



Parent COVID-19 Frequently Asked Questions
From October 2020 District Survey
October 15, 2020

Grade 4K-5 Questions

Schedules/Amount of Work

1. How are these 5th graders going to be ready for middle school?

Our staff continues to work with our fifth grade students, focusing on the most important areas of content. These students are receiving the same content across the fifth grade to help prepare them for next year and the following years. As we do every year, there will be transition meetings in the spring to discuss how we can best support our students moving into a new building to ensure that we have the support necessary for them to be successful. The Elementary School and OSC continue to use the same reading, writing, and math curriculum that they were using during brick and mortar instruction and continue to assess student's progress and understanding of the concepts being taught.

2. Are we still ramping up to a full workload? Still seems light.

The district is always looking for feedback from parents and students in regards to the amount of work that we are giving at each level. Our survey results showed that 21% of parents are dissatisfied or very dissatisfied with the amount of work their child is getting at the Elementary School, 19.8 % are dissatisfied or very dissatisfied with the amount of work their child is getting at the Primary School, and 8.2% are dissatisfied or very dissatisfied with the amount of work expected of their child at OSC. We will definitely be looking at this feedback and work to improve in that area. It is a balancing act between pushing students in the online environment vs overwhelming them in the online environment.

If you have concerns about the amount of work your child is receiving, it is good to reach out to that child's teacher and engage him/her in that discussion to help ensure we are providing the right balance for your child. Please note that many grade levels are including additional work for Wednesdays that they are labeling "optional" but to fill the need for additional learning opportunities.

3. What happens if my child goes to hybrid mode, but his teacher stays virtual? Does this mean he loses her as a teacher? If so, is it really in the best interest of the child?

When the district moves to a blended instructional model with school safety precautions, we will be asking guardians to indicate if their child(ren) is going to participate in the blended option or if they are going to want to stay online. Based on parent selections, we may have some teachers dedicated to teaching all online whereas other teachers are dedicated to teaching in the blended model. This may change the class your students are currently in. We also may need to look at balancing class sizes based on decisions guardians make as well. This will be a very difficult transition for some of our students, but not one that we can avoid.

- 4. Why can't we have more live google classes and for a longer time for each class. If that does not work how about on Monday you do two full live google meets say for Math and reading and then on Tuesday do two different classes, Wed two different classes etc.**

This is something that we can definitely look into. Right now we are trying to manage many parent requests that say we have too many meets and/or work for students. We are trying to find the best balance for all families offering a combination of synchronous and asynchronous learning. We have also found that small group instruction allows for kids to participate more meaningfully and to receive more specific instruction based on their needs; teachers also feel it supports kids growth better.

- 5. How do I get Google Classroom notifications?**

Our technology integrator Mr. Potter has created a Google Classroom for Parents document on the [Family Resources site](#) on the district's website. This site will show you how to set up Google Classroom notifications. If this is not helpful, please contact Mr. Potter directly at pottety@lodischoolswi.org.

- 6. How interventions and accommodations are being issued to students in the virtual environment?**

Just like in a traditional setting, interventions and accommodations are being incorporated with students on a case by case basis. These may be in the form of additional Google Meets, additional support from a teacher or support staff, or modifications to individual assignments.

- 7. Is it possible for surveys to be sent out for each grade bimonthly? I know the teachers are all working so hard together and coordinating lessons, I just think added parental feedback frequently will help everyone know how the kids are doing and where adjustments may or may not need to be made.**

Thanks for that feedback. We will look into how often we are sending out surveys and the possibility of sending out surveys by grade level vs by building.

What Would A Blended Model Look Like?

- 8. If there is a move to blended, will shuttle service be available from one building to another for students with parents as staff in other buildings?**

We are currently working with the bus company in regards to what busing would look like in a blended instructional model (assigned seats, only one student to a seat, masks, etc.). At this point we would not be providing in town shuttle services as this could have students sitting in between riders, but we are continuing to evaluate this option.

- 9. Will blended learning be for all grade levels?**

The Board has determined that we group our 4K-5 students together and our 6-12 students together at this time. This could change with changing data or guidance from the county or state. Whenever we switch instructional models, we would switch an entire level (for example all of 4K-5) but would not switch both levels at the same time to a less restrictive instructional model. For example, we may switch the 4K-5 level to blended learning, but the 6-12 group would remain in the online instructional model for a minimum of two more weeks (or longer). However, if all students were in the blended model and we had an outbreak in the district, both levels could be moved to an online instructional model due to health and safety factors.

10. What would the safety precautions be in a blended model?

We have several items that we have in place to help ensure student and staff safety in the blended instructional model with in person safety precautions. All students and staff will complete a screening survey every morning on COVID-19 symptoms and close contacts. On the bus, students will have a seating chart where they will be socially distanced to the greatest extent possible, will only be allowed one person per seat (members of the same household could share a seat), and students and drivers will be required to wear a mask. There will be markers to help students stay six feet apart when entering the building, there will be hand sanitizer at the entrance, and hand sanitizer in every classroom. Students will be socially distanced in the classroom, will be required to wear masks, and will have built in handwashing breaks. There will be limits on the number of students in the bathroom, students will get their specials in their classroom, will have designated areas on the playground during recess for each class, and students will eat lunch in their classrooms. Visitors and volunteers will not be allowed in the buildings. These are a few of the safety precautions that will be put in place for students and staff.

