

How Will Wausau Schools Open Safely?



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Project Relaunch Plan Development

May-June: Researching public health documents and various school reopening plans

May 28- Present: Weekly Pandemic Committee meetings

Wausau School Board reviews: June 8, June 29, July 13, and July 27

Pre-implementation planning for sites: August

Plan Implementation: September 1



Sections of this presentation

- Phased Reopening (slide 4)
- Process and Timeline for Reopening (Slide 7)
- Start of School (Slide 16)
- What Does a Virtual Learning Day Look Like in Plan C? (Slide 18)
- Prevention Practices (Slide 24)
- What does a Blended Day Look like in Plan B? (Slide 27)
- Education Support Hub Model (Slide 29)
- Sports and Other Co-curricular Activities (Slide 34)
- Staff Supports and Expectations (Slide 37)

Phased Reopening



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How will WSD reopen schools?

The Wausau School District will reopen schools by progressing through plans C-A as described in Project Relaunch

WSD is prepared to continually monitor and respond to public health and other relevant data to inform decisions to safely expand educational access

- **Plan C:** Full remote learning, using the Education Support Hub only for families with **unavailable internet access**.
- **Plan C:** Full remote learning, consistent with **Plan C** with **expanded Education Support Hub** to serve students with special educational needs that can not be met virtually and courses with hands-on content that can not be replicated at home.
- **Plan B:** Alternate week schedule with 50% of **PK-12** students attending 4 days/week and other 50% of students attending class virtually using live web camera access (Hub support continues)
- **Plan A: Full student and staff attendance** with extensive hygiene practices, masks required, but **social distancing practices not possible.**



How will a decision be made to return to school?

Each school board meeting will include a data review that will be used to monitor progress. The data will include:

- County and municipality Covid data
 - Trend data
 - Positivity rate
- Attendance and anecdotal data from other districts with more in person attendance.
- Continued guidance from Marathon County Health Department and local medical professionals.
- Other data deemed valid and reliable

Process for Reopening



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Illustration for September

This calendar is used to illustrate the process for decision making about a return to school.

This is not a plan for specific return dates.

2020 SEPTEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Ready for School Conferences 9/1-9/4	2	3	4 Final Staff Prep	5
6	7 Labor Day	8 Plan C with Limited Hub	9	10	11	12
13	14 Plan C with Expanded Hub Support	15	16	17	18	19
20	21 Plan C with Expanded Hub Support	22	23	24	25	26
27	28 Plan C with Expanded Hub Support	29	30			



Illustration for October

This calendar is used to illustrate the process for decision making about a return to school.

This is not a plan for specific return dates.

2020 OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Plan C	2	3
4	5 Plan C with Expanded Hub Support	6	7	8	9	10
11	12 Plan C with Expanded Hub Support	13	14	15	16	17
18	19 Plan B with Expanded Hub Support	20	21	22	23	24
25	26 Plan B with Expanded Hub Support	27	28	29	30	31



Illustration for November

This calendar is used to illustrate the process for decision making about a return to school.

This is not a plan for specific return dates.

2020 NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Plan B with Expanded Hub Support	3	4	5	6	7
8	9 Plan B with Expanded Hub Support	10	11	12	13	14
15	16 Plan B with Expanded Hub Support	17	18	19	20	21
22	23 Plan B with Expanded Hub	24	25	26 Thanksgiving	27	28
29	30 Earliest Full Return under Plan A					





A timeline to illustrate the process to return to school

- This is not a plan for specific return dates.
- September 1-3 will be used for “Ready to Start School” conferences with some introductory virtual instruction as possible. September 8-14 would include fully virtual instruction consistent with **Plan C**. Families in specified residential areas with unavailable broadband access would be invited to a supervised space to engage in virtual instruction and begin use of the “Hub Model” of support.
- At the September 14 school board meeting, the first data review will occur.
- If data are positive, WSD could prepare to move to Plan B in mid-October.



Plan C with the expanded Hub Model

- September 15 (Or as soon as can be arranged), would begin to expand the Hub Model to include students with additional learning needs that can not be met through virtual means.
- After September 15, WSD would also allow teachers of hands-on courses such as science and career and technical education (CTE) in grades 6-12 to begin to schedule small, socially-distanced groups of students to come to school to complete the necessary activities.
- Families who are not comfortable with sending a student to school would have an alternate assignment.



Gradual, cautious expansion continues...

