

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

Monday, August 3, 2020

6:00 PM

Waunakee Community School District  
905 Bethel Circle  
Waunakee, WI 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, CO-CURRICULAR OPTIONS, REQUIRED POLICIES AND PRACTICES,  
HUMAN RESOURCES IMPLICATIONS, AND OTHER RELATED TOPICS  
REQUIRING TIMELY ATTENTION BY THE SCHOOL BOARD.**

**A. Request by a School Board Member for Reconsideration of the  
School Board's Decision from 7-27-20 Regarding the Educational  
Model for Returning to School in the Fall of 2020.**

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A member of the School Board who voted "Yes" on 7-27-20 for the Enhanced Remote Learning model for reopening school in the fall, has requested that an agenda item be created so they can put forth a motion for reconsideration of the school reopening plan decision.

A motion for reconsideration needs to originate from a Board Member who voted in favor of the original decision. School Board Policy Rule-1 does allow for a Board Member to bring this type of motion forward at a subsequent meeting.

If a motion for reconsideration is put forth and is approved by the Board, then a subsequent motion can be put forth and voted upon for the Fall 2020 School Reopening Plan.

As reference for this dialog, attached please find the administration's presentation to the Board from 7-27-20 which includes the Instructional Delivery Models that were presented at that meeting for consideration.

Also, please find supporting documentation for another hybrid model for the elementary level that is based off of an a.m./p.m. cohort program. This model has been of interest to some Board Members and the administration has done an assessment of the model for your review on Monday evening.

Finally, Steve Summers reviewed the financial options for reopening school and was able to conceptualize the transportation program and cleaning process for the reopening models. His high level analysis is attached.

Members of the administrative team will be present at Monday's meeting to present this option, review the other options, and answer any questions from the Board.

**B. Review and Consideration of Co-Curricular Options for Fall 2020** **66**  
**Sports/Activities**

The purpose of this agenda item is to discuss and provide direction on co-curricular activities for the fall of 2020. Attached please find a memo from Aaron May, Athletic Director, that outlines the impact of the Order from Public Health Madison Dane County on sports programs, along with additional information regarding each sport/activity.

There are varying levels of practice and competition that can occur based on these orders per each individual sport/activity. In general, there are three options outlined within Mr. May's memo for this fall season:

Three Options for Fall Athletics/Activities

- Not allow Fall athletics and in-person student organizations to meet, practice, or compete while the district is in an Enhanced Virtual model
- "Fall to Spring" for Fall Athletics -- move fall sports to the spring and delay the start of the spring season.
- Athletics & Student Organizations allowed to meet, practice, & compete per Public Health Madison Dane County mandates.

We will also discuss these models as they relate to student travel and the status of sporting activities with the school districts located within Dane County. We feel it is important to maintain opportunities for students and believe that option 2 or 3 provide what is best for students during this challenging time. There could also be a scenario where we treat sports differently within these options based upon what is allowed per PHMDC.

The Co-Curricular Committee met on July 21st and had an initial discussion on these issues, and felt that the whole Board should be involved in this discussion and decision.

**VI. FUTURE AGENDAS AND MEETINGS**

**VII. 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.”



TO: Board of Education Members

FROM: K-6 Administrators

CC: Randy Guttenberg

RE: Additional Hybrid Instructional Model

DATE: July 30, 2020

The K-6 administrators have been asked to investigate an additional hybrid scenario, in which students in some grade levels would be on-site for a portion of the day (a.m. or p.m.) and then would be off-site for the other portion of the day. More detail about this model can be found as Scenario E2 in our planning document. We have included that section at the end of this memo for your reference.

Some of the benefits of this model include:

- In-person instruction in core content areas of English Language Arts (ELA) and Mathematics
- Connection to the teacher and some classmates
- Easier transition to fully remote if needed due to public health requirements because students would know their teacher as well as the technology
- No large-scale lunch or recesses to staff or to coordinate space

Some of the challenges of this model include:

- Creating class lists will be a significant undertaking. Our current information from online registration was collected from families before this scenario was an option. We will need to revisit this information and see if families will change their responses. We will also need to create a.m. and p.m. groups by household so that all of the children in the household are on the same schedule. This gets more complex as more grades are added to this scenario. It will be challenging to accept any requests for a.m./p.m. or requests to be placed with friends.
- Because teachers will be with two groups of students for the majority of the day, they will not be accessible to families when the students are off-site in a remote setting. Students will receive their encore/related arts instruction and will have opportunities to practice skills when they are not at school.
- Bringing in children and staff increases the potential for staff and/or students needing to quarantine due to exposure, based on the information from public health and the protocols shared at the July 27, 2020 board meeting. Not only is this a health and safety concern, but it is a staffing concern. We need to ensure we have enough staff who will teach in this model, and enough substitutes to cover absences due to illness or quarantine.