11. What is the school doing now to prepare for a blended model? What precautions are being worked on/building design to be able to bring the kids back to school?

See the answer to the question above. In addition, the district has worked with North American Mechanical, Inc. to review any options that we have to improve our HVAC system. The district has moved from MERV-8 to MERV-13 filters in the system and is allowing our systems to run longer each day per recommendations. The district has also explored adding Ionization or UVC lights to the HVAC system, but has not made a move in this direction at this time.

12. I am wondering what steps and requirements would be put into play as far as the blended model other than masks. Would classes be kept all in the same classroom with and having the teacher, such as music, art, and phy ed come to each classroom to teach?

See answer to two questions above

13. If we can't go in-person for the entire district, is there a way to utilize ALL the school buildings for the grades 4K-5th grade, when it is the most crucial for kids to be in-person? Developing their fundamental skills and knowledge for life and their social skills?

The district did explore the option of using all the school buildings for our 4K-5 students to spread them out in the buildings. In a blended model, we don't need to do this as students' class numbers are reduced to approximately half and students can socially distance in their classroom. If we come back in a traditional setting, the classrooms at the middle and high school will still not be big enough to allow for social distancing for all students unless we hired more teachers for each grade level to make that work. We also would have to find a place for our middle and high school staff to teach as most are currently teaching onsite in the online enhanced instructional model.

14. If someone tests positive, and other students were exposed to that individual, would they have to quarantine along with the rest of their family.

The district will follow our protocols which are based on information from the Wisconsin Department of Health Services and Columbia County guidance. If we have a person test positive, we will work to determine who has been a close contact of that individual (see definition of close contact below). Anyone who is a close contact would be notified and would be asked to quarantine for 14 days since his or her last contact with the positive case. If the person was in a Primary, Elementary, or OSC classroom for most of a day, we will work closely with the Columbia County Health Department to determine if an entire classroom would need to be quarantined. The other members of the household would not be

quarantined unless the student who was exposed to the positive person developed COVID-19 symptoms or tested positive for COVID-19

NOTE: Close contact: *An individual is considered a close contact if any of following is true:*

- *Were within 6 feet of a positive person for more than 15 minutes total in a day.*
- *Had physical contact with the person.*
- *Had direct contact with the respiratory secretions of the person (i.e., from coughing, sneezing, contact with dirty tissue, shared drinking glass, food, or other personal items).*
- *Lives with or stayed overnight for at least one night in a household with the person.*

15. Kids need to go back to school. Even getting kids to school in a small group once per week would make a huge difference in the quality of school. Have you considered having kids do more time on/off? For example 3 weeks at school 3 weeks off? Less exposure if COVID was to enter the class room.

The district looked at multiple models when considering a blended model. The district studied having students come in half days, studied having students come two days a week, and looked at having students come every other week. The district decided not to go with the every other day model as it brought all the students into the building in a day, would be difficult to deep clean classrooms or buses between groups, and would not provide a lunch time for either group. The district decided against the one week on and one week off model due to the length of time students would not be in contact in person with the teacher. Therefore the district decided on the two days on and two days off with Wednesday set aside for deep cleaning and teacher planning.

That being said, the district is continuing to look at other models from around the area, state, and country to see how these different models are working and will continue to try to develop and implement the best model possible under the circumstances.

16. If we send our child in a blended model, but then positive cases happen, but the school remains open, can we switch to virtual?

When the district makes the decision to switch instructional models, we will be asking guardians to commit their students to the blended instructional model or the online instructional model for planning purposes. If a guardian selects the online instructional model, their student will need to remain in that model for the remainder of the quarter. We would hope that guardians who chose the blended model would stay in that model for the rest of the quarter as well, but understand that this may be changed based on what is happening in school. The more stability we have in these groups, the better we are able to plan and serve the students and families in each group.

17. In the blended model will students no longer have live large or small group virtual meetings on the days they are working at home?

When we move to a blended model, the live interaction and meetings when students are at home will no longer exist as the teacher will be working with the students in the classroom. This is a major drawback to the blended model. Students will get the benefit of in person teaching two days a week but on the flip side their online instruction will not be as robust as they are currently experiencing. The students at home will be doing other at home activities planned by the teacher.

At this time we are also studying other school districts to see what they have found successful and not successful in the blended model and are trying to learn from them as well. So this plan may change based on what we learn from others.

18. What will recess be like? Are the kids going to get to be kids and play together?

Students will have recess with students in their class, but will not interact with students from other classrooms. Students will be guided to socially distance when they play as much as possible. In the classroom, students will not be allowed to share items which will be a significant change from the past.

Calendar for Making Decisions Regarding Instructional Model

19. When will they be going back to school? When will we be notified of the school's decision? When will the school board wake up and realize this virus is not going anywhere?

The Board of Education has this topic on their agenda at every Board meeting. The Board voted in late July for the district to start the year in the online enhanced instructional model. The Board voted on what metrics they were going to use to make decisions on changing instructional models at the September Board meeting. The metrics they decided on were based on several different models and plans (this was necessary as neither the State of Wisconsin nor Columbia County shared metrics or gave direction on this subject). When the metrics were created it looked like the district would be making a move back to blended learning in the middle or end of October, but the recent surge of cases in Columbia County has us currently continuing with the online enhanced instructional model. There was communication sent out to all families about the metrics that the district adopted and a data table on the [district's website](#) that indicates where the data is for the district.