- At the September 28 board meeting, the second data review would occur, using the same or expanded data points.
- If all indications continue to be positive, our **transportation and food vendors** would be noticed to prepare for a possible implementation of the Plan B alternating week school schedule for a minimum of 4 weeks from October 19 to at least November 13.
- During the alternate week schedule, 50% of students would attend 4 days of face to face instruction per week while the other 50% engage in virtual education with their teacher and classmates via webcam. Fridays would be used to support virtual students, hub activities and for collaborative staff planning.



The gradual reopening process continues...

- At the October 12 school board meeting, the third data review would occur.
- If data indicate positive results, the school board could vote to begin implementation of the alternate week schedule on October 19.
- The fourth data review would occur at the November 9 school board meeting.
- If all indications are neutral or positive, all staff, service providers and families would be notified to prepare for a potential full student return to school on Monday, November 30.
- At the November 23 board meeting, a data-informed decision is made for a November 30 return of all students to school.
- **This is not a plan for specific return dates.**



What prevents WSD from progressing to the next phase?

- Covid cases are trending up
- Percent of Covid testing is rising
- Other districts with in person education are experiencing poor attendance trends
- Medical and community health advisors advise not to expand access

Under any of these conditions, the WSD would likely **not** move to the next phase of reopening schools.

If data trend negative, or if we reach the 15-20% absent rates described in Project Relaunch, plans could shift back from $B \Rightarrow C$ or $A \Rightarrow (B \text{ or } C)$ at any point in the school year.

Start of School



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We want to support families as we start school.

- The school year will start with “Ready to Start School” conferences.
- These will be scheduled with teachers to
 - support relationship building,
 - classroom procedures review,
 - technology and learning management system support
 - district document completion.
 - Pick up devices and all the support materials.
- Parents and students will leave with the support and resources for a successful start of the school year.

What Does A Virtual Learning Day Look Like?



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What might “Virtual Learning” Look Like?

- LIVE and RECORDED daily instruction
- LIVE individual conferencing with teachers
- LIVE small group instruction with teachers
- LIVE Social Emotional Learning supports
- INDEPENDENT review, practice, and/or application of learning
- DAILY and WEEKLY learning goals
- DAILY and WEEKLY instructional schedules

Note: Time spent on each type of instruction may vary based on grade level, learning goals, and student needs.



What might “Virtual Learning” look like?

- All students and teachers will follow a daily school schedule.
- Teachers are being provided with web cameras and professional development to ensure high quality, live instruction occurs daily.
- To support parents working outside the home, teachers will record direct instruction and make it available for later reference.
- Secondary teachers will use ItsLearning and Google Meet to deliver content and to communicate with students and parents.
- Elementary teachers will leverage ItsLearning as the approved district learning management system along with Google Meet and SeeSaw to communicate between school and home.



What might “Virtual Learning” look like?

- In a “normal day” of school, students do not experience six-hours of continuous direct instruction, nor will they in a virtual setting.
- Direct instruction is also called “live” or “synchronous learning” as opposed to “asynchronous learning” where the student is engaged in independent application of learning.
- All students will have learning activities to complete between live direct instruction sessions.



What might “Virtual Learning” look like?

- Example: Youngest students: 10-20 minute morning meeting followed by 10-20 minutes of direct instruction. The student completes a learning activity with virtual teacher supervision, followed by another short session of direct instruction. There will be breaks built into the day for physical activity, encore classes and lunch.
- Older students may experience more direct instruction at times but will still have breaks for independent practice, movement, and lunch.
- Students will have rich learning activities to complete, both with and without support of the teacher.
- All direct instruction will be recorded and uploaded for student and family access to support independent learning.

Attendance and grading

- Compulsory attendance expectations will be enforced.
- Attendance during virtual learning will be measured primarily through interaction with the classroom teacher and submission of work.
- Standards based grading and traditional grading practices will resume.
 - Grades will be assigned (A-F) for students in grades 6-12
 - Standards-based grading (1-4) will apply for elementary students



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Prevention Practices for Plans A and B



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Summary of plans to protect students and staff

See “Project Relaunch” document for details about safety precautions

- Systemic hygiene and cleaning procedures
- Student cohort grouping
- Staggered student arrival and departure times
- Limited visitors to school
- Isolation spaces for suspected ill children
- Precautions during transportation of students
- Staff training in Covid precautions
- Higher risk co-curricular activities cancelled. Lower risk co-curriculars with safety precautions



Summary of plans to protect students and staff

- Additional food related precautions
 - “No Share Food” rules
 - “No Touch Point of Sale”
 - No food pantry locations
 - Enhanced cleaning and hygiene practices
- Cohort recess model
- Virtual model for encore classes in grades K-5
- Cohort model for elective classes at the secondary level
- Specialized PPE for staff in higher risk assignments (Close student contact)
- Continued virtual meetings where possible (IEP meetings for example)
- Reinforcement of Trauma Informed Care (TIC) and Adverse Childhood Experiences (ACEs) training for all staff

What Does a Blended Day Look Like in Plan B?



