

Safe and Resilient Return: A Closer Look

Guiding Principles

- Provide continuity and equity of instructional opportunities for students despite COVID-19 outbreaks
- Use data to make decisions to reduce risk for our students, staff and our community in collaboration with the City of Appleton Health Department per our pandemic plan
- Continue to implement all mitigation strategies and safety protocol to remain [prepared](#) for potential transition to hybrid/in person learning models as soon as possible
- Maximize virtual learning opportunities for all students

Safe and Resilient Return Addendum (BOE Approved)

The Safe and Resilient Return Framework dictates that AASD administration will make the decision when to transition between models (fully virtual, hybrid, and fully in-person) without needing Board approval. This will facilitate a quicker transition to hybrid or in-person learning when it is safe to do so. On August 12, the Board approved an addendum to Safe and Resilient Return that outlined [criteria](#) to move between models.

The approved criteria, in plain language, are summarized below:

- Changes in the COVID-19 pandemic, such as data, recommendations or orders issued by local health authorities, or new, different mitigating measures being made available to the District.
- New laws, regulations, orders, or other authority that requires review and possible changes in educational models.
- Changes in District policy or in matters that affect policy may be cause for review or even change in educational models. *For example, a review of educational models may be necessary if safety measures implemented by the District become infeasible or are not complied with, if fluctuations in staffing levels require, if District experience with current educational models indicates that learning and academic performance have not met District expectations, or if inequities for certain groups of students have or may develop that require adjustment to the educational models being used.*
- Technology challenges or limitations, such as remote access concerns that might impair students' access to an appropriate education.
- Loss of revenue or other resource concerns that make changes in educational models necessary.

Addition to the Learning Model Re-Evaluation Matrix

Throughout the COVID-19 pandemic, the Appleton Area School District Leadership Team and Board of Education have continuously analyzed local, regional, state, and federal guidance on how best to meet the educational needs of our students while also prioritizing the health and safety of our students, staff and community. Following this guidance, specifically the indicators provided by the **Wisconsin Department of Health Services (DHS)**, and the Safe and Resilient Return Addendum that was approved on August 12th, the decision was made to start the school year with students learning in a fully virtual model.

In using the DHS guidelines, we have analyzed burden and trajectory data from the City of Appleton and from the Tri-County region, which is made up of Outagamie, Calumet, and Winnebago County. However, on September 15th, the **Centers for Disease Control and Prevention (CDC)** released indicators for school decision-making to assist school districts in making decisions on learning models.

Following analysis of this new information with our City of Appleton Health Officer, the Appleton Area School District will be adding two CDC indicators to our current Re-Evaluation Matrix; ***The number of new cases per 100,000 persons within the last 14 days, and implementation of 5 key mitigation strategies.***

CDC Indicators	Lowest Risk of Transmission In Schools	Lower Risk of Transmission In Schools	Moderate Risk of Transmission In Schools	Higher Risk of Transmission In Schools	Highest Risk of Transmission In Schools
Number of new cases per 100,000 persons within the last 14 days (often referred to as burden)	Less than 5	5 to less than 20	20 to less than 50	50 to 200	Greater than 200
Ability of the school to implement 5 key mitigation strategies: <ul style="list-style-type: none"> ● Consistent and correct use of masks ● Social distancing to the largest extent possible ● Hand hygiene and respiratory etiquette ● Cleaning and disinfection ● Contact tracing in collaboration with local health department 	Implemented <u>all 5</u> strategies correctly and consistently	Implemented <u>all 5</u> strategies correctly but inconsistently	Implemented <u>3-4</u> strategies correctly and consistently	Implemented <u>1-2</u> strategies correctly and consistently	Implemented <u>no</u> strategies

Note: The CDC provides a third indicator; the percentage of RT-PCR tests that are positive during the last 14 days. However, due to our inability to get accurate data for either the City of Appleton or the Tri-county region, we will not be using this indicator at this time.