Some considerations:

- This model would not align with the 7-12 purple/white hybrid model which has students attending for full days. If the a.m./p.m. hybrid is selected, we request that we remain in this model until we are able to go fully in-person or we need to go fully remote. It would be too challenging to pivot from half-days to full-days.
- We will still want to provide a fully remote option to families. Depending on how many families request this option, we may need to have one or more teachers per grade level who are teaching the fully remote students.
- This is a significant change to our planning and we request a start date later than September 1 in order to successfully plan for this scenario. We will need to have staff resubmit their intent to return if working conditions change, and we will need families to confirm their decisions to opt-in to fully remote with a change in the delivery model.

## Scenario E2: Hybrid Model - Half Days (K-2 or other grade configurations)



This scenario would have about 50% of students in school in a half day model following the 4K schedule. The current schedule for 4K is (7:40-10:20) and (11:35-2:15) but could be adjusted as needed for cleaning. In this model, the am cohort would attend M, T, TH, and F from 7:40-10:20 the pm cohort would attend M, T, TH, and F from 11:35-2:15. All cohorts would have remote learning on Wednesdays. Wednesdays are needed for teacher planning time based on the employee guidelines. Custodians would deep clean. The Wednesday plan would align with the 7-12 hybrid model.

	<b>Advantages</b>	<b>Challenges</b>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Uses existing staff</li> </ul>	<ul style="list-style-type: none"> <li>• Potential disruption of instruction if positive COVID-19 cases (quarantining classes and/or staff) - substitute needs (limited flexibility)</li> <li>• Need paras/custodians to clean in between sessions - districtwide we have approximately 15 rooms per grade level. For each grade level we add to this model will add 15 more classrooms to clean during 10:20-11:35 time. (estimates - with room sprayers, it takes 25 minutes to clean each room)</li> <li>• Still need staff to manage remote learning students - depending on the number of families selecting the remote model, this may be able to be accomplished with our current staff. Some grade levels may need an additional remote teacher. This is an unknown.</li> </ul>
<b>Instruction/ Programing</b>	<ul style="list-style-type: none"> <li>• Face to face opportunities with the teacher every week K-6               <ul style="list-style-type: none"> <li>○ American Academy of Pediatrics: "Schools are fundamental to child and adolescent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K-6 students are in hybrid model               <ul style="list-style-type: none"> <li>○ Half-days of remote learning cannot be supported by a classroom teacher, as s/he is teaching the other half of the group. Out of school time would likely be encore classes and opportunities to practice</li> </ul> </li> </ul>

	<p>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. “</p> <ul style="list-style-type: none"> <li>○ Ability to modify current instructional practices and programs</li> <li>○ Ability to meet to differentiate to meet students individual needs</li> <li>○ In-person Special Education services for students</li> </ul> <ul style="list-style-type: none"> <li>● Equity of all grade level students in-person (enhanced model is inequitable in including all students).</li> </ul>	<p>core skills.</p> <ul style="list-style-type: none"> <li>○ Staff will be with one group of students during the other group’s “off” time - cannot interact with group off site</li> </ul> <ul style="list-style-type: none"> <li>● Class time would follow 4K hours - 7:40-10:20 &amp; 11:35-2:15 - which is two hours and 40 minutes per day. Short amount of time - would have to prioritize ELA and math.</li> <li>● Different family schedules (siblings in 7-12 would not be on the same schedule). However, we would want to commit to this half-day model even if 7-12 moves to a full day hybrid later in the year.</li> <li>● Wrap around care is challenge (not truly a ½ day)</li> <li>● Two different learning plans/structures for families to coordinate (K-12)</li> <li>● Class placement is a challenge. We will need to create AM/PM groups based on household. We will not be able to accommodate requests for AM/PM or teacher. Consider delaying start of school to prepare for this change.</li> </ul>
<p><b>Building Function</b></p>	<ul style="list-style-type: none"> <li>● Equitable viewing of teaching areas</li> <li>● Teachers have work space for teaching</li> <li>● Small space for small group instruction (e.g. small groups of 3 students for short periods of time)</li> </ul>	<ul style="list-style-type: none"> <li>● Cleaning spaces in between am/pm sessions - equipment and time challenges. Need additional sprayers.</li> <li>● Think about food distribution for students eligible for free/reduced lunch as meals would not be at school (breakfast &amp; lunch for am group and lunch &amp; breakfast for pm group)</li> <li>● Potential needs for additional</li> </ul>

		furniture (“pseudo desks”) based on the number of students attending for various classrooms (kdg, flexible seating classrooms). @ \$100/student
<b>Risk Factor</b>	<ul style="list-style-type: none"> <li>● Exposure ratio at a given time is less than the “all student back” scenario</li> <li>● Arrival/Dismissal have less exposure risks than when everyone is in the building</li> <li>● No onsite lunch - so no eating in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>● Students may be exposed to another group of students/caregivers/family members when they are not in school (am/pm)</li> </ul>

