

MINERAL POINT SCHOOL DISTRICT BOARD OF EDUCATION

Public Notice is hereby given to the public and to news media pursuant to Chapter 19, Subchapter IV, Wisconsin Statutes that a Special Meeting of the School Board of the Mineral Point Unified School District in the Mineral Point Middle School/High School building located at 705 Ross Street in the city of Mineral Point, Iowa County, Wisconsin. In accordance with Wisconsin Open Meeting Law, residents of the Mineral Point Unified School District will be able to attend this meeting virtually or in person.

Those who wish to observe the meeting online can access the meeting at the following link:
<https://zoom.us/j/99291068807?pwd=aTNTcVVMM0J6V1MvQU03cys0ODE1Zz09>

Meeting ID: 992 9106 8807

Password: 531899

Phone Number: 1 (312) 626 6799

Monday, September 28, 2020 6:30 PM

I. CALL TO ORDER

II. COMMUNICATIONS

1. Board Communications Received

2. Citizen Communications

a. President's Comments to the Audience

On behalf of fellow Board members, I would like to invite any member of the audience with comments about items of interest or concern that do or do not appear on the agenda this evening to speak. If you are appearing virtually, please begin by stating your name and address. It would be appreciated if you would limit your comments to three minutes so that we can keep the meeting moving in a timely fashion and allow others an opportunity to speak. We ask that you remember that Wisconsin law prohibits us from discussing specific employees or their job performance. You may also send an email to me at nate.chambers@mp.k12.wi.us prior to the meeting. Thank you for your support of our school district.

