once per week under a hybrid model. • The quality of instruction decreases, since normal, best practice teacher/student and student/student interactions are no longer an option with social distancing guidelines • Managing students electing to be 100% virtual while also managing the hybrid model will create challenges for teachers with preparation and time for support
<p>Building Function</p>	<ul style="list-style-type: none"> • Could remain similar to what we have done in the past. We would need to deep clean school two days a week (Wednesday and Friday/Saturday or Sunday) so that groups would not cross contaminate. 	<ul style="list-style-type: none"> • If students are all wearing masks, we could have them release in specific directions or put markers down in the hallway for 6ft references for students to follow a flow. We would need to add additional lunch periods or have food delivered to 3rd hour classes at the high school. At MS, lunch is similarly challenging, and eating in classrooms introduces both cleaning and food allergy issues. • There are concerns that staff would not get a duty free lunch in a hybrid model. • The mock set-up of classrooms the most students the high school could have in a classroom at one time would

		<p>be 14. The Middle School would be 12 students. The average number of students per classroom would be around 12-13 students.</p> <ul style="list-style-type: none"> ● This scenario would not allow the teacher to move within the classroom. ● The hybrid model would limit student movement in the classroom. <ul style="list-style-type: none"> ● We do not have the classroom spaces at the HS/MS to add additional staffing to ensure that we could remain under 12-14 students in most classes that 6ft of social distancing would require. ● We would need to add a staff member in each department to create class sizes that would fall to 12-14 students per classroom. ● Does our custodial team have the people power and resources to clean day-to-day, and deep clean between cohorts? Tough to calculate.
<p>Risk Factor</p>	<ul style="list-style-type: none"> ● Would help to reduce overall density in the building. 	<ul style="list-style-type: none"> ● Student and staff exposure to others would continue to be extremely High. ● Contact tracing would be challenging as a student would have a great deal of opportunity to have contact with many students as well as staff. ● The students that came in contact with a Covid + student or staff member could cause many student exposures and quarantines.
<p>Fiscal Notes</p>	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● To add Zoom or Meet equipment to classrooms in need at MS/HS is \$200-\$500 per location. ● Cost of two additional paraprofessionals=\$39,000 x2=\$78,000 ● Cost of 2.0 additional FTE to mitigate anticipated shared staffing issues (Art, FCS, French)=\$132,000. Conservative estimate.

Mock Schedules	<ul style="list-style-type: none"> • Link to Mock Schedule (MS/HS) • MS would operate on same cohort/AB schedule as high school • WMS Draft Hybrid Schedule 	
Considerations for Students in Select Remote Learning		<ul style="list-style-type: none"> • Yes, we could do Zoom or Meets for staff to use in their classroom (many staff have concerns about this). • Or, we could rearrange staff schedules to teach students who are 100% remote (we would need to know how many students are remote to do this) - if this is possible with the master schedule

SCENARIO C: FULL VIRTUAL REMOTE LEARNING

	Advantages	Challenges
Staffing	<ul style="list-style-type: none"> • Staff and student safety would be ensured • Staffing would remain the same or could be reduced. • 	<ul style="list-style-type: none"> • Determining if staff would be in building or out of the building.
Instruction/ Programing	<ul style="list-style-type: none"> • Programming could remain the same. • We would create synchronous learning opportunities for students and they would have a set schedule. • There would be opportunities for enhanced or in person learning 	<ul style="list-style-type: none"> • If we are bringing in some students and staff. • Staff would need additional training to improve the Learning at Home model to hold synchronous classes (plans for this could be done in August). • Getting instructional materials to/from students. Ex. books in Comm Arts, supplementary instructional materials that may not easily be converted to electronic format • Cost of acquiring or converting to electronic materials • Equity: students with better/more

		<p>resources to navigate virtual learning results in larger gap</p> <ul style="list-style-type: none"> • Difficult to manage student social/emotional well-being
Building Function	<ul style="list-style-type: none"> • The building could be used for students and staff in limited numbers 	<ul style="list-style-type: none"> • Would be the safest option for student and staff safety.
Risk Factor	<ul style="list-style-type: none"> • Lowest 	<ul style="list-style-type: none"> • Low to medium depending on how many students we would bring into the building on a daily basis (if any).
Fiscal Notes	<ul style="list-style-type: none"> • Would cost less than the other models. 	<ul style="list-style-type: none"> • Some staff need hardware updates if they are going to continue to be remote, but would likely need this if using hybrid as well. If they are in school, we would still need streaming equipment but it could be shared across departments. Cost would be much less.
Mock Schedules	<p>Link to Mock Schedules(Draft) (HS): MS Online Schedule (Draft)</p>	
Considerations for Remote Learning at School (Virtual Plus)	<ul style="list-style-type: none"> • We could bring in students in a controlled setting to facilitate in person learning opportunities throughout the time we are remote. • Provide students connections and hands-on learning opportunities. • Create a model to safely bring students into the school without needing to worry about impacting larger groups of students. 	<ul style="list-style-type: none"> • Having staff or students in the building could increase the risk factor, but it would be controlled.

COVID-19 Scenarios for Students and Staff Returning to School

General Principles

It is more important than ever that all individuals, whether staff members or students, who are showing any signs of illness should stay home to reduce the risk of any illness being spread to others. This is especially important in terms of the spread of COVID-19. While studies have shown that younger children may not contribute to the spread of COVID-19 as much as older children and adults, the risk of spread is present for every age group. We all must do our part to control the spread of COVID-19 and other communicable diseases.

Any individuals exhibiting COVID-19 symptoms will not be permitted to be in a school building and required to isolate¹ for **at least 10 days** and follow the district's protocol for an individual with COVID-related illness unless the person is tested or provides a note from a provider indicating the symptoms are related to another condition.

Any person exposed or in close contact⁵ to a sick person must quarantine² following the specific scenarios below related to close contact with a person.

Symptoms of COVID-19³

Fever at least 100.4 °F	Muscle or body aches
Chills	Headache
Cough	New loss of taste or smell
Shortness of breath or difficulty breathing	Sore throat
Fatigue	Congestion or runny nose
Nausea or vomiting	Diarrhea

The next two sections outline the district's response based on guidance from Public Health Madison and Dane County⁴ and the Wisconsin Department of Health Services³. While the possible scenarios and responses are quite extensive, there are likely scenarios that are not articulated below. Any scenario experienced within the school district will be reviewed and processed occurring to the guidance from the local public health office and state department of health.

Staff Scenarios with Guidance on Notification and Returning to Work/School

Staff Scenarios	Specific Staff Response	Rest of Class Response
<p>A. Staff member has no symptoms and has tested positive for COVID-19.</p>	<p>The staff member shall remain at home and away from others and monitor symptoms.</p> <p>If the staff member remains symptom-free, they may return to school 10 days after they were tested.</p> <p>If during the 10 days the staff member becomes symptomatic, then they must continue to stay home for at least 10 more days from the date of symptom onset and meet all the following before returning to school:</p> <ol style="list-style-type: none"> 1. They have not had a fever (≥ 100.4 °F for 24 hours without the use of fever reducing medications 2. Their other symptoms have improved 3. It has been at least 10 days since their symptom onset 	<p>COVID specific notification occurs</p> <p>If the staff member has had “close contact”⁵ with students, the students determined to be in close contact shall stay home for 14 days since the last time they were around the staff member to see if symptoms develop.</p> <p>If symptoms develop, then:</p> <ol style="list-style-type: none"> 1. Call their doctor. 2. Ask to get tested. 3. Follow their instructions for staying home while you wait for the test results. <p>If the staff member has not had “close contact” with students, the students may continue to attend while monitoring for symptoms.</p>
<p>B. Staff member has symptoms and has tested positive for COVID-19.</p>	<p>The staff member shall stay home until all of the following apply:</p> <ol style="list-style-type: none"> 1. They have not had a fever ≥ 100.4 °F for 24 hours without the use of fever reducing medications 2. Their other symptoms have improved 3. It has been at least 10 days since their symptom onset 	<p>COVID specific notification occurs.</p> <p>If the staff member has had “close contact”⁵ with the students, the students determined to be in close contact shall stay home for 14 days since the last time they were around the staff member to see if symptoms develop.</p> <p>If symptoms develop, then:</p> <ol style="list-style-type: none"> 1. Call their doctor. 2. Ask to get tested. 3. Follow their instructions for staying home while you wait for the test results. <p>If the staff member has not had “close contact” with the students, the</p>