The Board of Education understands that this virus is not going away soon, but they are very concerned about the rate of spread and community transmission that is currently going on in Columbia County and across the state. The Board's goal is not only to get kids back in school, but to keep them in school. The current surge in virus and the requirements around quarantining and isolation make it difficult to envision students coming back to school without major disruptions in their education.

20. Can the district publish the % positivity rates per 100,000 per 2 week period - every 2 weeks? Or where do we find this info?

The district updates this information every Monday on their COVID-19 website which can be found [here](#).

21. I am looking forward to the next board meeting to see where the current status of schooling stands.

The Board of Education meetings are on the second Tuesday of every month at 6:30 pm and can be watched live on YouTube. There is a link to this on the Board of Education's page on the district website which can be found [here](#).

22. When we go to a blended or in-person model, if someone does test positive, will everything shut down automatically and go back to virtual? If so, for how long?

The district adopted the following guidelines to help guide the decisions that would need to be made if/when we have positive cases in school. Please note that these are only guidelines and decisions regarding this will need to be made based on each individual situation.

Classroom

When ten percent (10%) of the student/staff are absent due to Influenza or COVID-19 symptoms or diagnosis in a five (5) day period (at least two student/staff) a classroom will move to an online instructional model for a minimum of three (3) days to up to 14 days to allow for contact tracing and

deep cleaning of the classroom. This may be adjusted if it is determined through contact tracing that no other students or staff were exposed to the individual exhibiting symptoms.

Building

When ten percent (10%) of the student/staff are absent due to Influenza or COVID-19 symptoms or diagnosis anytime in the building in a five (5) day period, the building will move to an online instructional model for a minimum of three (3) days to allow for contact tracing and deep cleaning of the classroom.

District

If three or more buildings are closed and moved to an online instructional model, the entire district will move to an online instructional model for a minimum of three (3) days to allow for contact tracing and deep cleaning of classrooms. Buildings may be brought back to a blended or traditional model in different phases depending on factors surrounding the shift to online learning.

23. I feel the school district has been exceptionally vague on specific metrics they need to see to go to a blended format and when they anticipate that is even possible.

The Board of Education adopted [these metrics](#) at their September Board of Education meeting to help guide their decision regarding changing instructional models. When the metrics were being developed it looked like 4K-5 would be coming back in a blended model, but the recent surge in COVID-19 cases in Columbia County has put a pause on that.

24. When will my child's best interest be put first? This does not work. Why was my choice to send my kids to school in the traditional manner taken away from us? The people who do not feel comfortable sending their children should have that option, but I should also have the option to send my kids. I would also like to know when there are seats for the school board up for re-election.

The district has been looking out for the best interest of students, staff, and families throughout this process. Some families have been very supportive of the decisions that the Board and district has made in regards to the instruction model that was selected and other families have been very disappointed in the decisions that have been made. Some staff have been very supportive of the Board's decision and some staff have been disappointed. The Board was elected to make these types of decisions and have worked hard to research and review current studies, other county and state plans, and information from other districts to make their decisions.

Board of Education elections are held in April each year. We currently have three seats that are up for election in April of 2021. Information about when each Board member's current term expires can be found on the district website on the [Board of Education page](#).

25. When will we know when a blended model decision will be made? It's hard to see all other districts in our area be face to face and hear the success they are having with bringing kids in safely, while my kids struggle to get out of bed to "go to school" everyday, which has never been a problem before this year.

The Board has this topic on their agenda at every monthly Board meeting. These are held the second Monday of each month at 6:30 pm. The Board is following these [metrics](#) which they adopted at their September Board meeting to help guide their decision.

There have been schools in our area that have had a successful start to the year, there are others that have had single classrooms, grade levels, buildings, and even entire district's moved to online with little or no notice due to COVID-19 outbreaks or quarantine protocols.

26. Do we expect to know before November 6th what model will be implemented? We need to know sooner to calibrate and request time off of work.

The Board has this as an agenda item on each of their meetings which are held the second Monday of every month at 6:30 pm. The Board has voted to follow metrics to help with their reopening decisions. If the data allows for reopening for two straight weeks, the district would notify parents and give them two weeks' notice that we are contemplating switching instructional models. The data will have to maintain at those levels during that two week planning period for the district to move ahead with changing instructional models.

27. At what cost are you willing to prevent in person instruction?

The Board of Education continues to work on making the best decisions then can for our students, staff, and families based on the most recent information they have available to them. This pandemic has put the Board in a very difficult position, especially with the recent surge in COVID-19 cases in the county and State.

28. Why was my family not given the choice to send our kids to school in a traditional setting? If people don't want to send their kids then they should absolutely have that option, but our choice was taken away from us and I am wondering which school board seats are up for re-election the soonest?

The Board of Education made the decision that they felt was in the best interest of students, staff, and families in regards to the instructional model for our students. They did not feel that providing instruction in a traditional school setting was safe based on the data they had at their disposal in July or the projections that they were given about the potential for a surge in COVID-19 cases in late mid-to-late September.

The Board of Education will have three seats up for election in the spring of 2021. A list of the Board members and when their terms expire can be found on the district's website on the Board of Education page.