## Financial Strategies for School Reopening Costs

**Assumptions:** Financial support from the federal government will be limited. As an example, the CARES funding allocation for Waunakee was \$63,244, which also can be tapped into by our local private schools. The Governor's emergency CARES funding allocation to Waunakee was \$0. Future federal financial support will be limited as well. The State of Wisconsin will be faced with solving a financial deficit. As of July 9<sup>th</sup>, the state revenues for 2019-20 were \$749 million behind the previous fiscal year. Some state budget experts have estimated a potential state budget deficit of \$1.5 billion + for the 2019-2021 state budget process. State equalization aid payments to school districts are a significant portion of the State of WI budget. A budget repair bill will likely include provisions directed towards public schools, likely a reduction in state equalization aid or per pupil categorical aid.

Conclusion: Our district needs to plan for limited financial support from the federal government, and likely reductions in financial support from the state government, all while balancing the resource needs of school reopening plans. The following are some strategies for consideration for school reopening costs:

1. Move \$2,127,502 (or a portion of these funds) from Fund 39 to Fund 10. This dollar amount is equal to the debt service defeasance that was approved in October of 2019, and is currently included in the 2020-21 Fund 39 budget. The "movement" of these Funds from Fund 39 to Fund 10 will require an operational referendum question in November. There are several positive aspects of this approach:
  - A. Moving these funds to Fund 10 will help if the State of WI reduces school funding for the 2020-21 school year due to a state budget deficit
  - B. Moving these funds will help with school reopening expenses. It is anticipated that these school reopening expenses will be more one-time, as opposed to permanent. This would mean that these funds could be shifted in future years to coincide with a capital referendum.
  - C. Moving these funds will have no impact to the taxpayers in the community. These funds are already built into the tax levy.
  - D. If an operational referendum question were not to pass in November, these funds should be levied again inside Fund 39, and this source of funds would not be available for the 2020-21 fiscal year in Fund 10.
2. Move \$587,107.96 (or a portion of these funds) in post-employment benefit trust funds expenses FROM the operational funds (10, 27, 50, 80) TO within Fund 73. The district has two accounts for post-employment benefit trust funds. There is an HRA account with approximately \$4.8 million, and these funds are in the names of the staff members who have earned the benefits (some vested, some not vested). There is a trust fund account, and these funds are not in the names of any staff members, and these funds can be directed to the HRA account to pay for the 2020-21 required contributions for retired staff members. Some points to make about this approach:
  - A. These funds should be directed to one-time expenses for school reopening costs, so they can be allocated back to post-employment benefit trust fund expenses in future fiscal years.
  - B. This movement of funds would delay the district's effort to close the gap related to unfunded post-retirement benefits. The district has made significant process

towards closing this gap over time, and this strategy would have a minimal impact if only executed for a short period of time.

3. Utilize 19-20 unspent funds from buildings/departments towards school reopening costs. This strategy has been recommended by the Budget Committee, and the available funds will be determined by August 10<sup>th</sup>. An estimate is \$300,000.
4. Reallocate funds within the 2020-21 budget. The largest available source of funds is budgeted salary/benefit increases of \$920,000. The Budget Committee is not recommending reallocation of budgeted salary/benefit increases at this time. Other options within this strategy include utilizing the district contingency budget of \$100,000, copy equipment replacement costs of \$60,000, and reductions in allocations towards building/department budgets.
5. Increase student fees for the 2020-21 school year to assist with students individual supplies associated with school reopening costs. An estimate is \$50/student or \$200,000.
6. Utilize Fund 10 fund balance funds. Fund balance fund could be utilized for one-time costs associated with school reopening. The Fund 10 unassigned fund balance was \$5.4 million as of June 30<sup>th</sup>, 2019. The June 30<sup>th</sup>, 2020 amount will be finalized by August 10<sup>th</sup>. Some points to make about this approach:
  - A. The district will have to increase cash flow borrowing amounts for any funds utilized
  - B. The district bond rating has been provided a “negative outlook” and any further declines in fund balance will likely result in a bond rating decline. This bond rating decline may already be coming, as the district fund balance was already planned to decline in 19-20.