		students may continue to attend while monitoring for symptoms.
C. Staff member is sick with symptoms of COVID-19, has been tested and test results came back negative.	<p>Follow standard employee illness protocols for returning to work.</p> <p>Example: 24 hours without fever ≥ 100.4 °F, or 48 hours after last episode of vomiting or diarrhea, or when on antibiotics for at least 24 hours, or as approved to work by a doctor</p>	No notification occurs. Students may attend.
D. Staff member is sick with symptoms of COVID-19, but has not yet been tested or is waiting for results.	<p>Staff member shall remain home.</p> <p>Recommend staff member be tested.</p> <p>Staff member shall stay home until all of the following apply:</p> <ol style="list-style-type: none"> 1. They have not had a fever ≥ 100.4 °F for 24 hours without the use of fever reducing medications 2. Their other symptoms have improved 3. It has been at least 10 days since their symptom onset <p>If staff member is tested, stay home until test results return.</p> <p>Follow Staff Scenario based on test results.</p>	Non-specific notification occurs. Students may attend.
E. Staff member has been in “close contact” ⁵ with someone who shows symptoms but has not been tested or is waiting for test results.	Staff member may continue to work and self-monitors symptoms daily	No notification occurs. Students may attend.
F. Staff member has been in “close contact” ⁵ with someone who tested positive for COVID-19 (symptomatic or asymptomatic).	<p>Staff member must stay home for the full 14 days after last contact with the person and no symptoms arise.</p> <p>If symptoms appear, staff member must stay home until all of the following apply:</p> <ol style="list-style-type: none"> 1. They have not had a fever ≥ 100.4 °F for 24 hours without the use of fever reducing 	<p>Non-specific notification occurs. Students may attend.</p> <p>If staff member subsequently develops symptoms, follow Student Scenario that applies.</p>

	<p>medications</p> <ol style="list-style-type: none"> 2. Their other symptoms have improved 3. It has been at least 10 days since their symptom onset 	
<p>G. Staff member is living with someone who tested positive for COVID-19.</p>	<p>Staff member shall stay home and away from other people.</p> <p>If staff member is unable to have complete separation from the person who had a positive COVID test: Self-quarantine² for 14 days after the person who tested positive ends their isolation.</p> <p>If the staff member is able to completely separate from the person who tested positive: Self-quarantine for 14 days after last contact with the person who tested positive.</p> <p>If staff member develops symptoms appear, stay home until all of the following apply:</p> <ol style="list-style-type: none"> 1. They have not had a fever ≥ 100.4 °F for 24 hours without the use of fever reducing medications 2. Their other symptoms have improved 3. It has been at least 10 days since their symptoms onset <p>Special Note: The total time required before the staff member may be able to return to work may be 24 days.</p>	<p>Non-specific notification occurs. Students may attend.</p> <p>If the staff member who was in “close contact”⁵ develops symptoms and has had “close contact”² with students, the students determined to be in close contact shall stay home for 14 days since the last time they were around the staff member to see if symptoms develop.</p> <p>If symptoms develop, then:</p> <ol style="list-style-type: none"> 1. Call their doctor. 2. Ask to get tested. 3. Follow their instructions for staying home while you wait for the test results. <p>If the staff member has not had “close contact” with students, the students may continue to attend while monitoring for symptoms.</p>
<p>H. Staff member is in “close contact”⁵ to someone who tested positive for COVID-19 at work.</p>	<p>Staff member in “close contact”⁴ to someone at work shall stay some and quarantine for the full 14 days after the last contact with the person and no symptoms arise.</p> <p>If symptoms appear, staff member in close contact must stay home until all of the following apply:</p>	<p>Non-specific notification occurs. Students may attend.</p>

	<ol style="list-style-type: none"> 1. They have not had a fever ≥ 100.4 °F for 24 hours without the use of fever reducing medications 2. Their other symptoms have improved 3. It has been at least 10 days since their symptoms onset <p>If staff member in “close contact” is tested, stay home until test results return. Follow Scenario based on test results.</p>	
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Student Scenarios with Guidance on Notification and Returning to School/Work

Student Scenarios	Specific Student Response	Rest of Class Response
<p>A. Student has no symptoms and has tested positive for COVID-19.</p>	<p>The student shall remain at home and away from others and monitor symptoms.</p> <p>If the student remains symptom-free, they may return to school 10 days after they were tested.</p> <p>If during the 10 days the student becomes symptomatic, then they must continue to stay home until all the following apply:</p> <ol style="list-style-type: none"> 1. They have not had a fever ≥ 100.4 °F for 24 hours without the use of fever reducing medications 2. Their other symptoms have improved 3. It has been at least 10 days since their symptom onset 	<p>COVID specific notification occurs.</p> <p>If the student had “close contact”⁵ with other students and staff, the students and staff in close contact shall stay home for 14 days since the last time they were around the student to see if symptoms develop.</p> <p>If symptoms develop, then:</p> <ol style="list-style-type: none"> 1. Call their doctor. 2. Ask to get tested. 3. Follow their instructions for staying home while you wait for the test results. <p>The students and staff determined to not be in close contact may continue to attend while monitoring for symptoms.</p>
<p>B. Student is sick with symptoms and has tested positive for COVID-19 or a</p>	<p>The student shall stay home until all of the following apply:</p>	<p>COVID specific notification occurs.</p>

<p>health care provider said the student likely has COVID-19.</p>	<ol style="list-style-type: none"> 1. They have not had a fever ≥ 100.4 °F for 24 hours without the use of fever reducing medications 2. Their other symptoms have improved 3. It has been at least 10 days since their symptom onset 	<p>If the student has had “close contact”⁵ with the students or staff, the students and staff in close contact shall stay home for 14 days since the last time they were around the student to see if symptoms develop.</p> <p>If symptoms develop, then:</p> <ol style="list-style-type: none"> 1. Call their doctor. 2. Ask to get tested. 3. Follow their instructions for staying home while you wait for the test results. <p>The students and staff determined to not be in close contact may continue to attend while monitoring for symptoms.</p>
<p>C. Student is sick with symptoms of COVID-19, has been tested and test results came back negative.</p>	<p>The student shall stay home until they are feeling better and they have not had a fever for 24 hours without using any medication to reduce the fever.</p>	<p>No notification occurs.</p> <p>Students and staff may attend.</p>
<p>D. Student is sick with symptoms of COVID-19, but has not yet been tested or is waiting for results.</p>	<p>Student shall stay home, in isolation, until they are feeling better and all of the following happen:</p> <ol style="list-style-type: none"> 1. They have not had a fever ≥ 100.4 °F for 24 hours without the use of fever reducing medications 2. Their other symptoms have improved 3. It has been at least 10 days since their symptom onset <p>If waiting for test results, stay home until test results return.</p> <p>Follow Scenario B or C, depending on test results.</p>	<p>No notification occurs.</p> <p>Students and staff may attend.</p> <p>When test results arrive if the student tests positive, follow Student Scenario F for students determined to be in “close contact”⁵. Specific COVID-19 notification occurs</p>
<p>E. Student has been in “close contact”⁵ with someone who shows symptoms but has not been tested or is waiting for test results.</p>	<p>Student may continue to attend school and self-monitor symptoms daily.</p>	<p>No notification occurs.</p> <p>Students and staff may attend.</p>