29. The full inclusion of Dane County's numbers rather than a weighted model. In a time when we need precautions, this seemed to be a step much too far as we are now drawing the UW Madison student body and other inflammatory areas into our determining numbers. Is it a conscious decision to stretch our virtual learning out to an extreme length?

When administrative staff developed metrics for the Board to consider, they initially did not include numbers from Dane County. When these were sent to Columbia County Health Department for approval, they sent them to the Wisconsin Department of Health Services which provided feedback that since a quarter of our district and students are in Dane County our metrics needed to reflect that in some way. When the Board adopted the metrics, they used Columbia County data to place the district on the rubric and would only look at Dane County's data if it landed two columns away from Columbia County's data. This way the majority of the weight of the metrics are based on Columbia County but the district is paying attention to Dane County.

The assumption is often made that Dane County's COVID-19 data is much worse than Columbia County's data. This misconception is due to the difference in population. It should be noted when the data is compared per resident, the data from each county is similar.

Teacher Work Day

30. How many hours are teachers actually working? It seems to me I see many around town during school hours and doing chores around their houses and/or watching kids for other parents.

Teachers are working 8 plus hours a day. Many are 7:30-3:30. But some are splitting their time during the day and afternoon/evening to accommodate our families needs. This is something that we approved in order to make sure we were meeting the needs of students and families in the community as feedback was that some families needed support for their child outside the typical school days/hours.

31. When are you going to start doing your jobs, instead of expecting already working parents to do yours? When do any of you plan on doing your jobs?

The online enhanced instruction model and the blended instructional model with in person safety precaution are a significant lift for guardians and caregivers of our students. These models are also significantly different ways for staff to teach and take an extraordinary amount of time and effort to plan and implement lessons for students who are working online. This pandemic and resulting impact on the school district has been difficult for all.

32. Why are some teachers working from home? As a parent I had to reduce my hours at work to assist my 1st grader with online learning.

The Board of Education voted to highly recommend staff to work onsite, but not to require staff to work onsite. Staff can be required to be onsite to work with students, to meet with colleagues, or for staff meetings. For these reasons there are some staff who are required to be onsite daily. An added benefit to this approach is when staff have been quarantined, it has not had any impact on student learning, as staff can teach from home.

33. Why is the school day while in person 8-3 pm while online my child is done by 11 am and that is with many breaks? Teachers need to be held accountable from 11 am until 3 pm.

[Here is a link](#) to the guidelines we used for planning instructional minutes. Many teachers have office hours in the afternoon and use this time for grading, checking emails, and reaching out to families to support student learning. When we were planning, we felt that most families would want to have the whole class google meets coordinate with small group meetings so that they could plan around this. At LES and OSC, Math instruction is scheduled for 1:00 pm, and there are daily small groups from 1:30-2:30 pm.

34. How are you going to make sure the blended instructional model is not an overwhelming burden to teachers? With a blended model, teachers will essentially need to double their lesson planning, delivery, and overall workload with having in person instruction and online activities happening at the same time, how will teachers be supported to actually do this in this model?

Our administrators are working with staff to solicit feedback on our blended learning plans to ensure that we are continuing to provide high quality education to students in a way that is doable for staff. Being responsible for half of our students in class and half of your students who are at home is a difficult task. When we move to a blended model, the live interaction and meetings when students are at home will no longer exist as the teacher will be working with the students in the classroom. The students at home will

be doing other at home activities planned by the teacher. This is one of the reasons that the district continues to have Wednesdays as a no student day and planning day for teachers in the blended model.

Comments

These were the comments that were made in the question area of the survey:

Get the kids back to school

These kids need to be in school! Others seem to be doing just fine. This is no right and we along with many many others are so disappointed in our school board and this decision! It obviously is not about the kids.

Metrics are clear. Unfortunately numbers are moving in the wrong direction.

We need more transparency on what next steps are and when they may be happening. The last newsletter was better and gave me some hope that at least you are “talking” about a blended model. It’s just disappointing to see many districts around us bring kids back in safely without problems. It’s so hard to see my kids struggle to get out of bed every day to “go to school” - this was never an issue in years past.

I just hope they let students do blended so they can get a quality education

The communication has been great.

I think you are all doing the best you can and I thank you for all your hard work.

I see the amount of work and understanding for every individual click a student makes they have to do at least 50 to make that happen all the while brainstorming and piloting ways to make it work. Please provide them self-care opportunities and hold parents accountable to what is a reasonable expectation to have of teaching staff. We do not want to lose quality educators. The kids will still learn and make progress with less clicks.

School needs to open some. Once per week would make a huge difference in the quality of school for these kids. I understand that smaller groups would be safe

My kids are in a pod....it would be nice for the kids to stay together when blended starts (meaning the days they are in school).

Nothing, just please open school.

Who will be held accountable at the district level for the passes and fails of this? Why are teachers not all held to the same standard as each other?

You said this would be better than last year. Seems to be very much the same as last year with very little change or effort put in to make it better for the kids AND parents. Remember, WE aren’t teachers! These kids are hurting.

Not a question, but more feedback: I feel that the virtual education as it is right now, is going as well as it can be and the teachers are doing a great job with this format! I think our biggest issue is that our Kindergartener is very social, and virtual schooling is difficult for her because she thrives in a social setting. She loves school and she does really well with it when she's with other students, but schooling from home is difficult for her without being with her teacher and friends.