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Blended learning will occur during Plan B

- The goal of Plan B is to implement in person instruction while maintaining social distancing.
- 50% of students would attend class in person Monday -Thursday, while 50% attend live class from home via webcam and Google Meet.
- Fridays are left to support virtual students and perhaps engage in hub model activities.
- The role of the teacher is to deliver direct instruction while monitoring students attending virtually.
- The role of the virtual student is to attend to live or recorded instruction, self advocate through questioning and discussion sessions and complete assigned tasks.

Education Support Hub

The Education Support Hub is being used to address concerns of educational equity. WSD is committed to delivering a world-class, equitable educational experience supporting the “Whole Child”. This means we provide students what they need, when they need it, as often as is practicable.

All infection mitigation strategies will be in place for anyone on campus.



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Which students get access through the Education Hub ?

- The Hub Model is to be used sparingly when students are not able to successfully access content.
- Access may be expanded through the Hub Model as community health measures indicate positive direction.
- Access will first be given to students who live in identified areas due to unavailable internet access that cannot be improved through the use of a district “hotspot”.
- Students with additional learning needs may be eligible to receive hub model support.
- Hands-on classes may need to use the hub model to deliver a high quality learning experience.



How will the “Education Hub” work for students with disabilities?

- Students identified with special education needs will be provided specialized services in conjunction with their Individualized Education Plan (IEP) goals and identified needs.
- Virtual special education services will be considered first in Plan C.
 - Specialized instruction, related services, modifications, accommodations, and supports will be delivered virtually in conjunction with Individualized Education Plan (IEP) goals and disability related needs.
- The IEP team may consider other options for individuals in accordance with district safety guidelines and Individuals with Disabilities Education Act (IDEA). These may include:
 - Alternative methods, virtual, teleconference, hard copy materials, teletherapy, in-person delivery, alternate virtual platforms, neutral site, or any combination thereof, as determined by the IEP team.



Examples of possible Education Hub course access

- Lab courses such as Chemistry, Biology, Physics, Earth Science among others.
- Courses with specialty equipment such as Career and Technical Education Courses such as welding, automotive, computer programming and drafting, among others.
- In this category, teachers would schedule small groups of students to complete activities.
- Schedules need to be coordinated by the school principal to assure students are able to safely access and exit the school and learning spaces.
- Secondary teachers would make decisions about the need for hub model support



Limited Hub eligibility based upon access

The following areas will be eligible to access supervised learning spaces

- Students residing in geographic locations not served by internet/cellular providers
- Students residing in geographic locations where internet/cellular providers lack adequate bandwidth

Other Access Options:

- District Provided Hotspot
- District Provided In Home Spectrum WiFi

Co-Curricular Activities



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What about student sports and other activities?

- Equitable is not equal.
- Higher risk sports like football, soccer, volleyball and swimming expose students, and the adults they come in contact with, a high risk of encountering Covid due to the close contact nature of the sports.
- Lower risk sports like golf, tennis and cross country, allow for students to distance and use personal equipment.
- Lower risk sports will be allowed to occur, but higher risk sports will be postponed and options would be explored for an alternative WIAA season.



What about student sports and other activities? (Cont.)

- Other non-athletic co-curricular activities would be encouraged to conduct their activities virtually.
- To minimize exposure to the schools, groups of students would not be allowed to use interior school space for non-essential activities.
- Activity advisors could bring small groups of socially distanced students together with masks outside of schools for essential work that could not be conducted virtually consistent with Hub Model practices. (ie, the FFA planting seeds for future plant sales)

Staff Support and Expectations



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Staff Support and Expectations

- Professional Development Opportunities:
 - Teachers are offered three days of optional, paid professional learning that allows for attendance at the WIRED Conference or collaborative planning with teams along with staff meetings to understand new COVID protocols.
 - Classroom support staff are offered one optional, paid day of professional learning alongside our certified teachers.
- Work Expectations:
 - Staff are expected to work from schools unless they have qualifying medical needs or needs identified through federal guidelines.
 - HUB access at each elementary school for elementary age students of staff members to eliminate barriers to allow for attendance.
 - Staff will work to allow students to experience their school schedule, synchronous instruction and support for high quality learning tasks in a scheduled manner.



*“In the midst of Winter,
I finally learned that
there was in me an
invincible Summer”*

~Albert Camus (Nobel Prize Winning Philosopher)