	<p>If the close contact person is tested and the test is positive, then Student Scenario F applies.</p>	
<p>F. Student has been in “close contact”⁵ with someone who tested positive for COVID-19 (symptomatic or asymptomatic).</p>	<p>Student must stay home for the full 14 days after last contact with person and no symptoms arise.</p> <p>If symptoms appear,</p> <ol style="list-style-type: none"> 1. Call health care provider 2. Ask to get tested 3. Follow health care provider instructions for staying home while you wait for test results - See Student Scenario D. 	<p>No notification occurs.</p> <p>Students and staff may attend.</p> <p>If the student develops COVID-19 symptoms and tests positive for COVID-19, follow guidelines in Scenario B above</p> <p>If the student develops symptoms and tests negative for COVID-19, follow guidelines in Scenario C above</p> <p>Special Note: Siblings of a student who was in “close contact”⁵ with a person who has tested positive for COVID-19 may continue to attend school. If the student (sibling) who was in close contact develops symptoms, then all siblings should stay home.</p>
<p>G. Student lives with someone who has tested positive for COVID-19.</p>	<p>People living together usually have “close contact”⁵ with each other.</p> <p>If student living with the person who tested positive for COVID-19 is not able to completely separate from the person who tested positive, the student shall stay home until all of the following happen:</p> <ol style="list-style-type: none"> 1. The sick person in the home gets better: <ol style="list-style-type: none"> a. At least 10 days have passed since their symptoms started and; b. They haven’t had a fever (≥ 100.4 °F) in at least 72 hours without using any medication to reduce the fever and; c. Their other symptoms improve. 2. Plus 14 days have passed since the sick person was better to see if other people in 	<p>No notification occurs</p> <p>Students and staff may attend.</p>

	<p style="text-align: center;">your home get symptoms.</p> <p>If the student living with the person who has COVID-19 is able to completely separate from the person who tested positive: Self-quarantine for 14 days after last contact with the person who tested positive and monitor symptoms.</p> <p>If student living with person who tested positive for COVID-19 develops symptoms,</p> <ol style="list-style-type: none"> 1. Call health care provider 2. Ask to get tested 3. Follow health care provider instructions for staying home while you wait for test results - See Student Scenario D. 	
<p>H. Student has had “close contact”⁵ with someone with COVID-19 and gets sick, but has not been tested for COVID-19.</p>	<p>Student shall stay home and away from others as much as possible until they are better and all of the following have happened:</p> <ol style="list-style-type: none"> 1. At least 10 days have passed since their symptoms started and; 2. They have not had a fever (≥ 100.4 °F) in at least 72 hours without using any medication to lower the fever and; 3. Their other symptoms improve 4. Plus 14 days have passed since they were last around the person with COVID-19. 	<p>No notification occurs</p> <p>Students and staff may attend</p>

Notifications of Illness in a Classroom or School Building

Public Health Madison and Dane County will notify the school district if a student or employee tests positive for COVID-19 if the person was at school when contagious. The district will notify families and staff as appropriate honoring confidentiality of private and protected information. The notification will inform families and staff there was a person with a positive COVID test at school and what steps everyone should take as a result of the exposure.

Resources and Definitions

¹**Isolation** means keeping sick people away from healthy ones. This usually means the sick person rests in their own bedroom or area of your home and keeps away from others as best as possible.

²**Quarantine** means separating people who were exposed to a sick person away from others because someone can spread COVID-19 before they have symptoms. Quarantine stops them from accidentally spreading the virus to other healthy people. Usually people who are in quarantine stay home and avoid being around others.

³Wisconsin Department of Health Services "[Returning to School After COVID-19](#)"

⁴Public Health Madison and Dane County "[Questions and Answers about an Employee Testing Positive or Being Exposed to COVID-19](#)"

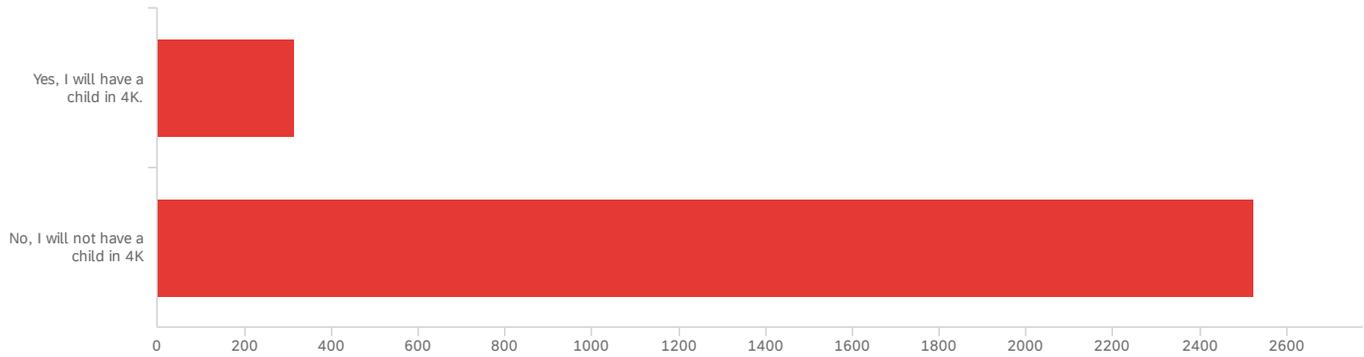
⁵**Close contact** is defined through examples: being within 6 feet of someone with COVID-19 for more than 15 minutes, sharing a drinking glass or eating utensil, physically touching the person or things that may have germs on them like dirty tissues, or being coughed or sneezed on.

Default Report

Family Re-Opening Pulse Survey July 17

July 23, 2020 7:20 AM CDT

Q47 - Do you have a child in Waunakee 4K for the 2020-2021 school year?

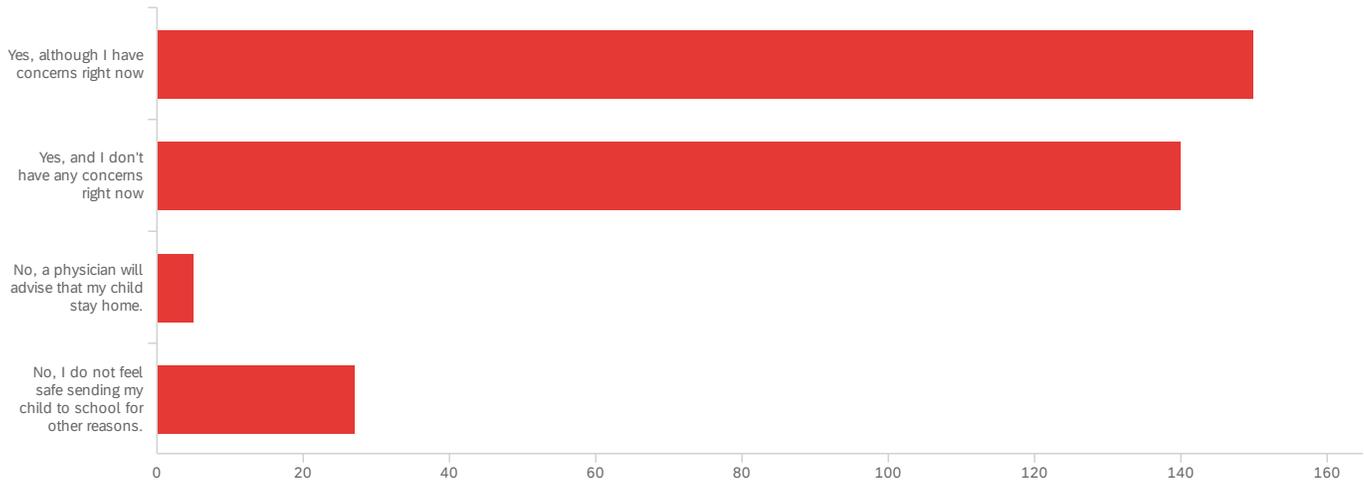


#	Field	Choice Count
1	Yes, I will have a child in 4K.	11.09% 315
2	No, I will not have a child in 4K	88.91% 2525

2840

Showing rows 1 - 3 of 3

Q3 - Should we be given guidance from Public Health Madison & Dane County that it is safe to return to 4K under childcare guidelines in place, will you be sending your 4K child to school starting on Sept. 1?

