

WINNECONNE COMMUNITY SCHOOL DISTRICT
Winneconne, WI

SCHOOL BOARD MEETING

Monday, August 3, 2020 at 6:30 PM
Winneconne High School
Winneconne Community Arts Center (WCAC)
100 Wolf Run, Winneconne, WI

Meeting notices were sent to members of the press, members of the school board and were posted on the front doors and/or in the vestibules of district buildings.

AGENDA (Amended)

1. Meeting Called to Order by Board President
2. Pledge of Allegiance
3. Board Members Roll Call
4. Administrative Team and Visitor Recognition and Open Forum

OPEN SESSION:

5. Consent Agenda:
 - a. District Checks #10010058 to #10010113 in the Amount of \$742,515.10
 - b. Student Activity Checks #914464 to #914467 in the Amount of \$1,987.20
 - c. Recommendation of Network Engineer and Computer Support Specialist
 - d. Acknowledge \$180 donation to WES VEX from Lori Sall via Dollars for Doing program.
6. 2020-21 Model to be used to Reopen our Schools

Knowing face-to-face learning is critical to our students' development and a key piece of their educational experience, our two most important and simultaneous goals are to bring students back into our buildings **while also** keeping students and staff as safe as possible, which in turn keeps families and our community members safe. The goals of this recommendation are not only to get our students back in our buildings, but also to keep our students in our buildings. This is a challenging balancing act.

After careful consideration, the Winneconne Community School District Administrative Team is recommending the following models of learning for each of our buildings:

Elementary School Recommendation:

The administrative team is recommending our Traditional Model of Learning for WES. This means all students in our elementary building five days a week (unless the calendar dictates otherwise). We will continue to implement all strategies to the best of our abilities found in our reopening plan.

Rationale:

Based on the American Academy of Pediatrics Study "... the preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from SARS-CoV-2 infection. In addition, children may be less likely to become infected and to spread infection." The importance of face to face learning is well documented and the medical professionals support face to face learning with safety measures in place (masks, physical distancing).

Duration: The Board will re-evaluate mid-October. Any change in how learning is delivered would begin November 9, 2020. Additionally, if a change is warranted earlier, advanced notice will be given.

Middle School and High School Recommendation:

Middle School: We are asking families to select one of two proposed options (*decision deadline to be determined*):

1. A **virtual learning experience** that will *likely* be overseen by an outside alternative educational agency. Families who choose this option will work directly with the agency.

Rationale: This is an option for families who wish to have their child(ren) learn from home due to current circumstances pertaining to COVID-19.

Duration: This option requires families to commit for at least the first semester to ensure continuity of instruction and learning.

2. A **blended learning model** that includes face-to-face instruction at WMS, as well as continued learning from home each week.

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| Middle | <p>Cohort A - Students with last name "A" through "K" Cohort B - Students with last name "L" through "Z" <i>*Whichever cohort is at school on Monday and Tuesday will also be at school on Friday that week</i></p> <ul style="list-style-type: none">• Week 1: Monday, Tuesday, Friday: Cohort A attends class; Cohort B E-Learning• Week 1: Wednesday, Thursday: Cohort A, E-Learning; Cohort B, attends class• Week 2: Monday, Tuesday, Friday: Cohort A E-Learning; Cohort B attends Class• Week 2: Wednesday, Thursday: Cohort A, attends class; Cohort B, E-Learning |
|---------------|---|

Rationale:

- This model allows us to build on strong educational practices with in-person learning, allows us to practice solid physical distancing practices by reducing the number of students in the building, continues learning outside of the building, and assists with the social-emotional development/curriculum that we deliver in person at WMS.
- "There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education," per the American Academy of Pediatrics.
- The MS is able to cohort/keep students in groups that could stay together for the majority of the day in the traditional model. However, the classroom spaces in the traditional model do not allow students to adequately physically distance themselves. By reducing the number of students in the classrooms and still cohorting, we will be able to physically distance more effectively.
- We are focused on what will **keep** our students in our buildings. This blended model reduces the risk, exposure, and will allow us to better manage contact tracing.

Duration: The Board will re-evaluate mid-October. Any change in how learning is delivered would begin November 9, 2020. Additionally, if a change is warranted earlier, advanced notice will be given.

High School: We are asking families to select one of two proposed options (*decision deadline to be determined*):

1. A **virtual learning experience** that will *likely* be overseen by an outside alternative educational agency. Families who choose this option will work directly with the agency.

Duration: This option requires families to commit for at least the first semester to ensure continuity of instruction and learning.

Rationale: This is an option for families who wish to have their child(ren) learn from home due to current circumstances pertaining to COVID-19.

2. A **blended learning model** that includes face-to-face instruction at WHS, as well as continued learning from home each week.

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| High | <p>Cohort A - Students with last name "A" through "K" Cohort B - Students with last name "L" through "Z" <i>*Whichever cohort is at school on Monday and Tuesday will also be at school on Friday that week</i></p> <ul style="list-style-type: none">• Week 1: Monday, Tuesday, Friday: Cohort A attends class; Cohort B E-Learning• Week 1: Wednesday, Thursday: Cohort A, E-Learning; Cohort B, attends class• Week 2: Monday, Tuesday, Friday: Cohort A E-Learning; Cohort B attends Class• Week 2: Wednesday, Thursday: Cohort A, attends class; Cohort B, E-Learning |
|-------------|---|

Rationale:

- This model allows us to build on strong educational practices with in-person learning, allows us to practice solid physical distancing practices by reducing the number of students in the building, continues learning outside of the building, and assists with the social-emotional development/curriculum that we deliver in person at WHS.
- "There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education," per the American Academy of Pediatrics.
- Each HS student's schedule is unique. We are working to cohort/keep students in groups as much as possible, but this can only be done in pockets. Under the traditional model, our classroom spaces would not allow for adequate physical distancing. By reducing the number of students in classrooms AND cohorting as much as possible, we will be able to physically distance more effectively.
- We are focused on what will **keep** our students in our buildings. This blended model reduces the risk, exposure, and will allow us to better manage contact tracing.

Duration: The Board will re-evaluate mid-October. Any change in how learning is delivered would begin November 9, 2020. Additionally, if a change is warranted earlier, advanced notice will be given.

7. Title IX Policy; Nondiscrimination on the Basis of Sex in Education Programs or Activities

8. 2020-21 Student Academic Standards

9. Admin Reports

Adjournment