

Fall 2020 Planning Committee

Update to the Board of Education
June 15, 2020



Updates on Subcommittee Work



1. Health, Safety, Wellness



2. Continuity of Learning (C&I)



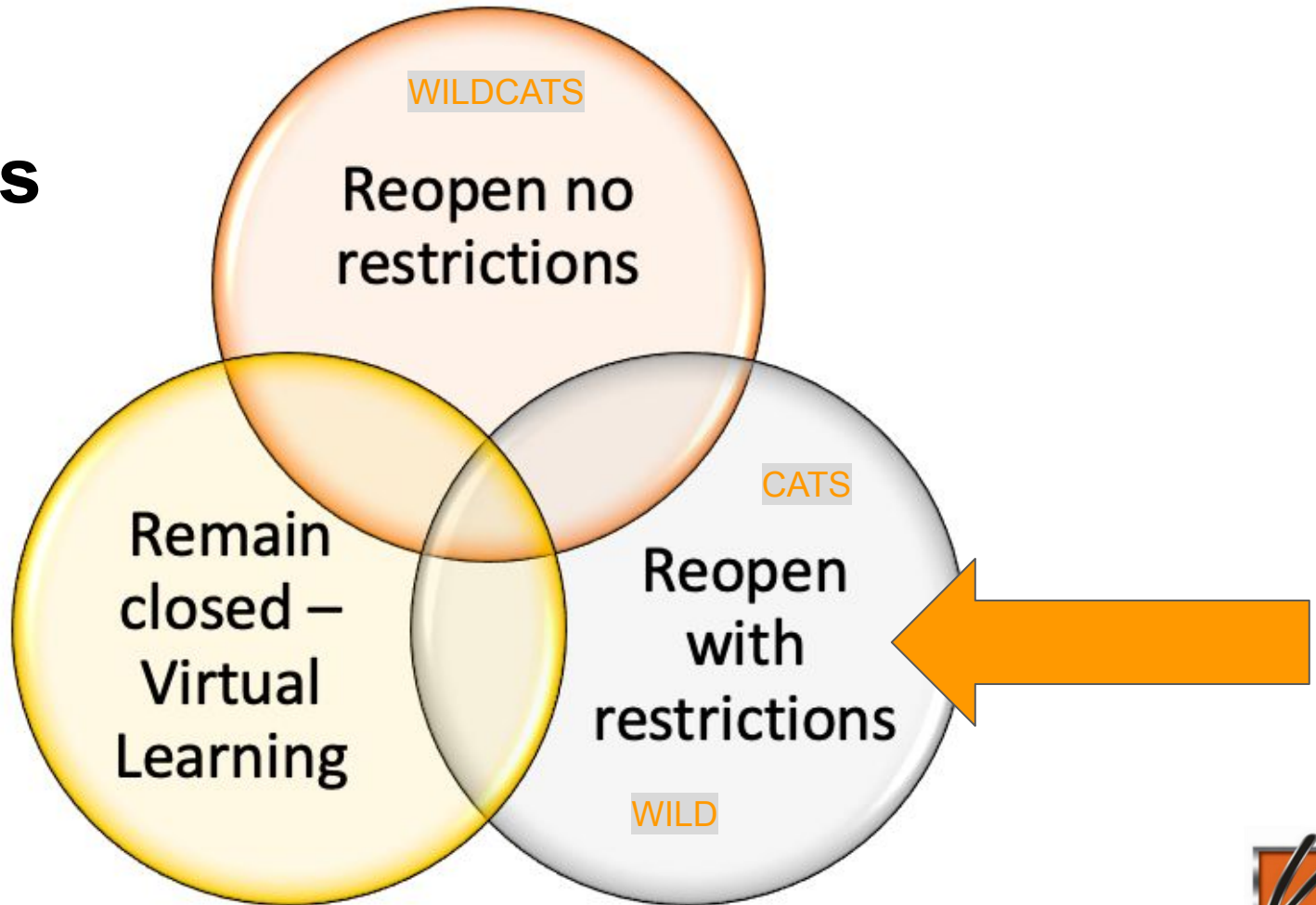
3. School/District Operations



4. Family/Community Engagement



Fall 2020 Scenarios



Assumptions - Based on Public Health Guidelines for Childcare and Transportation

- 15 students per bus
- 15 students per classroom
- Minimal mixing of student groups throughout the day
- No large-group gatherings
- Social distancing within the classroom

Note: As of June 11, 2020, there are no K-12 Return-to-School guidelines from Public Health Dane County, WI Dept. of Public Instruction, or WI Dept. of Health Services



Framework for Returning to School with Restrictions

We wanted to create a model that:

- Applies to K-12 students
- Ensures diverse representation of students
- Provides flexibility to scale up or back in terms of enrollment capacity based on student needs and/or changes to Public Health guidelines (e.g., 25%, 50%, 75% or 100% of students attend)
- Considers transportation routes and cost
- Allows students to attend their attendance area school
- Keeps families/siblings together
- Provides consistency for staff and families



W-I-L-D-C-A-T-S Concept

W-I-L-D-C-A-T-S Groupings Concept - Information

- Divides K-12 student body into 8 groups of equal size and proportion of our total demographics
- Each household is assigned to a letter (siblings attend school on the same days)
- Students would only attend on the days assigned to their letter
- Students would engage in virtual learning on the days they do not attend school in person



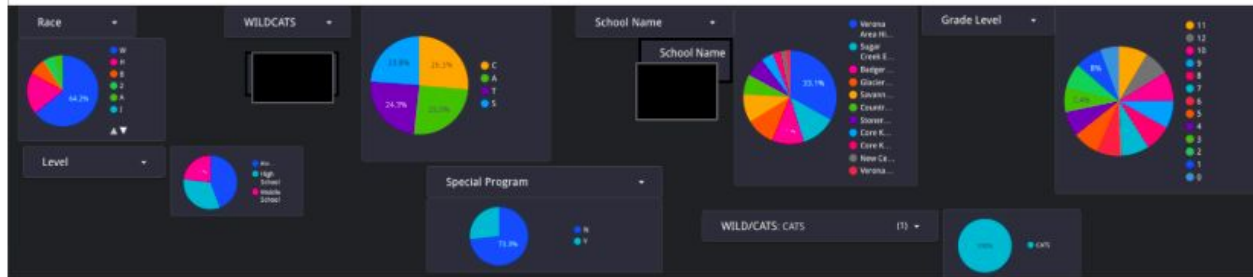
W-I-L-D-C-A-T-S Dashboard



← WILDCATS



← WILD



← CATS



Scheduling Scenarios - Option A

Half of the students attend school two days per week

	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face Instruction	Students in groups: WILD	Students in groups: WILD	Virtual Learning for All Students	Students in groups: CATS	Students in groups: CATS
Virtual Learning	Students in groups: CATS	Students in groups: CATS	Professional Development and Planning Time for Staff Deep cleaning in schools	Students in groups: WILD	Students in groups: WILD



Scheduling Scenarios - Option B

Half of the students attend school two days per week;
Students with special needs attend 3 days per week*

	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face Instruction	Students in groups: WILD Students with IEPs from groups C,A	Students in groups: WILD Students with IEPs from groups T,S	Virtual Learning for All Students Professional Development and Planning Time for Staff	Students in groups: CATS Students with IEPs from groups W, I	Students in groups: CATS Students with IEPs from groups L,D
Virtual Learning	Students in groups: CATS	Students in groups: CATS	Deep cleaning in schools	Students in groups: WILD	Students in groups: WILD



Scheduling Scenarios - Option C

Half of the students attend school two days per week;
Kindergarteners attend school 4 days per week

	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face Instruction	Students in groups: WILD Kindergarten from all groups	Students in groups: WILD Kindergarten from all groups	Virtual Learning for All Students Professional Development and Planning Time for Staff	Students in groups: CATS Kindergarten from all groups	Students in groups: CATS Kindergarten from all groups
Virtual Learning	Students in groups: CATS	Students in groups: CATS	Deep cleaning in schools	Students in groups: WILD	Students in groups: WILD



Considerations:

- Health and safety of students, staff, and families
- Continuity of Learning for all students
- Social / emotional needs of students and staff
- Community need economically and socially
- Long term effects
- Keeping siblings on same schedule
- Impact on most vulnerable populations
- Equitable access and opportunity for all students
- Financial impact for the district
- Transportation
- Others...



SWOT Analysis

For the three scheduling options, the Fall 2020 committee members identified:

- Strengths (internal)
- Weaknesses (internal)
- Opportunities (external)
- Threats (external)



[SWOT Analysis - Scheduling Options - Responses from All Groups](#)



Virtual Learning as a Standalone Option



Virtual Learning (only) as a Choice for Families

K-5	<ul style="list-style-type: none">● Students work with a teacher● Virtual learning teachers work with students from all elementary schools● Includes synchronous instruction and asynchronous tasks
6-12	<ul style="list-style-type: none">● Students would participate in a model similar to Exploration Academy● Project-based, personalized learning● Not dependent on seat-time

We are surveying staff this week to learn how many people will not be able to return to work. Certified teachers who cannot return to work would likely be assigned to teach virtually or support blended learning when students are not in school.



Implications for June and July, 2020*

- Blended model would likely require Board action for a calendar change:
 - Replace late start Mondays with Virtual Learning Day on Wednesdays
 - Start school on Tuesday, September 8
- Additional professional development and curriculum writing time for staff
- Timeline for families to register for virtual learning option (with a semester-long commitment)
- Communication and feedback needed from families and community