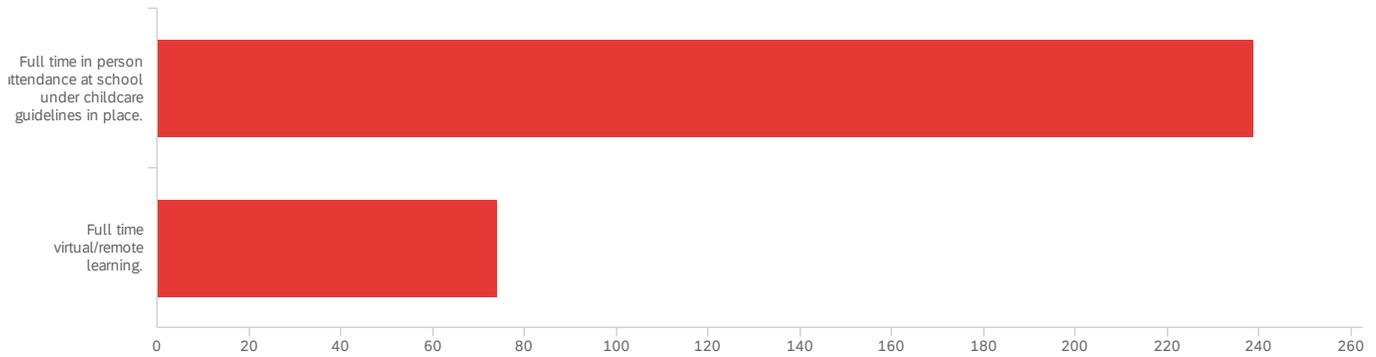


#	Field	Choice Count
1	Yes, although I have concerns right now	46.58% 150
2	Yes, and I don't have any concerns right now	43.48% 140
3	No, a physician will advise that my child stay home.	1.55% 5
5	No, I do not feel safe sending my child to school for other reasons.	8.39% 27

322

Showing rows 1 - 5 of 5

Q40 - If school were to start tomorrow, what would be your preferred instructional delivery option for your 4K child?

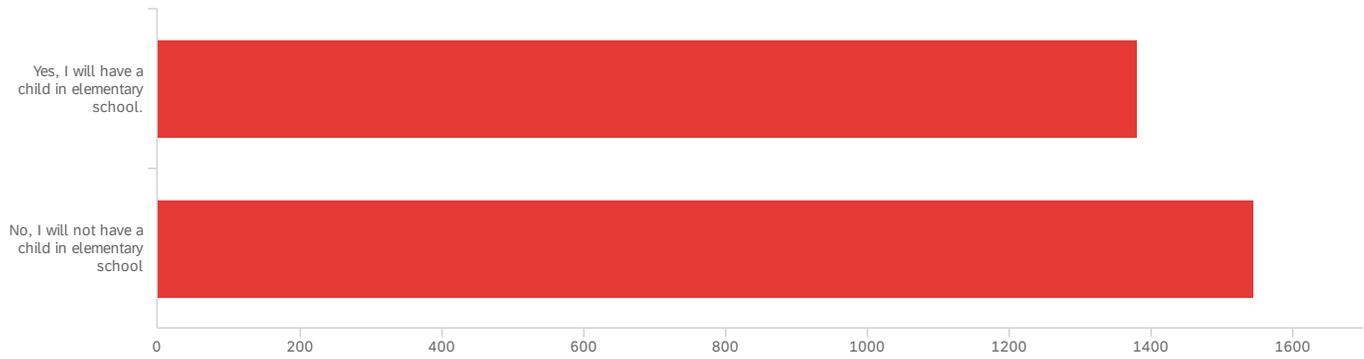


#	Field	Choice Count
1	Full time in person attendance at school under childcare guidelines in place.	76.36% 239
5	Full time virtual/remote learning.	23.64% 74

313

Showing rows 1 - 3 of 3

Q2 - Do you have a child in elementary school for the 2020-2021 school year?

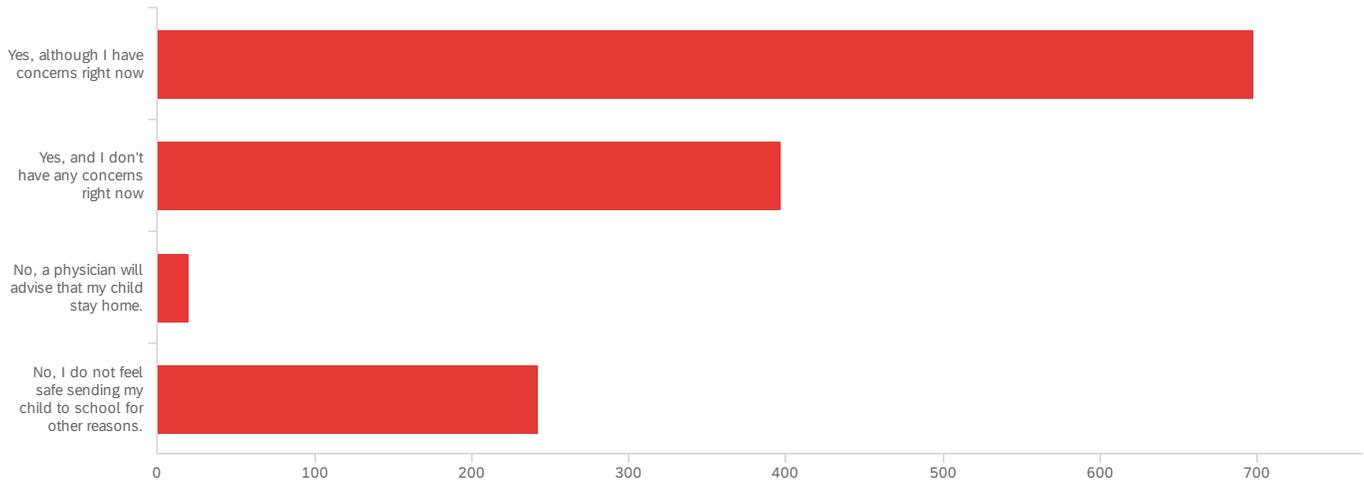


#	Field	Choice Count
1	Yes, I will have a child in elementary school.	47.20% 1381
2	No, I will not have a child in elementary school	52.80% 1545

2926

Showing rows 1 - 3 of 3

Q48 - 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 elementary school child to school starting on Sept. 1?



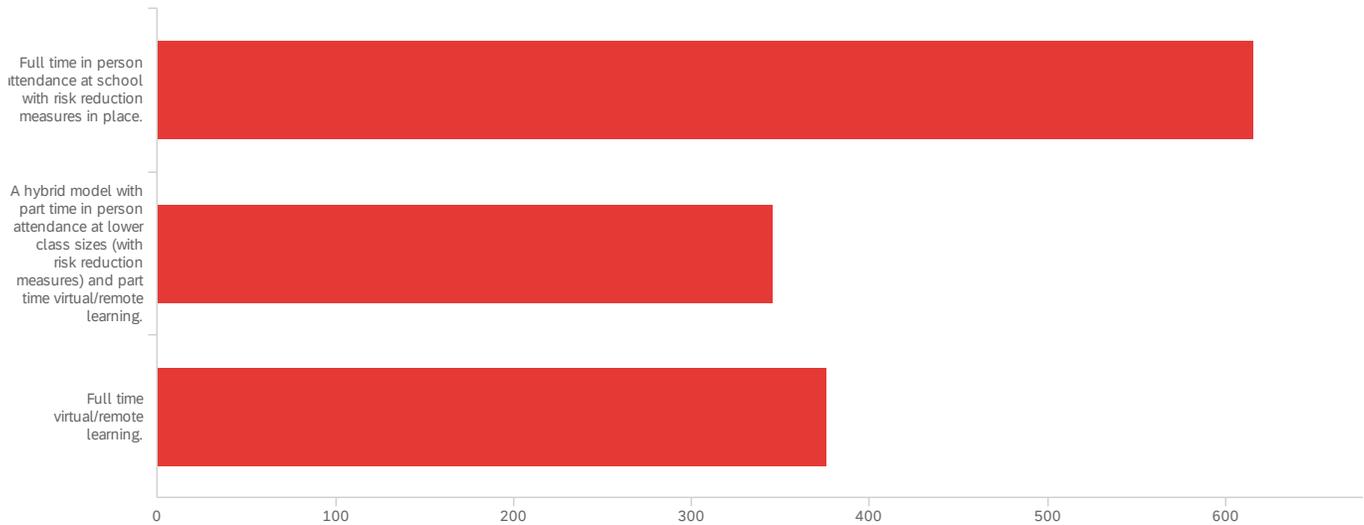
#	Field	Choice Count
1	Yes, although I have concerns right now	51.44% 698
2	Yes, and I don't have any concerns right now	29.26% 397
3	No, a physician will advise that my child stay home.	1.47% 20
5	No, I do not feel safe sending my child to school for other reasons.	17.83% 242