The chart below compares risk levels of the 14-day case rate for a population of 100,000 from the **DHS** and the **CDC**, and shows with arrows where the City of Appleton case rate has been for the past four weeks.

DHS Risk Levels	≤ 10 Low		$10 < \text{case} \leq 50$ Moderate		$50 < \text{case} \leq 100$ Moderately High	> 100 High	
CDC Risk Levels	< 5 Lowest	$5 \leq \text{cases} < 20$ Lower	$20 \leq \text{cases} < 50$ Moderate		$50 \leq \text{cases} \leq 200$ Higher		> 200 Highest

	↑	↑	↑	↑
	9/2	9/9	9/16	9/23
City of Appleton	141	291	376	499

Learning Model Re-Evaluation Matrix

- In addition to the Safe and Resilient Return Addendum, the following re-evaluation matrix will guide the Appleton Area School District in determining the learning model for students beginning on **October 1, 2020**.
- Monitoring will continue to take place each week with a potential transition between models based on a three week trend. Notification of transition will be provided through our weekly Friday Family message with transition details provided.

PRIMARY CRITERIA	INDICATORS	TARGETED CRITERIA FOR EVALUATION OF MODELS	CURRENT STATUS	LEARNING MODEL INDICATED BY CURRENT STATUS
<p style="text-align: center;">CDC Indicators for Dynamic School Decision-Making</p>	<p>Number of new cases within the last 14 days for the City of Appleton</p>	<p>Fully Virtual – Highest Risk Fully Virtual Plus – Higher Risk Hybrid – Moderate Risk Fully In-Person – Lower or Lowest Risk</p>	<p>Week of 9-9 - Highest Week of 9-16 - Highest Week of 9-23 - Highest</p>	<p style="text-align: center;">FULLY VIRTUAL</p>
	<p>Number of new cases within the last 14 days for the Tri-County Region</p>	<p>Fully Virtual – Highest Risk Fully Virtual Plus – Higher Risk Hybrid – Moderate Risk Fully In-Person – Lower or Lowest Risk</p>	<p>Week of 9-9 - Highest Week of 9-16 - Highest Week of 9-23 - Highest</p>	<p style="text-align: center;">FULLY VIRTUAL</p>
	<p>Ability to implement 5 key mitigation strategies</p>	<p>Fully Virtual – Highest Risk Fully Virtual Plus – Higher Risk Hybrid – Moderate Risk Fully In-Person – Lower or Lowest Risk</p>	<p>Week of 9-9 - Lower Week of 9-16 - Lower Week of 9-23 - Lower</p>	<p style="text-align: center;">FULLY IN-PERSON</p>

SUPPORTING CRITERIA	AUTHORITIES, REPORTERS, AND OBSERVED CONDITIONS	TARGETED CRITERIA FOR EVALUATION OF MODELS	WEEKLY TREND	CURRENT STATUS	LEARNING MODEL INDICATED BY CRITERIA
<p style="text-align: center;">DHS</p> <p>Pandemic Conditions Impacting Student and Staff Safety</p>	<p>City of Appleton Burden and Trajectory (Composite)</p>	<p>Fully Virtual - High Hybrid or Fully Virtual Plus- Medium Fully In-Person - Low</p>	<p>Burden - Increased and remains High</p> <p>Trajectory - Growing</p>	<p>Week of 9-9 - High Week of 9-16 - High Week of 9-23 - High</p>	<p>FULLY VIRTUAL</p>
	<p>Tri-County Burden and Trajectory (Composite)</p>	<p>Fully Virtual - High Hybrid or Fully Virtual Plus - Medium Fully In-Person - Low</p>	<p>Burden - Increased and remains High</p> <p>Trajectory - Growing</p>	<p>Week of 9-9 - High Week of 9-16 - High Week of 9-23 - High</p>	<p>FULLY VIRTUAL</p>
<p>Staffing Needs Resulting from the Pandemic Conditions</p>	<p>Substitute Pool</p>	<p>Substitute pool sufficient to cover COVID-19 related absences</p>	<p>Limited Candidates Actively Recruiting and Hiring</p>	<p>Week of 9-9 - 52% Week of 9-16 - 51% Week of 9-23 - 51%</p>	<p>FULLY VIRTUAL</p>
	<p>Candidate Pool Certified Educators</p>	<p>98% of essential positions filled with qualified staff</p>	<p>Limited Candidates Actively Recruiting and Hiring</p>	<p>Week of 9-9 - 99% Week of 9-16 - 99% Week of 9-23 - 99%</p>	<p>FULLY IN-PERSON</p>