### **Logistical Considerations for School Reopening Options**

1. **Transportation** The school reopening options have a direct impact on the transportation system being offered by the district. The School Board approved an enhanced remote learning model on July 27<sup>th</sup>. The school reopening models assume the 4K program will operate in person under the child care guidelines issued by Public Health. This will result in the district operating 4 transportation routes during the day. These routes include AM 4K to child care center, AM home from child care center, PM 4K to child care center, PM home from child care center. The AM TO child care centers and PM FROM child care centers have always been aligned with the standard K-4 transportation system.

St. John’s student have always been offered the standard K-4 transportation system, as public school district are required to provide transportation to private school students, or provide a parent-contract to pay the parent to provide transportation. The enhanced remote learning model will result in 4K students, St. John ’s students, and other K-4 students (like ELL and special education) following the “4K” schedule for transportation.

It also is possible to allow 5-12 students to participate in this transportation system, which would then begin to look more like the summer school transportation model. The summer school transportation model is a single run bus system that picks up all students K-12 and drops them at all school buildings, with start times adjusted accordingly. A variant of this transportation system is to return to a double run transportation system, which would add in an

AM to 5-12 buildings, and a PM from 5-12 buildings, with options for shorter days lined up with the AM 4k FROM child care center routes, and PM TO child care center routes. A hybrid model with AM/PM for any version of grades K-4 would line up with the “4K” schedule for transportation. A hybrid extended to grades 5-6 only would then also line up with the “4K” schedule with the 5<sup>th</sup> and 6<sup>th</sup> grade students adding time compared to K-4 students. A hybrid extended to grades 7-8 and/or 9-12 would then either operate on the double run system (to keep current bell times) or the summer school transportation model (which would require different bell times). The summer school transportation model would be more cost effective, but would be based on the number of student who request transportation to and from school.

2. Building cleaning – The building cleaning function has changed with the COVID 19 pandemic. Each classroom desk should be cleaned in between student use. Two approaches include “student assisted cleaning” and “deep cleaning”. Student assisted cleaning will have to take place at the 7<sup>th</sup> – 12<sup>th</sup> grade level in between the blocks or hours of the day when students are traveling between rooms. This would involve the use of a disinfecting wipe to clean each desk after use, before leaving the classroom. The student entering the classroom would also use a disinfecting wipe on the desk.

The “deep cleaning” approach would involve a disinfecting chemical being sprayed from a hand held or backpack based sprayer. These systems spray the disinfecting chemical onto surfaces like desks and chairs, which then need to be wiped down after a set period of time based on the strength of the chemical. Some districts are planning this “deep cleaning” day on a single day per week, when students are not in session and staff have staff development, PLC time, meetings, prep time, etc. “Deep cleaning” two adjoining K classrooms with a backpack sprayer took 2 custodians 50 minutes. The “deep cleaning” process includes a strong chemical odor (think a hot tub or chlorinated pool) that takes a period of time to dissipate. “Deep cleaning” also involves strenuous physical efforts by the custodial staff, which is challenging to replicate on a block of classrooms daily.

A reasonable approach to cleaning is the “student assisted cleaning” taking place on a daily basis with desk, custodial staff disinfecting all other surfaces, with a “deep cleaning” process taking place weekly on a non-student contact day. Here are the cost estimates of such a plan:



# **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

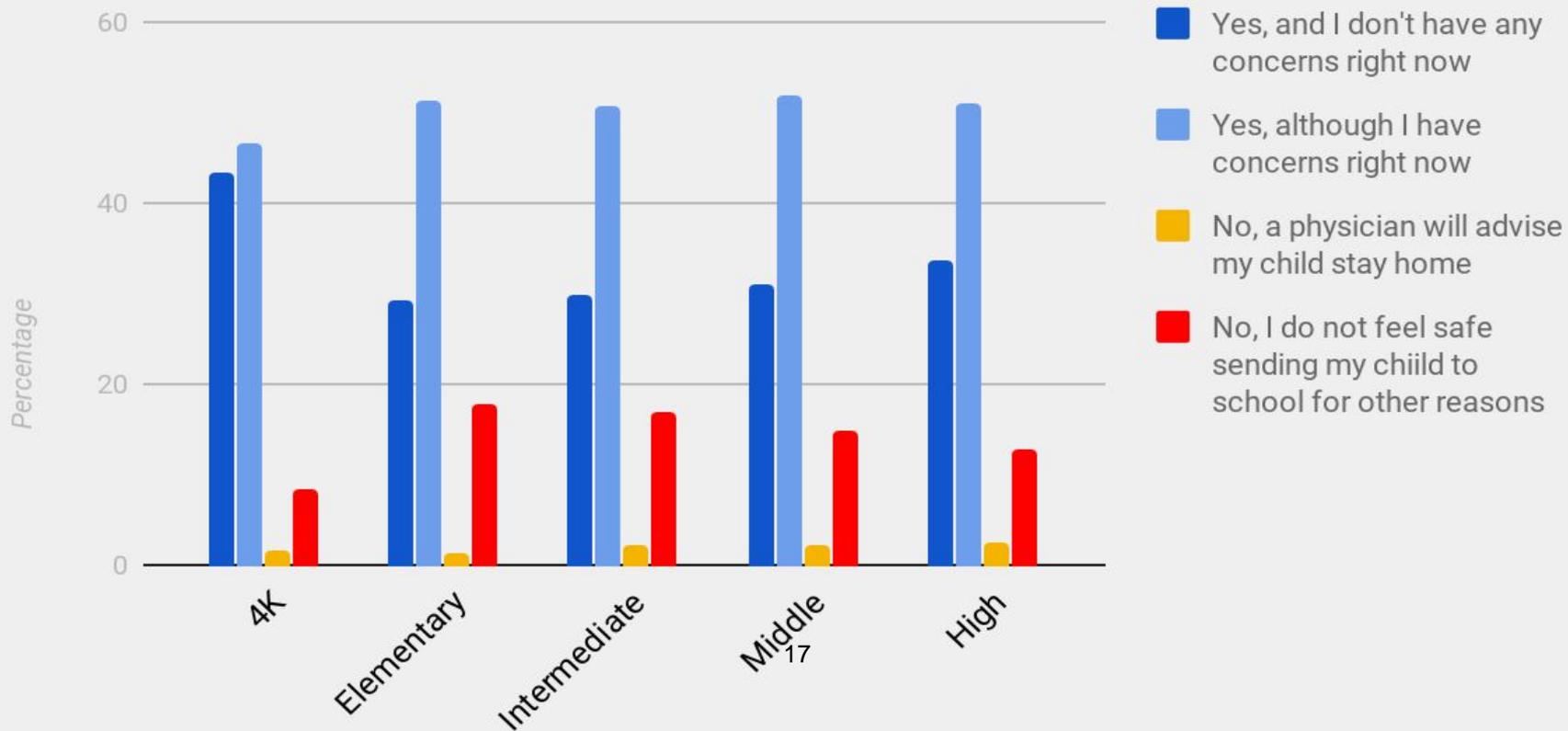
## Survey Participation Was High: Exceeded Late June at All Levels