1357

Showing rows 1 - 5 of 5

Q49 - If school were to start tomorrow, what would be your preferred instructional

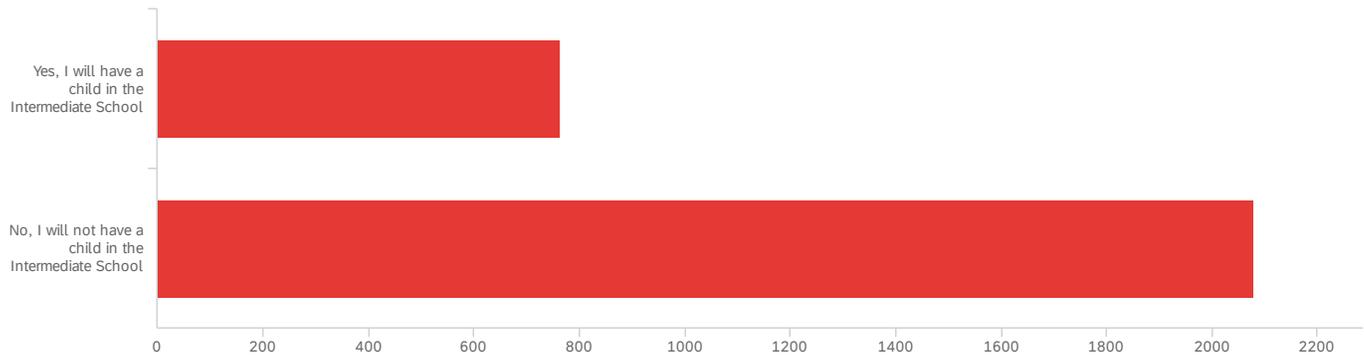
delivery option for your elementary school child?



#	Field	Choice Count
1	Full time in person attendance at school with risk reduction measures in place.	46.04% 616
4	A hybrid model with part time in person attendance at lower class sizes (with risk reduction measures) and part time virtual/remote learning.	25.86% 346
5	Full time virtual/remote learning.	28.10% 376
		1338

Showing rows 1 - 4 of 4

Q7 - Do you have a child in the Intermediate School for the 2020-2021 school year?

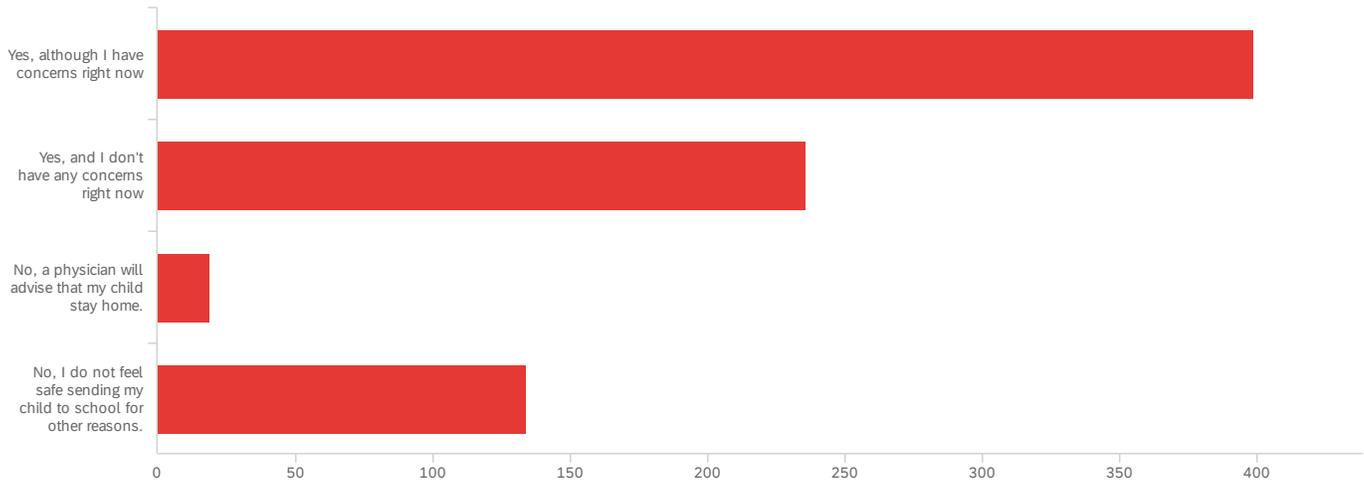


#	Field	Choice Count
1	Yes, I will have a child in the Intermediate School	26.84% 763
2	No, I will not have a child in the Intermediate School	73.16% 2080

2843

Showing rows 1 - 3 of 3

Q41 - 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 Intermediate School child to school starting on Sept. 1?

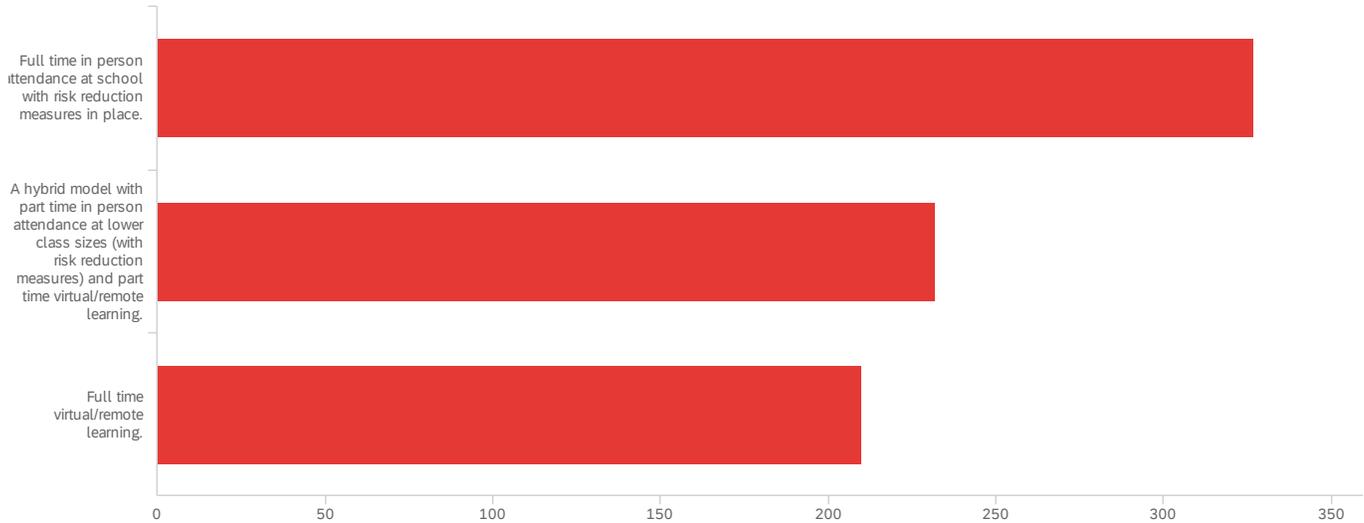


#	Field	Choice Count
1	Yes, although I have concerns right now	50.63% 399
2	Yes, and I don't have any concerns right now	29.95% 236
3	No, a physician will advise that my child stay home.	2.41% 19
5	No, I do not feel safe sending my child to school for other reasons.	17.01% 134