Note: Administration reserves the right to weight factors at their discretion to prioritize student, staff and community safety.

Note: The number of absences among school and district staff may impede our ability to function, and thus necessitate the need for a change in learning models.

Virtual Plus Model

Purpose

To support essential academic, social, emotional and physical needs of our students, limited in-person learning opportunities will be offered within the Virtual Plus Model. These limited, optional opportunities will occur at schools in small group settings while following clear, consistent safety protocols and processes at all times.

- **Elementary Level**
 - English Learner, Literacy and Math Intervention, Social Emotional Learning (SEL) groups
 - Prioritize our youngest learners when feasible
- **Secondary Level**
 - Curricular: English Learner, At Risk, SEL, instruction or other experiences that may occur *during the school day* to meet essential academic needs
 - Co-Curricular: Opportunities for students to meet in small groups *outside of the school day* to engage students in their co-curricular passions that are supported through school-supported clubs, sports and other co-curricular activities

Questions from the Board

AASD Fully Virtual Start to the 2020-21 School Year

Successes, Challenges, and Solutions

Technology

Virtual Learning

Virtual Learning Snapshot by Level

Special Education and Virtual Learning

SEL and Mental Health

Attendance and Engagement

Classroom Connections

Meal Distribution

Communication

Technology Successes

- Increased the total number of devices in students' hands
- Increased staff proficiency/comfort with technology
- Staff have all received training with Canvas
 - AASD's Flexible Learning PD has been 'borrowed' by other school districts around Wisconsin
- Distributed over 600 (and growing) hotspots to families in need
- Students are becoming more proficient in their use of technology
- Students are problem-solving

Technology Challenges and Solutions

Challenges

- Delayed delivery of Chromebooks for grades EC-6
 - Microsoft Surface Go
- Access issues (username/password)
- Google Meet connection issues
- Canvas/Infinite Campus/Classlink/Google issues
- Home wireless internet issues/lack of sufficient internet to complete tasks for school
- Young children struggling with technology/programs

Solutions and Future Planning

- Additional Internet Hotspots
- Broadband Advocacy
- Tutorials for students and staff
- Professional Development for staff
- Parent Networking/Support
- Increased on-site technology support

Virtual Instruction Successes and Challenges

Successes

- Innovative instructional practices being used
- *i-Ready* online resources (5K-8)
- A refocus on *essential* academic standards
- Focus on evidence of learning vs. compliance

Challenges

- Differentiating instruction
- Screen time concerns
- Lack of consistency in synchronous/asynchronous, live instruction quantity
- Too much/not enough work
- Managing multiple schedules of different level students

Virtual Instruction Future Planning

- Focus on implementing Clear Learning Targets in virtual instruction
- Collaboration between Tech Services and AC&I in addressing Canvas/virtual instruction needs
- [i-Ready Personalized Learning](#) Online Lessons (5K-8)



Snapshot by Level: Early Childhood - Grade 6

Successes

- Dedication, collaboration, and flexibility
- Settling into the classroom schedule and routines
- Increased comfort with technology
- Morning Meeting (social emotional learning)
- Schedule allows for differentiation
- Material pick-up
- Student/family engagement and partnerships