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

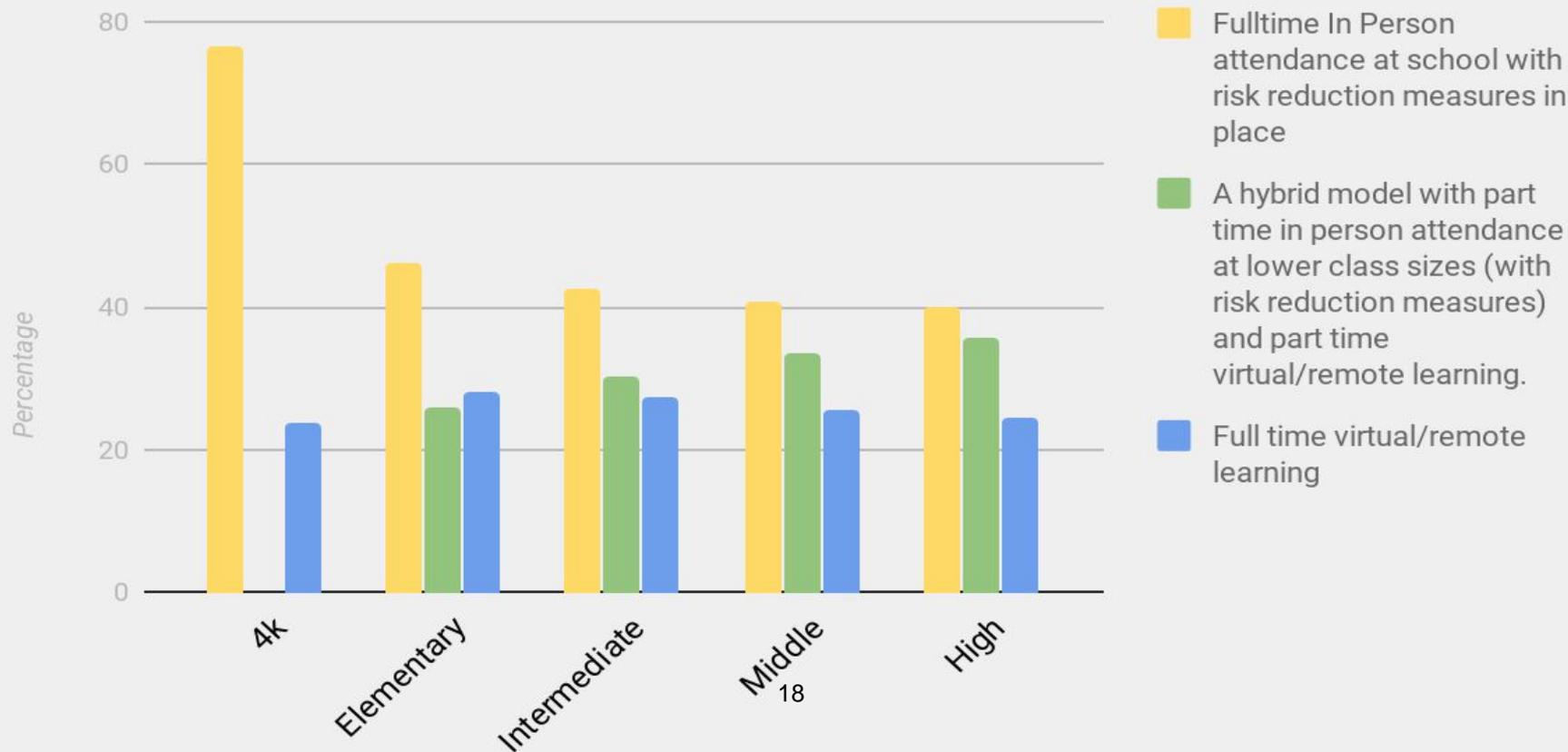


Total responses were 2,946 from 4,587 invitations.

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
<b>Total</b>	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
<b>Total</b>	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 ( $\geq 100.4$  °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*
<b>A: "Satellite" Classrooms</b>								<b>\$1,241,688</b> (paid paraeducator positions, could seek volunteers)
<b>B: Maximum Capacity Classrooms</b>								<b>\$894,400- \$980,411</b>
<b>C: Socially-Distanced Classrooms with Teacher Space</b>								<b>\$2,179,000- \$2,307,304</b>
<b>D1: K-2 In-Person/3-6 Hybrid</b>								<b>\$963,200- \$1,049,211</b>
<b>D2: K-3 In-Person/4-6 Hybrid</b>								<b>\$1,238,400- \$1,324,411</b>
<b>D3: K-4 In-Person/5-6 Hybrid</b>								<b>\$1,651,200- \$1,737,211</b>
<b>E: Hybrid Model</b>								<b>Limited, TBD</b> (may need some volunteers or paid paraeducator positions)
<b>F: Enhanced Remote Learning Model</b>								<b>Limited, TBD</b> (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**

**Human Resources**



# 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: Covid-neutralizing <a href="#">Needlepoint Bipolar Ionization</a> HVAC system enhancement	\$870k (one time expense for all schools, installation included)
Optional Fixtures: touchless plumbing (installation not included. No bubblers)	\$341k (one time)



# Human Resources Considerations/Expenses

## **In-person delivery models staffing needs to be resolved in August:**

- Substitutes
  - 98% response rate from the survey
  - 36 active subs (35%) are not planning to return
- Paraeducators
  - 90% response rate from the survey
  - 14 paraeducators (15%) are not planning to return
- Teachers
  - Waunakee Teachers Association (WTA) survey - 70% response rate from the survey
  - 27 (11%) are not planning to return per WTA survey
- Employee communication drafted

## **Childcare implications on staffing:**

- Monitoring this closely
- Families First Coronavirus Response Act (FFCRA) provides for up to 12 weeks of paid leave for parents whose child's school is unavailable due to COVID-19
- Area schools potentially going virtual will have an impact on WCSD staff



# 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.



**THANK YOU!**



## Options for Fall Athletics & Activities

School Board:

This document contains information from Public Health Madison Dane County, the WIAA, District Policies, estimated fall participation rates, and the competition schedules of our low-risk sports. The goal is to bring together the different aspects that will impact our ability and the manner in which we will offer athletics and activities this fall.