788

Showing rows 1 - 5 of 5

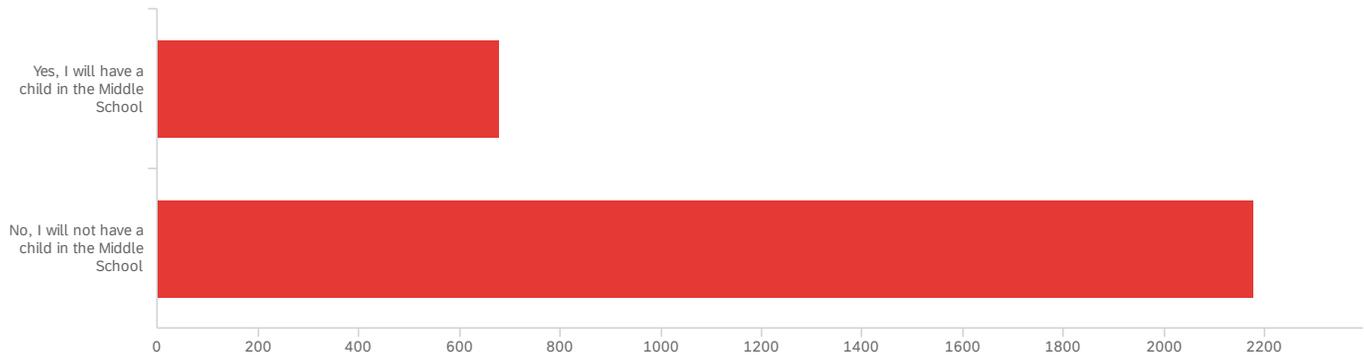
Q42 - If school were to start tomorrow, what would be your preferred instructional delivery option for your Intermediate School child?



#	Field	Choice Count
1	Full time in person attendance at school with risk reduction measures in place.	42.52% 327
4	A hybrid model with part time in person attendance at lower class sizes (with risk reduction measures) and part time virtual/remote learning.	30.17% 232
5	Full time virtual/remote learning.	27.31% 210
		769

Showing rows 1 - 4 of 4

Q8 - Do you have a child in the Middle School for the 2020-2021 school year?

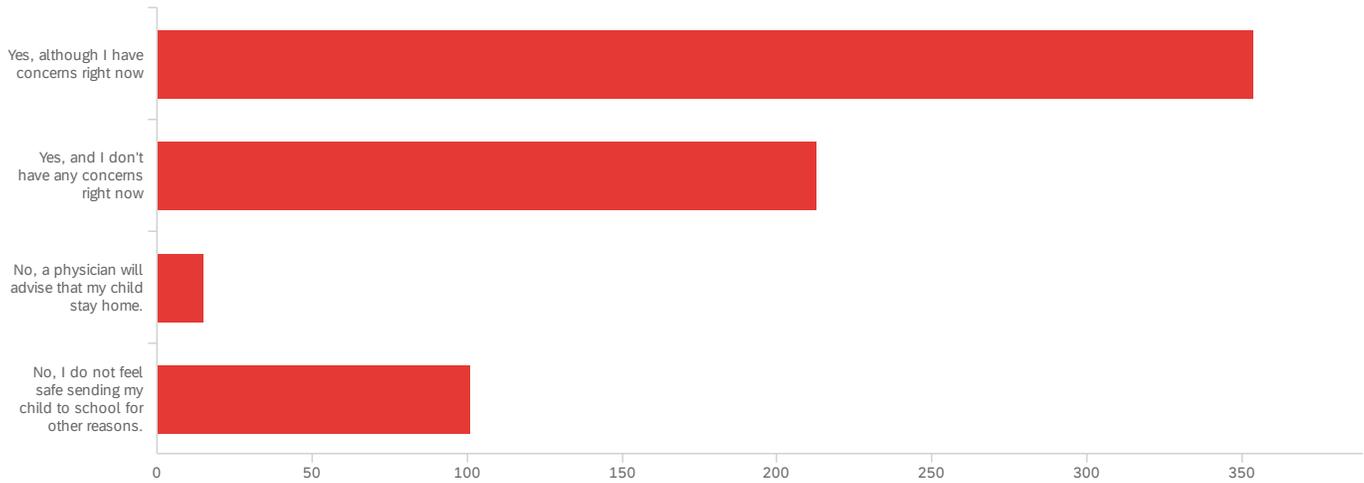


#	Field	Choice Count
1	Yes, I will have a child in the Middle School	23.76% 679
2	No, I will not have a child in the Middle School	76.24% 2179

2858

Showing rows 1 - 3 of 3

Q43 - 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 Middle School child to school starting on Sept. 1?

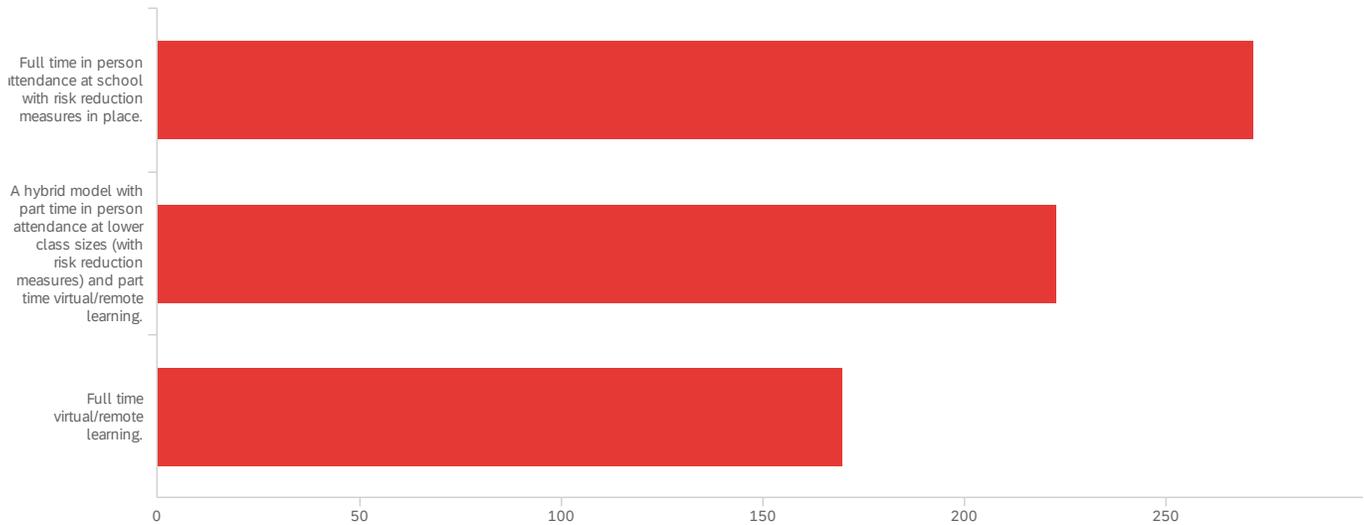


#	Field	Choice Count
1	Yes, although I have concerns right now	51.83% 354
2	Yes, and I don't have any concerns right now	31.19% 213
3	No, a physician will advise that my child stay home.	2.20% 15
5	No, I do not feel safe sending my child to school for other reasons.	14.79% 101