Challenges

- Workload
- Technology
- Our youngest learners
- Adjusting curriculum pacing and virtual delivery to meet unique needs of students and families
- Student/family engagement
- Meeting social emotional needs of all students

Snapshot by Level - Secondary

Successes

- Educator/staff dedication to provide positive, successful virtual learning experiences for all students
- Structured learning day and consistent schedule
- Synchronous (live) Google Meets and class interactions
- Homeroom/Advisory Staff check-in opportunities
- Daily student support opportunities provided in schedule
- All courses are in Canvas; staff familiarity with LMS and deployed 1:1 Chromebook devices and technology
- Overall site communication efforts with families including pick-up/drop-off procedures for student supplies/resources
- Systems for tracking attendance and engagement
- Professional Learning Communities (PLCs)/weekly collaboration and professional development opportunities
- Interdisciplinary “Teaming” structure and support (MS)
- Positive feedback from families

Challenges

- Establishing routines, expectations and best practices for a virtual learning environment
- Struggles experienced by some students and families as we navigate Canvas and the virtual learning environment
- Difficulty in meeting social/emotional needs of all students
- Inability to provide many desired co-curricular opportunities to students in a fully virtual learning environment
- Students are responsible for checking in to each scheduled class
- Adjusting to curriculum pacing due to fully virtual delivery

Virtual Learning Solutions and Future Planning

- Ongoing professional development and course development/delivery via Canvas
- Providing Professional Learning Community (PLC) time on Wednesdays to prepare instructional lessons, share resources, and develop best practices for virtual learning
- Offering individual support for students with technology challenges
- Google Meet Enterprise Edition upgrade
- Current Middle/High school schedule provides for in-person/hybrid transition. This includes student cohort groups assigned across levels.
- Student Services wrap-around efforts to connect with and focus on student/family engagement
- Continue efforts on sites with Safe Schools Site Re-entry Teams for transition to in-person/hybrid learning

Special Education and Virtual Learning

IDEA requirement to make “adequate progress”

- Progress towards goals (before closure and during closure)

Summary of students in-person:

- **EC - 12 = 424 students in-person**
 - AM session
 - Full day session
 - Number of days a week varies (individualized determination)

Special Education Services both in-person and virtual include:

- Direct special education service minutes
- Supplemental Aids and Services
- Related Services
 - Occupational Therapy
 - Physical Therapy
 - Speech and Language
 - And more...
- Support in the regular education instruction
- Consultation minutes

Special Education and Virtual Learning

Example of Special Education Early Childhood (EC) - 4K

- Songs, reading books, and doing hands on activities to keep students engaged and moving forward developmentally
- Special education EC and 4K staff are accessing Canvas
- All students received materials to assist with the learning process such as Play-Doh, which is used to create shapes and tied to the story presented to the group

Example of Special Education K - 6

- Students who are on site are receiving their special education instruction and then being provided support by paraprofessionals to access their universal virtual learning opportunities
- Paraprofessionals provide support in logging on, prompting for direction following, offering breaks, etc
- Special education staff are accessing Canvas to provide material to students and uploading instructional videos
- Individual/small group Google Meets are occurring to provide instruction as outlined on the IEP around student goals
- Staff are following up with messages through Canvas, emails, and phone calls to ensure students are staying connected and being supported

Special Education and Virtual Learning

Example of Special Education at the Secondary Level

- Special education teachers are delivering service including face to face, through Google Meets, in small groups or in 1:1 settings
- Special education are collaborating with their regular education colleagues and PLCs to differentiate and modify coursework to meet individual needs and to ensure access to grade level standards
- Staff are utilizing Canvas to provide lessons that include pre-recorded instruction, interactive discussions, and practice opportunities
- Accommodations listed in the IEP are being met using Canvas, Google Meet or in person.
- Many students are meeting with their case managers, virtually or onsite, to assist with time management skills and planning
- For students not attending in person and not able to engage virtually, individualized lessons, activities, and manipulatives are being sent home
- For students working toward transition goals, virtual tours of outside agencies are being planned to continue to work towards post-secondary goals