III. ITEMS FOR INFORMATION/DISCUSSION

1. ReOpening Advisory Committee Review

2. Administrators recommendation for Phase II

IV. ACTION ITEMS

1. Second Reading/Approval of Policy 113: Nondiscrimination in District Programs, Activities, and Operations Policy

2. Suspend portion of Policy 151

3. Approval of Policy 443.11 Masks

4. HSR Review of "alternate bids" and approval if necessary of any items on the bid list.

5. Participation in Middle School Athletics

6. Employee Usage of the District Postage Machine.

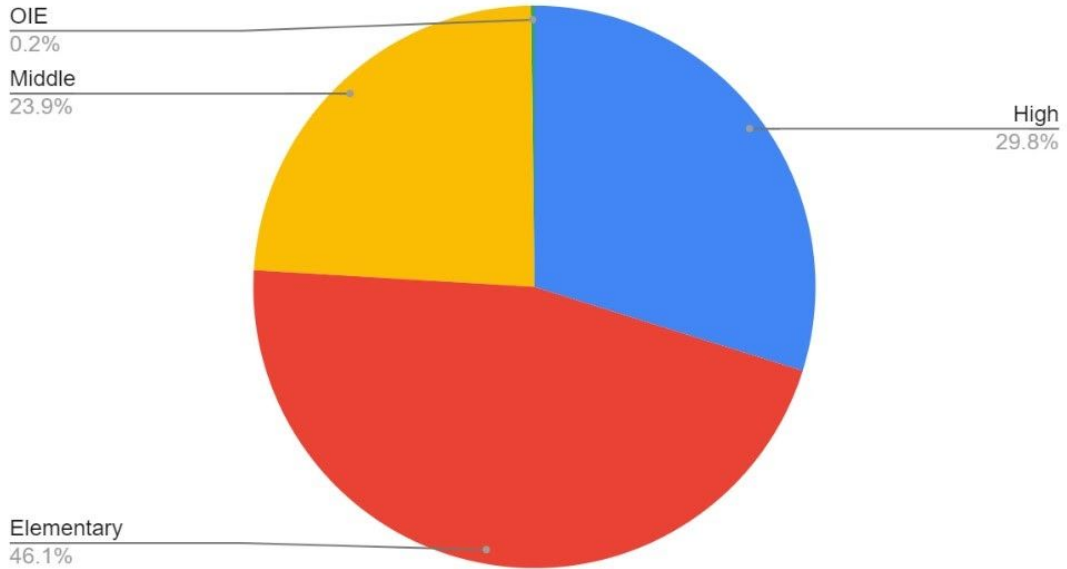
V. ADJOURN

9/18/20 FAMILIES SURVEY RESULTS

Approximately 503 students represented

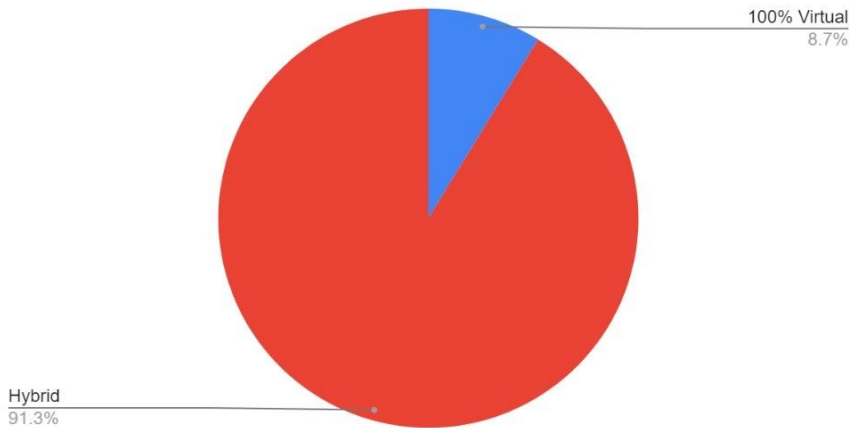
Which school is the student named above enrolled in?

Count of Which school is the student named above enrolled in?



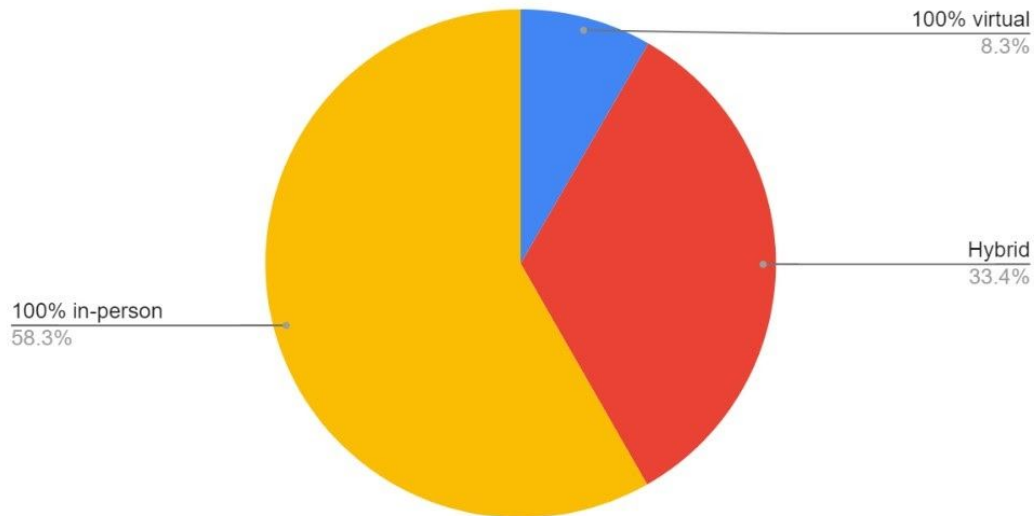
Which education model is the student listed above currently enrolled in?

Count of Which education model is the student listed above currently enrolled in?



Given the current COVID-19 situation, would you prefer the child listed above attends school:

Count of Given the current COVID-19 situation, would you prefer the child listed above attends school:



Please share any comments/questions/concerns regarding 100% in-person learning at this time.

Do it now. ____ education is suffering because of the hybrid model. It is, in my view, ineffective.

My daughter learns great in 100% in-person learning . My concerns she spend too much in computer .

My daughter really misses seeing her friends and being in school.