Our kids need to be back to school they are falling behind and very stressful to get kids to do the assignments and engage in learning the material.

The board meetings have been unwatchable, there isn't enough time in the day to proctor school, do our own jobs, and tune into a vague board meeting for updates. You need to do a better job of informing us of what is happening, being considered, and planned for. The board is clearly not considering public input whatsoever, so please start passing on updates more clearly and more often.

Please open school. Give families a choice!

None. Thank you for everything you are doing. This is tough for everyone and I appreciate the communication and organization from the teachers and district!

None. Very grateful the district has started online. Bouncing between models would be very difficult.

Our kindergarten student usually has about 2 hours more work to do than our 2nd grader. The kindergarten kiddo is doing fine & the 2nd grader could do more. We are very grateful the district started with online instruction and overall feel very good about the instruction! We feel very cautious about sending our children to school and do not wish to bounce between models.

The metrics need to be expanded so the young kids can be in now.

Just would like to get back to in person soon! Virtual is not working and we are just killing time. We cannot continue this way all year.

Grade 6-12 Questions

Schedules/Amount of Work

- 35. I would rather not have a set schedule, needing to attend- but us being able to do as we can. With working parents we can't be here to help every min. Then we get negative email content on missed assignments or low grades, making it appear the teaching staff have made it as easy as possible for a child to get a good grade. It would be better to say- how can I help? Not sure if you're using a standard template but I hate it.**

Thanks for the feedback on the email that is generated each Friday by Infinite Campus, our student management system. One of the pieces of feedback we received last spring was that it was difficult for parents to know if things were being turned in. We worked with Infinite Campus which allowed us to generate a missing assignment email each Friday to help improve this communication. The hope was that it would be beneficial for parents and students and that it would spark any needed communication between families and staff.

- 36. The work seems to be on the light side or my son is really good at getting his work done. It seems like most days he is done pretty early in the day. Are there plans to increase the assignments to get closer to what he would normally have if he was in person in school?**

That was one of the reasons we had parents and students take this survey to get feedback on items like work load. We have heard from some families that their workload is too heavy and from others that it is not enough. The survey showed that 10.4% of middle school parents and 14.3% of middle school students were dissatisfied or very dissatisfied with the amount of work their child (or they) have been expected to complete on a daily basis. At the high school 17.5% of parents and 34.8 % of students

indicate that they are dissatisfied or very dissatisfied with the amount of work their child (or they) are expected to complete on a daily basis.

If you do have concerns about the amount of work your child has been receiving, you are encouraged to connect with your child's teacher. Staff at both buildings are looking at these survey results as well to see what they can do to improve our students' experience in this and other areas.

37. Maybe this has been answered, but my child is concerned about having an AP class now and taking the test in spring...how do they remember enough to do well on the test? In particular ...Calculus. Will there be some review sessions?

There is concern regarding students taking an AP class first semester and having to take an AP exam in May. Teachers will be reaching out to students to provide study sessions throughout the second semester to help students prepare for the AP exams.

Choice of Blended /Virtual

38. I just don't understand why there are so many parents that are choosing to do a blended model though we're not being given the option?

The Board of Education has discussed this topic at every Board meeting since July. They not only want to get students back in school but they want to keep students in school. There is concern that if students were back in a blended model that our students would be bouncing between the blended and online model due to student and staff members being quarantined due to positive cases, close contacts, and showing symptoms of the virus. The district feels that the online enhanced model provides the most consistent, quality education for our students.

39. Other school districts around us have offered different models for parents and students to choose from. All Catholic schools are succeeding with in person instruction with less sources than the Lodi School district. Could the Lodi school district consider offering some options following other schools models in our area?

The Board voted on what metrics they are going to use to make decisions on changing instructional models at the September Board meeting. The metrics they decided on were based on several different models and plans. This was necessary as neither the State of Wisconsin nor Columbia County shared metrics or gave direction on this subject. When the metrics were created it looked like the district would be making a move back to blended learning in the middle or end of October, but the recent surge of cases in Columbia County has us currently continuing with the online enhanced instructional model. There was communication sent out to all families about the metrics that the district adopted and a data table on the [district's website](#) that indicates where the data is for the district.

What Would Blended Model Look Like?

40. What contact tracing mechanisms are in place to readily support a broader set of students and staff on-site? Is expanded use of pre-participation surveys being utilized to assess ability to attend school? How is the school preparing for students being sent to school ill...just expecting it to happen somewhere? What is the experience for students, staff if a student can't participate in blended schooling?

Columbia County is set up to contact anyone who has been in contact with a positive COVID-19 case. Due to the recent surge in cases, they are no longer able to do this for all cases in the county. For cases in the school district, we have school district employees who are contact tracing any positive COVID-19

cases, any person who has been in close contact with a positive COVID-19 case, and any person who is showing symptoms that are associated with COVID-19. The district is following up and documenting all of these steps.

Any staff or student who is coming into the buildings is currently required to complete a screener each day before they come into school. This will continue when we move from the online enhanced instructional model to a blended instruction model with in person safety precautions.

Each school has set up isolation rooms to handle students who become ill at school. We have developed processes and procedures which will help us to isolate students who are ill, contact guardians, and have ill students picked up as soon as possible.