Special Education and Virtual Learning

Examples of Occupational Therapy (OT)/Physical Therapy (PT)/Special Physical Education (SPE)/ Speech and Language (SL)

- OTs, PTs, and SPE teachers are using Canvas
- OTs are able to make accommodations in Canvas so that students can successfully complete their work.
- PTs and SPEs are able to monitor progress and make adjustments to lessons through video submissions in Canvas
- OTs and PTs are delivering direct and consultative therapy services by providing activities and resources through their OT and PT Canvas courses
- Google Meets are being utilized to meet individually with students to work on specific goal related activities to make progress on their fine and gross motor skills.
- Our Speech and Language Therapists are utilizing a teletherapy platform, Presence Learning
- SLPs are delivering direct services utilizing class assignments, interactive games, and a variety of material/activities to customize therapy for our students

Special Education and Virtual Learning

Special Education Challenges

- Many Google Meets for students who have additional needs - difficult to schedule for families and staff
- Special education staff are navigating in-person learners as well as virtual learners at the same time, creating workload challenges
- Routines/schedules for grade levels and the impact on special education programming
- Youngest learners and the ability to navigate technology while attending to the instruction
- Practicing of social skills and behavior strategies with peers
- In-person learning can be difficult to maintain social distancing based on needs of students
- Making sure paraprofessionals/DHH interpreters have access to technology to support student needs

Social and Emotional Learning (SEL)

Social and Emotional Learning Successes

- Elementary schools have scheduled a 20 minute soft landing every Monday, Tuesday, Thursday and Friday - increase of access to SEL time from a traditional school year
- Middle and high schools have intentional SEL time during Homeroom/Advisory - increase of access to SEL time
- All three levels have SEL lesson plans within their Canvas platform for the first nine weeks of school
- School counselors are reporting success during their Google Meets with students
- All levels have Student Services Teams (SST) meeting to discuss and plan for engagement and SEL needs of their students

Social Emotional Learning (SEL)

SEL Future Planning

- Small group Social Academic Intervention Groups (SAIG) such as Lunch Bunch Groups
- Student Leadership groups to reinforce Career and Life Skills
- Small group SEL focus with School Counselors
- Secondary: small group Attendance Groups in collaboration with T.R.A.C program and At Risk Staff Members
- Panorama student SEL survey in November will provide us with data on SEL Skills and teacher efficacy for SEL and Cultural Competency

Mental Health Supports

Mental Health Supports Successes

- Adjusted our PATH Services to tele-health and moved to one partner, Catalpa
- Continued with 3rd Grade, 9th grade, and 11th grade Wellness Screening
- Continued with 7th and 8th grade referral for Wellness Screening
- Student Support Teams (SST) are meeting and problem solving to access community resources for students and families
- Regular monthly check-in meetings with partners such as Catalpa, Outagamie County and Boys and Girls Club

Mental Health Supports

Mental Health Future Planning

- Continue with screening and follow up with families
- Use Student Services staff to provide essential home visits
- Start small group and one on one check-ins with students
- Continue with grant opportunities in which additional opportunities would be available for our students, families, and staff.

Attendance / Student Engagement

How is attendance being tracked?

- Elementary - Attendance is taken 1 time per day
- Secondary - Attendance is taken multiple times per day (if a student does not check in for one of these periods, this impacts the “full day” rate of attendance)

How do we know if students are engaged? [Canvas New Analytics](#)

- **Students with No Submissions:** shows all students enrolled in a course in a given term who have not submitted an assignment, graded discussion, or quiz between the given date range in a course
- **Zero Activity:** shows all the students enrolled in any courses in a given time that have not visited the course since a particular date

Challenges

- Families are facing challenges with knowing when/how to check in,
- Failed check-ins due to technology glitches
- This is a new process but we are able to run daily data to determine which students did not check-in and teachers can view this in real time to follow up with students

Boys & Girls Club/YMCA Classroom Connections

The purpose of the Boys & Girls Club and YMCA Classroom Connections program is to assist families within the Appleton Area School District while in fully virtual or hybrid learning.