683

Showing rows 1 - 5 of 5

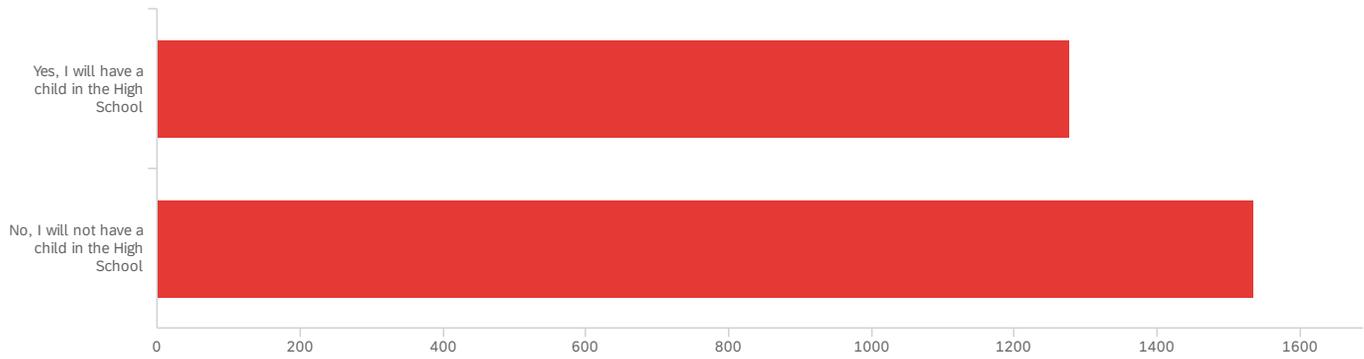
Q44 - If school were to start tomorrow, what would be your preferred instructional delivery option for your Middle School child?



#	Field	Choice Count
1	Full time in person attendance at school with risk reduction measures in place.	40.90% 272
4	A hybrid model with part time in person attendance at lower class sizes (with risk reduction measures) and part time virtual/remote learning.	33.53% 223
5	Full time virtual/remote learning.	25.56% 170
		665

Showing rows 1 - 4 of 4

Q9 - Do you have a child in the High School for the 2020-2021 school year?

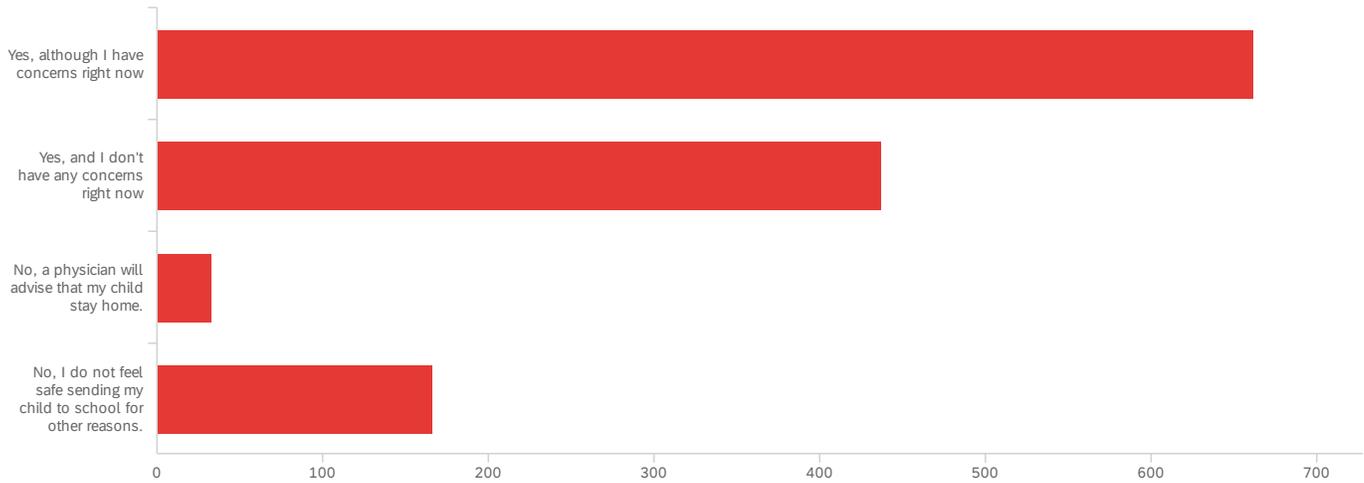


#	Field	Choice Count
1	Yes, I will have a child in the High School	45.42% 1278
2	No, I will not have a child in the High School	54.58% 1536

2814

Showing rows 1 - 3 of 3

Q45 - 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 High School child to school starting on Sept. 1?

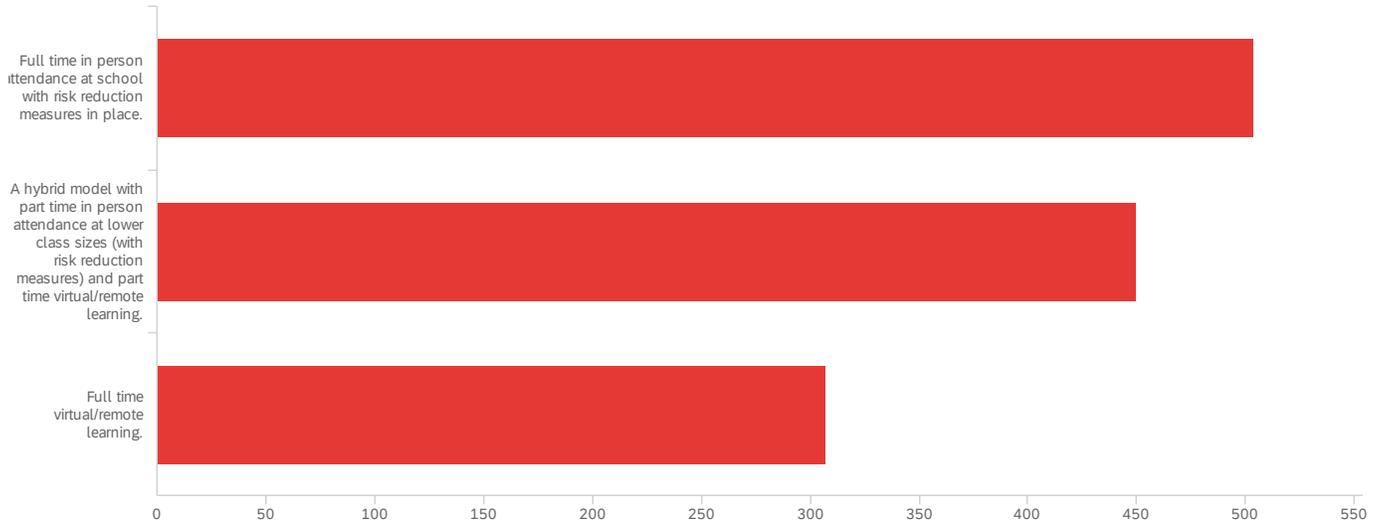


#	Field	Choice Count
1	Yes, although I have concerns right now	51.00% 662
2	Yes, and I don't have any concerns right now	33.67% 437
3	No, a physician will advise that my child stay home.	2.54% 33
5	No, I do not feel safe sending my child to school for other reasons.	12.79% 166

1298

Showing rows 1 - 5 of 5

Q46 - If school were to start tomorrow, what would be your preferred instructional delivery option for your High School child?



#	Field	Choice Count
1	Full time in person attendance at school with risk reduction measures in place.	39.97% 504
4	A hybrid model with part time in person attendance at lower class sizes (with risk reduction measures) and part time virtual/remote learning.	35.69% 450
5	Full time virtual/remote learning.	24.35% 307
		1261

Showing rows 1 - 4 of 4

End of Report

DRAFT 7.24.2020

Waunakee Community School District

Telecommuting / Remote Work Policy

Objective

Telecommuting allows employees to work at home, on the road or in a satellite location for all or part of their workweek. Waunakee Community School District considers telecommuting to be a viable, flexible work option when both the employee and the job are suited to such an arrangement. Telecommuting may be appropriate for some employees and jobs but not for others. Telecommuting is not an entitlement, it is not a districtwide benefit, and it in no way changes the terms and conditions of employment with Waunakee Community School District.

Procedures

Telecommuting can be informal, such as working from home for a short-term project or on the road during business travel, or a formal, set schedule of working away from the office as described below. Either an employee or a supervisor can suggest telecommuting as a possible work arrangement.