If the district moves to a blended instructional model, the experience for students who chose to stay in the online instructional model will be different than it is now. The students who stay online will be connected to classes that are being taught in the blended learning model and will be following along with the class (the same as for students who are in the at home portion of the blended model). They will then have other times that they will meet with their teachers. The experience will be significantly different than what they are currently experiencing in the online enhanced learning model.

41. I would like to know the plan for the two days of independent studies. How can we ensure that students are getting what they need in instruction/support from their teachers. In our experience, independent studies don't go over well.

The benefit of a blended model is the students having an opportunity to have in person instruction from their teachers. The downside of the blended instructional model is that the at home activities are not going to be as structured as they are in the current online model. Students will not have the instruction geared for the online instructional model and will not have the same level of online instruction and support during the day as teachers will be working with the students in their classrooms.

42. I am very interested in what my kids would experience in the blended model. Would they go to all of their classes? Would they have lunch with their friends? What would they do on their at home days? And the same for those who stay virtual. Would it still include daily google meets? How would the pacing stay the same for both groups? Thank you for creating this survey and hearing our thoughts!

Students would go to all of their classes and stay in their 4th block class for intervention. There will be three lunches to help minimize the number of students in the commons at one time, and there is a chance that they will be able to eat with their friends (socially distanced) depending on their schedule. For the students that are at home, they will either participate in a live session with their classmates that are face-to-face and then do asynchronous activities at home or they will be presented a video of instruction from their teacher and then will work asynchronously.

43. What sports and extracurricular activities would be available with a blended model in place, and would virtual learners still have the opportunity to participate in any of those activities that might become available? Would a blended model include any educational field trips?

The decision on sports is yet to be determined. Some of the other extra-curricular activities are starting with options to participate virtually or potentially bringing small groups of students into the school similar to what we've done with some of our sports teams.

44. I wonder how much peer interaction there will be. Will they see other kids at lunch? Will they have their teachers for every class? How will the pacing stay the same for both models? What will

the home days look like for blended? Will the virtual model still include google meets/live lessons? Thank you so much for checking in to see how things are going by creating this survey! We appreciate how hard everyone is working!

Students will have some interaction with other students in class and while moving to other classrooms (so they will have their teachers) but they will need to be socially distanced at least 6 ft and wearing a mask while doing so. Classroom setups will take into consideration the 6 ft. social distance requirement. There is a chance that they will have the same lunch as their friends. At home learning will be a combination of live sessions with their teachers, videotaped lessons, and asynchronous learning.

- 45. I would want to know more about how the hybrid model would work, specifically if when the students are doing school from home on the two days is their teacher teaching them, or is it all on their own.**

This may depend on the class that your student is in. We will continue to take attendance for all students so the students that are at home will need to be part of a live session, at least at the beginning of the block. In some cases teachers will be teaching their students at home and at school at the same time, live. Some departments would prefer to conduct their class the same way they have been currently working, and that is by teaching their lesson through a Google Meet and then allowing their students to work in groups (some teachers may even pair students up that are in school and at home, which I think is a great idea), complete assignments, and ask questions for the remainder of the block. Students at home could stay on that Google Meet and be able to ask questions and get feedback if necessary. Some departments are planning on starting the students at home live, and then allow them to do asynchronous learning by way of video instruction or instructions through Google Classroom.

Calendar for Making Decisions Regarding Instructional Model

- 46. What is going to happen if the numbers just keep going up and we stay on the right side of the metric model? Cannot keep schools closed like this financially.**

The Board revisits this topic at each of their Board meetings. They have decided on a metric that they are going to follow based on the best science and data available to them. If the numbers continue to surge as they have, it is difficult to see students back in a blended model until those numbers decline. However, if we look at other places in the country that have had surges in COVID-19 cases, these numbers did come down eventually. Hopefully that happens sooner rather than later.

- 47. With state numbers on the rise, is the school/district following those trends and continuing to review the metrics they are using for making decisions?**

The data that the Board follows for their metric is based mostly on Columbia County data with some influence by Dane County data. That data is updated every week for the Board and community and is posted on the district's website every Monday. The updated data is also shared with the Board on a weekly basis.

- 48. Could we just have 1 day of school so those of us with poor internet can hand things in in person?**

It would be difficult to just bring students in for one day, especially with the recent surge in COVID-19 cases in Columbia County. If you are having internet trouble, please contact your building principal or Mr. Potter (our district's technology integrator) to see what other ways we can support your student(s).

- 49. Can we get weekly updates on where the metrics were the week before?**

The updated metrics are posted on the district website on the COVID-19 page. There is also a link to the data table that has the information the district has been following since late July.

50. What are the parameters that need to be met for our school to be able to safely move to a blended model?

The Board voted on what metrics they are going to use to make decisions on changing instructional models at the September Board meeting. The metrics they decided on were based on several different models and plans. This was necessary as neither the State of Wisconsin nor Columbia County shared metrics or gave direction on this subject. When the metrics were created it looked like the district would be making a move back to blended learning in the middle or end of October, but the recent surge of cases in Columbia County has us currently continuing with the online enhanced instructional model. There was communication sent out to all families about the metrics that the district adopted and a data table on the [district's website](#) that indicates where the data is for the district.