Classroom Connections provides support, supervision, and assistance for a limited number of students during the school day while also adhering to necessary safety guidelines. Staff are not classroom teachers and are not a substitute for parental/guardian oversight of their child's virtual learning.

However, Classroom Connections staff will supervise students, including assistance with computer usage and helping keep students on track as they connect with their teachers online.



**BOYS & GIRLS
CLUB**



Boys & Girls Club/YMCA Classroom Connections

Successes

- Capitalizes on long-term partnerships to provide support and assistance to AASD families that need supervision for their children during virtual learning
- Established program guidelines
- Program and virtual learning routines are becoming more established
- Positive feedback from parents

Challenges

- Program staffing
- Fidelity to program guidelines
- Training for Classroom Connections staff

Boys & Girls Club/YMCA Classroom Connections



Boys & Girls Club of the Fox Valley

Providing support, supervision, and assistance to 304 students across 4 elementary and 2 middle school buildings.



YMCA of the Fox Cities

Providing support, supervision, and assistance to 662 students across 11 elementary school buildings.

Questions from the Board

Meal Pick Up Successes

- Students do not need to be present and families do not need to enter the school. Families can choose whatever pick up site is convenient for them
- Elementary Sites are open Monday through Friday from **6:45 - 7:45 a.m.** Pick up at elementary and middle school sites is restricted to one breakfast meal and one lunch meal per day for pick-up on that menu day
- Middle School Sites are open Monday through Friday from **11:15 - 12:00 p.m.**
- Families can pick up a week's worth of meals (five breakfasts and five lunches) at one time at each of our high school sites
- High School Sites are open from **Tuesdays - 7:00 a.m.-9:00 a.m.** and **Thursdays - 4:00 p.m.-6:00 p.m.**
- Classroom Connections needs are being met for students
- Chartwells continues to be a great partner in providing meals for our students

Meal Pick Up By the Numbers

Over the first 14 days (not including onsite meals)

Breakfast

9,902

Lunch

11,119

Meal Pick Up Challenges and Future Planning

Challenges

- Enticing/promoting to families to participate
- Effective communication to families
- Fully understand the family/student/home dynamic to meet their needs

Solutions and Future Planning

- Looking at adding an option that would include weekend meals - in development
- Additional school signage
- Ability to flexibly transition between learning models when needed

Communication Successes and Challenges

Successes

- Weekly Friday Family message from the district was initiated in March, continued throughout the summer months and resumed in mid-September
- Teachers have been innovative in their approach to communication with students and families
- Principals have created newsletters, daily announcement videos and informative 'timely' messages for families

Challenges

- Many families are feeling overwhelmed with the amount of communications and notifications/emails from district/school/teachers
- Communication can be inconsistent:
 - Some teachers are more responsive than others
 - Some teachers have more one on one time scheduled with students than others
- Gaps in timely communication (both district and site levels) have created frustration, especially regarding potential transition between learning models
- Information on the website is not accessible to all families
- Increased need for interpreters and translation of information

Communication Solutions and Future Planning

- Videos/podcasts for students and families (Canvas, SEL, Community Resources, Schedules)
- Family and staff surveys - short cycle 'pulse checks' - Studer Education Group
- Student Engagement Surveys - Panorama
- Site-based parent feedback/networking groups (Parent Advisory, PTA/PTO)
- Site based input/feedback opportunities for students and staff (i.e. Principal's Cabinet, Student Advisory)
- Student Focus Groups with the Superintendent and Assistant Superintendents
- Continue weekly Friday Family Messages, with a more targeted format
- COVID-19 Case Tracker, posted on the district website and updated daily, Monday - Friday, starting 9/29 ([View a draft here](#))

Questions from the Board