### Public Health Madison Dane County Sport Risk Level & Guidelines

Sport	Risk Level	Dane County Guidelines	Compete or Not Compete	What has to happen to play games
Cheer/Dance	High	25 people w/ social distancing	No	Level 3
Cross Country	Low	25 people w/ social distancing	Yes - 6' Apart	Social Distance
Equestrian	Low	25 people w/ social distancing	Yes - 6' Apart	Social Distance
Football	High	25 people w/ social distancing	No	Level 3
Golf	Low	25 people w/ social distancing	Yes - 6' Apart	Social Distance
Soccer	Medium	25 people w/ social distancing	No	Level 3
Swimming-individual	Low	10 people w/ social distancing & masks	Yes - 6' Apart	Social Distance
Swimming-relay	Medium	10 people w/ social distancing & masks	No	Level 3
Tennis - Singles	Low	25 people w/ social distancing	Yes - 6' Apart	Social Distance
Tennis - Doubles	Medium	25 people w/ social distancing	No	Level 3
Volleyball	Medium	10 people w/ social distancing & masks	No	Level 3

- Group Size: Outdoor Events are limited to 25 people, Indoor Events are limited to 10 people. That includes players, officials, and spectators.
- Social Distancing: All sports must maintain 6' of social distancing during practice and competition.
- Practices: Practices, drills, catch, instructional lessons are allowed provided we maintain 6' of social distancing.
- Competition: Low risk sports only w/ 6' of social distancing, crowd size limitations, Medium & High risk sports games & competitions are not allowed.
- Busing: At the current limits of 15 people per bus.
- Crowd Control: In previous seasons we have only had administrators would act as crowd control for football, soccer, and volleyball. We would now need crowd control at Ripp Park to ensure we are staying under the 25 person limit for tennis and cross-country.
- Masking: Required for indoor sports at all times & all people, exception is when swimmers are physically in the pool.

- Additional Measures: Clean/disinfect equipment between use by different people, no sharing of towels, water bottles, no physical contact, spacing includes players on benches, sidelines, etc...

### [Forward Dane Sports Guidance FAQs](#)

#### **3 Options for Fall Athletics/Activities**

1. Not allow Fall athletics and in-person student organizations to meet, practice, or compete while the district is in an Enhanced Virtual model. This would be similar to the Spring, Coaches, advisors would not be allowed to hold practices, meetings, competitions etc...in-person. All contact would have to mirror the educational delivery model.
2. "Fall to Spring" for Fall Athletics, this option was provided by the WIAA and we will be receiving more information August 14th from the WIAA.
  - The WIAA provided the option for Fall sports that do not start to play a season in the Spring.
  - The Big 8 schools: Madison, Sun Prairie, Middleton, Verona have already stated they are planning on the making this switch
  - Badger Schools considering it: Monona Grove, Mt Horeb, Oregon, DeForest
  - Winter Season: Follow WIAA Dates, Fall Season: March 1- April 30, Spring: April 1st or 15th- End at WIAA Dates
  - Allow Strength & Conditioning Sessions to continue
3. Athletics & Student Orgs allowed to meet, practice, & compete per Public Health Madison Dane County mandates:
  - Tennis, Golf, Cross-Country, & Swim: Start Aug 17th
  - Football, Volleyball, & Soccer: Start Sept 7th
  - Indoors: Groups of 10
  - Outdoors: Groups of 25
  - Practice & Competitions for Low Risk only (as determined by PHMDC)
  - Practice & Intrasquad for Medium/High Risk (as determined by PHMDC)
  - Allow Strength & Conditioning Sessions to continue

### WIAA New Practice & Competition Dates 2020

SPORT	1ST PRACTICE	1ST COMPETITION
Cross-Country	August 17	August 25
Football & Football Cheer	September 7	September 23
Girls Golf	August 17	August 20
Boys Soccer	September 7	September 15
Girls Swim	August 17	August 25
Girls Tennis	August 17	August 21
Volleyball	September 7	September 15
<u>***Playoff Dates for all Fall sports remain unchanged</u>		

### WIAA Decision Points

1. WIAA moved the start of Fall Sports
  - Individual Sports start Aug 17th, Team Sports Sept 7th
  - The goal was to move the larger sports to provide schools more time to plan/prepare for the start of the school year.
2. WIAA provided an option for Fall Sports to compete in the spring if they are unable to start the season, "Fall to Spring" option. More details will be coming after the August 14th WIAA Board of Control meeting.
3. The WIAA has suggested that state tournaments may not run & instead there could be culminating events.