51. What safeguards are in place for blended model? What criteria do we need to feel safe back in school?

See the answer to question above in regards to the criteria or metrics the district is using to make these decisions. We have several items that we have in place to help ensure student and staff safety in the blended instructional model with in person safety precautions. All students and staff will complete a screening survey every morning on COVID-19 symptoms and close contacts. On the bus, students will have a seating chart, will only be allowed one person per seat (members of the same household could share a seat), and students and drivers will be required to wear a mask. There will be markers to help students stay six feet apart when entering the building, there will be hand sanitizer at the main entrance, and hand sanitizer in every classroom. Students will be socially distanced in the classroom, will be required to wear masks, and will have built in handwashing breaks. There will be limits on the number of students in the bathroom and traffic flow through the building will be modified to minimize interaction. We are increasing the amount of time our HVAC system is running and are upgrading our filters throughout our district from MERV-8 to MERV-13. Visitors and volunteers will not be allowed in the buildings. These are a few of the safety precautions that will be put in place for students and staff.

52. According to your plan, you are allowing those who would prefer to learn online, continue to do so if we go to a blended or traditional model. My question, then, is what are you waiting for? Get those kids back in school and allow the ones who want to stay home, stay home. That's your eventual plan. Why not start now?

The Board of Education made the decision that they felt was in the best interest of students, staff, and families in regards to the instructional model for our students. They did not feel that providing instruction in a traditional school setting or blended setting was safe based on the data they had at their disposal in July or the projections that they were given about the potential for a surge in COVID-19 cases in mid-to-late September.

From the Board's perspective, there continues to be a concern regarding safety of students and staff and the consistency of students getting a quality education. There is concern that if we brought students back in a blended model with the current surge in COVID-19 cases in Columbia County, many students, staff, and classrooms would be bouncing back and forth between blended and online learning, which is difficult for all involved.

53. Also, why on earth do we need two weeks to get ready? Why can't we get ready now so that when we have hit the necessary mark on the metrics, we can get right back to school?

The idea behind this plan is not to have sudden bounces in and out of instructional models. The district does not want to make decisions based on one week of data. So if we have two weeks of data that shows that we can bring students back in a blended model, it allows families, teachers, and transportation to all line up for a start in two more weeks. It also gives us two more weeks to ensure that the data continues to trend in the correct way. It would be very unfortunate if we had the data trend in a positive way for two weeks, let parents know on a Friday that we were bringing students back on Monday and then the data trended the other direction and we possibly moved back into the online model. The districts will also need time to determine exactly which students will be attending and which students will be staying online. The district doesn't feel we can ask parents to commit to that until we are close to changing instructional models.

Closing/Quarantine Due to COVID-19 case

54. If my student is in a class with someone that would test positive, is the whole class including staff out for the two weeks? If a student or staff were to be tested, will the rest of said room be out until the known test results come back? As in either there is direct exposure from said person being tested or is positive.

If a student is in a class and someone tests positive in that class, the response would depend on the class. If students and staff have maintained social distance and do not have close contact, the class would not be quarantined for two weeks. If the class members or staff had close contact (see definition of close contact below), then those individuals would be out for 14 days from last contact with the person. There is a chance the Columbia County public health would determine the entire class needs to be quarantined depending on the length of time the entire group was in the room with someone who tested positive with COVID. It will really depend on the individual circumstance of the possible exposure.

However, when ten percent (10%) of the student/staff are absent due to Influenza or COVID-19 symptoms or diagnosis in a five (5) day period (at least two student/staff) a classroom will move to an online instructional model for a minimum of three (3) days to up to 14 days to allow for contact tracing and deep cleaning of the classroom. This may be adjusted if it is determined through contact tracing that no other students or staff were exposed to the individual exhibiting symptoms.

If a student or staff is symptomatic or goes to get a COVID-19 test, that person is out of school until he/she gets their COVID-19 test results back or until 10 days have passed since the start of symptoms and their symptoms have improved. Staff/students in a room where someone had gone to get tested would continue to come to school while the other person is awaiting test results. If the test comes back COVID-19 positive, school staff would contact trace to determine if anyone else in that classroom needs to isolate.

NOTE: Close contact: *An individual is considered a close contact if any of following is true:*

- *Were within 6 feet of a positive person for more than 15 minutes total in a day.*
- *Had physical contact with the person.*
- *Had direct contact with the respiratory secretions of the person (i.e., from coughing, sneezing, contact with dirty tissue, shared drinking glass, food, or other personal items).*
- *Lives with or stayed overnight for at least one night in a household with the person.*

55. What is going to happen if there is a confirmed case when they do go back to school? How many cases before you would close again?

The district adopted the following to help guide the decisions that would need to be made if/when we have positive cases in school. Please note that these are only guidelines and decisions regarding this will need to be made based on each individual situation.

Classroom

When ten percent (10%) of the student/staff are absent due to Influenza or COVID-19 symptoms or diagnosis in a five (5) day period (at least two student/staff) a classroom will move to an online instructional model for a minimum of three (3) days to up to 14 days to allow for contact tracing and deep cleaning of the classroom. This may be adjusted if it is determined through contact tracing that no other students or staff were exposed to the individual exhibiting symptoms.

Building

When ten percent (10%) of the student/staff are absent due to Influenza or COVID-19 symptoms or diagnosis anytime in the building in a five (5) day period, the building will move to an online instructional model for a minimum of three (3) days to allow for contact tracing and deep cleaning of the classroom.