Telecommuting workers can be called onsite for specific days, tasks, or intermittent reasons, as determined by their supervisor. Every effort will be made to provide reasonable advance notice of such a change. There may be instances, however, when no notice is possible.

Any telecommuting arrangement made will be on a trial basis for the first three months and may be discontinued at will and at any time at the request of the district. Every effort will be made to provide 14 days' notice of such change to accommodate commuting, child care and other issues that may arise from the termination of a telecommuting arrangement. There may be instances, however, when no notice is possible.

Eligibility

Individuals requesting formal telecommuting arrangements must be employed with Waunakee Community School District for a minimum of 12 months of continuous, regular employment and must have a satisfactory performance record.

Before entering into any telecommuting agreement, the employee and supervisor, with the assistance of the human resource department, will evaluate the suitability of such an arrangement, reviewing the following areas:

- Job responsibilities. The employee and supervisor will discuss the job responsibilities and determine if the job is appropriate for a telecommuting arrangement.
- Employee suitability. The employee and supervisor will assess the needs and work habits of the employee, compared to traits customarily recognized as appropriate for successful telecommuters.
- Equipment needs, workspace design considerations and scheduling issues. The employee and supervisor will review the physical workspace needs and the appropriate location for the telework.

- Tax and other legal implications. The employee must determine any tax or legal implications under IRS, state and local government laws, and/or restrictions of working out of a home-based office. Responsibility for fulfilling all obligations in this area rests solely with the employee.

If the employee and supervisor agree, and the human resource department concurs, a draft telecommuting agreement will be prepared and signed by all parties, and a three-month trial period will commence.

Evaluation of telecommuter performance during the trial period will include regular interaction by phone and e-mail between the employee and the supervisor, and weekly face-to-face meetings to discuss work progress and problems. At the end of the trial period, the employee and supervisor will each complete an evaluation of the arrangement and make recommendations for continuance or modifications. Evaluation of telecommuter performance beyond the trial period will be consistent with that received by employees working at the office in both content and frequency but will focus on work output and completion of objectives rather than on time-based performance.

An appropriate level of communication between the telecommuter and supervisor will be agreed to as part of the discussion process and will be more formal during the trial period. After conclusion of the trial period, the supervisor and telecommuter will communicate at a level consistent with employees working at the office or in a manner and frequency that is appropriate for the job and the individuals involved.

Equipment

On a case-by-case basis, Waunakee Community School District will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines and other office equipment) for each telecommuting arrangement. The HR and IT departments will serve as resources in this matter. Equipment supplied by the organization will be maintained by the organization. Equipment supplied by the employee, if deemed appropriate by the organization, will be maintained by the employee. Waunakee Community School District accepts no responsibility for damage or repairs to employee-owned equipment. Waunakee Community School District reserves the right to make determinations as to appropriate equipment, subject to change at any time. Equipment supplied by the organization is to be used for business purposes only. The telecommuter must sign an inventory of all district property received and agree to take appropriate action to protect the items from damage or theft. Upon termination of employment, all company property will be returned to the company, unless other arrangements have been made.

Waunakee Community School District will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary.

The employee will establish an appropriate work environment within his or her home for work purposes. Waunakee Community School District will not be responsible for costs associated with the setup of the employee's home office, such as remodeling, furniture or lighting, nor for repairs or modifications to the home office space.

Security

Consistent with the organization's expectations of information security for employees working at the office, telecommuting employees will be expected to ensure the protection of district information accessible from their home office. Steps include the use of locked file cabinets and desks, regular password maintenance, and any other measures appropriate for the job and the environment.

Safety

Employees are expected to maintain their home workspace in a safe manner, free from safety hazards. Waunakee Community School District will provide each telecommuter with a safety checklist that must be completed at least twice per year. Injuries sustained by the employee in a home office location and in conjunction with his or her regular work duties are normally covered by the company's workers' compensation policy. Telecommuting employees are responsible for notifying the employer of such injuries as soon as practicable. The employee is liable for any injuries sustained by visitors to his or her home worksite.

Telecommuting is not designed to be a replacement for appropriate child care. Although an individual employee's schedule may be modified to accommodate child care needs, the focus of the arrangement must remain on job performance and meeting district demands. Prospective telecommuters are encouraged to discuss expectations of telecommuting with family members prior to entering a trial period.

Time Worked

Telecommuting employees who are not exempt from the overtime requirements of the Fair Labor Standards Act will be required to accurately record all hours worked using Waunakee Community School District's time-keeping system. Hours worked in excess of those scheduled per day and per workweek require the advance approval of the telecommuter's supervisor. Failure to comply with this requirement may result in the immediate termination of the telecommuting agreement.

Ad Hoc Arrangements

Temporary telecommuting arrangements may be approved for circumstances such as quarantine or isolation order, inclement weather, special projects or business travel. These arrangements are approved on an as-needed basis only, with no expectation of ongoing continuance.

Other informal, short-term arrangements may be made for employees on family or medical leave to the extent practical for the employee and the district and with the consent of the employee's health care provider, if appropriate.

All informal telecommuting arrangements are made on a case-by-case basis, focusing first on the business/education needs of the district.

Bench for Mr. Norm



Jenna Wallin is organizing this fundraiser.

Created July 13, 2020
Funerals & Memorials

Norman E. Wildes Jr., age 79, passed away at his home on Tuesday, July 7, 2020. Mr. Norm was the crossing guard on the corner of South Street and Eighth Street. In addition, he has volunteered in a number of classrooms over the years. He will be greatly missed by the staff, students and parents. The donations will be funding a bench to honor Mr. Norm.

If there are extra donations they will be donated
[Read more](#)

\$3,659 raised of \$3,000 goal

113 donors **491** shares **114** followers

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\$25 • 4 d

Anonymous
\$25 • 5 d

Anonymous
\$25 • 6 d

Patrick & Meghan Murphy
\$20 • 7 d

Evelyn, Anna, Erin, & Linda Suchomel-Esser
\$100 • 7 d

See all

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Organizer



Jenna Wallin
Organizer
Waunakee, WI

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Re: Memorial Bench

1 message

Guttenberg, Randy <randyguttenberg@waunakee.k12.wi.us>

Tue, Jul 14, 2020 at 3:53 PM

To: Jenna Wallin <wallin_family@yahoo.com>

Cc: District_Administrator <district_administrator@waunakee.k12.wi.us>, Rebecca McDonough <rebeccamcdonough@waunakee.k12.wi.us>

Jenna,

That is a very kind gesture. I will add it to my next Board Meeting on July 27th for approval.

Randy

On Tue, Jul 14, 2020 at 3:14 PM Jenna Wallin <wallin_family@yahoo.com> wrote:

Randy,

My name is Jenna Wallin, my children attend the Waunakee School District. Caron has graduated from Heritage Elementary, Gavin will be in second grade and my youngest, Finn, will soon be in 4K and will follow suit and attend Heritage.

One of our beloved cross-guards and volunteers passed away on July 7. Norman Wildes Jr known as Mr. Norm to many of us was our sunshine every morning and afternoon. I have heard countless stories of him being goofy, handing out gloves, knowing parents and staff by name, having short conversations with anyone that was near and most importantly keeping our children safe. He honestly made an impact on so many lives, young and old.

What better way to remember Mr. Norm than to have a memorial bench at Heritage Elementary! This will be a place children and adults can grieve his loss, sit with friends, and laugh about his stories. I have set up a gofundme page for this bench and we reached our goal in less than 24 hours.

I am emailing you to get the board's consent that Mr. Norm's bench can be placed at Heritage Elementary. I am attaching a description of the bench. Per Graber Manufacturing they have built numerous benches for Waunakee.

<https://gf.me/u/ygdahb>

Thank you for your time,
Jenna Wallin

--
Randy S. Guttenberg, Superintendent
Waunakee Community School District
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Waunakee, WI 53597
randyguttenberg@waunakee.k12.wi.us
608-849-2000