[WIAA Board of Control Meeting Press Release](#)

SPORT	PREDICTED NUMBER OF ATHLETES	TEAMS SPONSORED	COACHING STAFF
<b>HIGH SCHOOL FALL ACTIVITIES</b>			
Cross-Country	75-85	2: V, JV	3 + 5 Volunteer
Equestrian Team	4-6	1	1
Football	150-175	4: V, JV, JV2A, JV2B	20 + 2 Volunteer
Football Cheer	12-15	1	2
Girls Golf	20-30	3: JV2, JV, V	2
Boys Soccer	100	4: V, JVP, JVW, JV2	6
Girls Swim	30-36	2: V, JV	2
Girls Tennis	60-70	3: V, JV, JV2	3
One Act	30	1	2
Volleyball	80-90	4: V, JV, JV2P, JV2W	4
<b>MIDDLE SCHOOL FALL ACTIVITIES</b>			
Cross-Country	80-90	1	5
Football	90-100	4: 7White, 7Purple, 8 White, 8 Purple	6
Volleyball	130-150	8: 7A White, 7B White, 7A Purple, 7B Purple, 8A White, 8B White, 8A Purple, 8B Purple	8

### **Team Size Consideration**

- Waunakee biggest strength is our participation rate in sports and activities
- Challenge to hold effective and efficient practices with the current gathering size limitations. For example Indoor practices are limited to 10 people: Volleyball and Swim would need to hold several sessions in a day just to have everyone practicing.
- [Policy 535.21](#) prevents volunteer coaches from supervising athletes without a coach present. Preventing the team from using those coaches to reduce group sizes.
- [Policy 370 Rule \(1\)](#) allows Waunakee to cut at the high school level but specifically states that the middle school will have a no-cut policy for interscholastic programs.

## Low Risk Level Sport Schedules/Travel County Destinations

- Travel Considerations: 1) Do we allow Low Risk sports to travel outside of Dane County? 2) Do we allow medium/high risk sports to travel outside of the county to compete?
- If the PHMDC is to limit exposure, sending any sport outside of Dane County to compete would appear to be in contradiction with PHMDC.
- It would also pose a safety risk to our medium and high risk sports if they aren't able to train and practice in a standard manner prior to a competition. Sending athletes out to compete in such a situation could be viewed as a violation of the [14 legal duties of a coach](#).
- Several conferences located in parts of the state that have lesser restrictions than Dane County have cancelled their non-conference schedules including the FVA, FRCC, & Classic 8 which include schools located in Outagamie, Brown, Waukesha counties.

~~Strikethrough~~ = Cancelled

SPORT	LOCATION	COUNTY
Cross Country	DeForest	Dane
Cross Country	<del>Verona</del>	Dane
Cross Country	<del>Lake Farm County Park</del>	Dane
Cross Country	Portage	Columbia
Cross Country	<del>Wausau East</del>	Marathon
Cross Country	Janesville	Rock
Cross Country	<del>Stoughton</del>	Dane
Cross Country	<del>Mount Horeb</del>	Dane
Cross Country	Menomonee Falls	Waukesha
Cross Country	DeForest	Dane
Cross Country	Wisconsin Rapids (WIAA State)	Wood
Girls Golf	Waunakee (2 dates, 1 cancelled)	Dane
Girls Golf	<del>Reedsburg</del>	Sauk
Girls Golf	<del>Homestead (Mequon) (3 dates)</del>	Ozaukee
Girls Golf	Sun Prairie	Dane
Girls Golf	Portage (3 dates)	Columbia
Girls Golf	<del>Mount Horeb</del>	Dane

Girls Golf	Reedsburg (2 dates)	Sauk
Girls Golf	Edgewood/Maple Bluff	Dane
Girls Golf	Madison Memorial (2 events)	Dane
Girls Golf	Middleton	Dane
Girls Golf	Janesville	Rock
Girls Golf	Baraboo	Sauk
Girls Golf	Madison University Ridge (WIAA State)	Dane
<b>SPORT</b>	<b>LOCATION</b>	<b>COUNTY</b>
Girls Swim	Wisconsin Rapids	Wood
Girls Swim	Baraboo	Sauk
Girls Swim	Waunakee (6 dates)	Dane
Girls Swim	Brookfield East	Waukesha
Girls Swim	DeForest	Dane
Girls Swim	Lodi	Columbia
Girls Swim	Sauk Prairie	Sauk
Girls Swim	Baraboo	Sauk
Girls Swim	Middleton	Dane
Girls Swim	UW Madison (WIAA State)	Dane
Girls Tennis	Arrowhead	Waukesha
Girls Tennis	Madison Memorial	Dane
Girls Tennis	Verona	Dane
Girls Tennis	Waunakee (7 dates)	Dane
Girls Tennis	Stoughton	Dane
Girls Tennis	Beaver Dam	Dodge
Girls Tennis	Reedsburg	Sauk
Girls Tennis	Brookfield East	Waukesha
Girls Tennis	Green Bay SW	Brown

Girls Tennis	Sauk Prairie	Sauk
Girls Tennis	Baraboo	Sauk
GirlsTennis	UW Madison - Nielsen	Dane