District

If three or more buildings are closed and moved to an online instructional model, the entire district will move to an online instructional model for a minimum of three (3) days to allow for contact tracing and deep cleaning of classrooms. Buildings may be brought back to a blended or traditional model in different phases depending on factors surrounding the shift to online learning.

56. If one child gets sent home from school in the blended model due to COVID/Flu/Cold/Allergy symptoms, are they then forced to get tested? Will everyone they live with be asked to get tested? Will the entire household have to quarantine for a given amount of time?

If a student is sent home with symptoms, the student will be out of school for 10 days and until the symptoms have improved. If the student gets a COVID-19 test:

- If the test is negative for COVID-19, student can return to school when symptoms improve
- If the test is positive for COVID-19, the student is out of school for 10 days from the onset of symptoms and the symptoms have improved.

Everyone in the house will also have to be isolated from school for 14 days from the last contact with the symptomatic individual or until the COVID-19 test results are known.

NOTE:

The reason for this guidance from DHS and Columbia County is that there is a higher index of suspicion that a symptomatic individual without an unknown contact in schools may have COVID-19 because of the high potential of asymptomatic spread in school age children. This is different from what is being practiced in other organizations and the community.

Miscellaneous Questions

57. Can we schedule to use the weight room?

There are limited times that the weight room is open. Everyone who goes into the weight room is required to be on a schedule as only 9 students are allowed in the weight room at one time. Each student in the weight room has to stay in his or her designated area. Students can reach out to Mr. Puls if they are interested in a weight room time.

58. Has the school polled students regarding their mental health? It seems pointless to save kids from COVID to lose the same kids to suicide.

Social emotional health has been a focus of the district this entire school year. Many of the processes that were put in place for this year were done so with that in mind. This includes additional check in times with students at both the middle and high school level by their homeroom teachers. The district has done a mental health screener this past year and are working on ways that this screener could be given in an online environment.

59. Has anyone thought about not reopening until this is completely over? We have online only right now and there are still positive cases in the district.

The Board of Education has been working on making decisions based on the COVID-19 data from Columbia County, Dane County, the Department of Health Services, and the CDC. They have also looked at these institutions for predictions of what is going to occur with COVID-19 numbers in the months to come. The Board has not had any discussion about staying in any one instructional model for the entire year. The Board looks at this information each week and has discussions about this at their monthly meetings.

60. Why is the school board representing just the teachers and not the community that they are supposed to represent?

The Board of Education is trying to do the best job in representing all stakeholders in our district including students, staff, families, and community members. They are working to make their decisions based on the data that is provided and recommendations provided by public health professionals in the area, in the state, and across the nation. They understand that whatever decisions they make regarding school reopening, some people in each stakeholder group will be upset with the decision and others will support.

Comments

These were the comments that were made in the question area of the survey

Please open the schools.

None - Thank you. We stand by and support the school and district.

Metrics established & shared, so no questions

A comment section with more than 500 characters offered would be beneficial to this survey. I had to omit my statements to make this suggestion fit.

Keep up the good work in this crazy time! We will support whatever decision is made, our preference is in person instruction. Our kiddo is struggling but doesn't want people to know. Lots of tears and anxiety -We take it day by day and provide lots of support and encouragement.

None, I think school is doing the best I can in this situation. I'm really pleased with the curriculum,

No win win either way. My child is going to lose 1 year of learning during COVID.

None - Thank you for all the work everyone is doing.

Teachers are doing the best they can do. Kudos to them for all their hard work and effort. We are in a great community with great support. Thanks

Why would anyone want to have in person studies when you can't even walk into a bank without an appointment, a guard, and a mask? I don't understand the point of debate with this.

I'm sure at the BOE meeting we will hear how "successful" this launch has been - so survey's like this, simply feel like a place to vent - I have no illusion that these comments will matter. I have yet to talk to ANY family (which includes numerous teachers) in this community that feel as though this method is the best way to educate our children. I honestly feel for teachers, as I hear that they are doing DOUBLE the work for so much less in productive educational hours for their students.

I just want to give kudos to Mr. Fassbender for the amount of effort he has made over the summer and during the school year to reach out to the kids and make himself available. Thank you! :)

We don't have further questions and we truly appreciate *ALL* that has been done by LHS and Lodi staff to offer these amazing learning opportunities virtually! *Thank you* for ALL that each of you do! We miss being in person - but are grateful that we have the chance to embrace learning virtually with this amazing community!

I strongly encourage going to the blended model, it's the best of both and should make everyone moderately happy/moderately unhappy but will allow for a small move towards normalcy, whatever that is.

I wish for the students, staff and families to be safe from the unnecessary spread of illness but still have a positive learning environment and education. The health of all persons should be the primary concern.

None, everything has been going great!

Our experience with virtual learning has been great. Thank you!

I feel if this online approach continues then we should be allowed to take the tax dollars per kid and enroll our kids into online schools. Then when teachers decide they want to teach again we can go back to school. If teachers choose to not teach at school then their positions should be eliminated.

Like so many others in the District, teaching live throughout the day leaves very little time for me to understand all that my daughter is doing herself at home throughout the day. We trust your staff and administration to be making sound decisions for our daughter and we thank you for ALL that your teachers and administration have done/are doing on behalf of our family and our community. Thank you all so very much! We wish you all continued health!