____ is not doing very well in virtual learning

That's all he talks about mom I want to go full-time to school in person

If we are playing sports, we should be putting our students in school. Education is far more important than sports. It is also very difficult for students not to be able to use lockers and carry around 20+ pound book bags. We can play sports, but not use lockers or put our students back in school more? Makes no sense at all!

____ needs to be back in school full time. He is struggling with on line learning and is falling behind. He is not easily able to navigate and organize for this type of learning. He needs to have

teacher interaction and guidance. Please at least give parents the option to send kids back to school full time.

The only thing I'd like to see is more teaching and less kids or parents having to figure things out. I've heard from many that there is a lot more homework than if it were a normal school year. Otherwise I feel everyone is doing the best they know how.

_____ seems to have a lot of back to back zoom meetings that she actually needs two devices to keep up with, literally needs to be logged into the next one at the same time the prior one is ending. This seems stressful and unacceptable to me. Understanding the scheduling these can be difficult I do feel that there should be some time allowed between to move, use the washroom or get a drink anyway, just as there would be if in school.

_____ would like to be in school but ok with being at home learning. Her dad and I are concerned that she may be starting to become withdrawn from her family and friends and we would appreciate her having more social interaction.

Covid rates are on the rise throughout the state of Wisconsin and we do not believe schools should be open 100% at this time.

With the number of COVID-19 cases rising in Iowa County, I do not believe that it would be safe to return to 100% in-person learning at this time.

I do not feel that this option would be safe given that the Iowa County cases are on the rise currently.

Really appreciate the teachers and all they are doing!

I think Covid 19 is something we are going to have to learn to live with as a vaccine may not be the solution everyone is hoping for. The current cleaning measures, face masks, etc may be part of the "new norm." How do we protect our children and staff but also not hinder their learning? I think that's a tough answer. As a nurse that works in a hospital, I have been in the world of Covid since the very beginning and not that I'm desensitized to it but realize there is a safe way you can still open with precautions.

Face-to-face instruction provides greater clarity and understanding than communicating through online interactions. Elementary students should not be practicing "independent learning", these young minds need instruction and guidance from the EXCELLENT, educated, trained teachers at Mineral Point Elementary.

There is no way to distance students and teachers. Cases are rising dramatically in our state. The only reason we haven't seen such a big rise in Iowa County is due to mask wearing and caution.

My child is in Pre-K, so he attends as he regularly would -- 4 half-days in person.

they are allowing sports but not school 5 days a week?

My personal beliefs are to totally forget this virus is even here, this is affecting people in ways (instilling fear) which even fighting a war has not generated fear in these ways! People have lost all self worth and are afraid of their own shadow! Someone has to step up and be strong,, this behavior is ridiculous, how are we going to make leaders when we teach our kids to fear to something that is nothing more than the flu?

100% in person needs to happen asap. Its been 6 months and no deaths. Make it happen.

I personally have no concerns for 100% in person learning.

There is simply too many schools unable to stay open at this time with the spread so fast. I wish it were different but at this time what we are doing is working and it is better than nothing

Schools that are 100% are having to close and go all virtual is rather than get 1-2 days in person over none.

I am torn - I want them to be back full time, but know it is not wise. But I also do not get to see what virtual learning looks like for my students as my husband and I both work full time, so we are depending on our young kids to assume the responsibility of virtual learning, since our daycare cannot facilitate this and run a daycare.

This is hard - same answer I recorded for ____, but also, ____ is a struggling reader and I am very worried about the gaps that will widen as a result of her missing critical amounts of instruction. See comments for my other children - same or similar apply for ____.

If school is to open fully, I worry about the safety precautions the district has put into place thus far no longer taking place. What we are doing is working and my child is receiving a quality education during unprecedented times. It is not worth the risk and the health/safety of our children, staff, and community when what we have been doing is working. This is evident as we have had Covid cases within the district and it has impacted a very small amount of people. My child has 14 students in her small classroom. The teachers are doing a great job keeping children as far apart as possible. However, if we shift to being fully open, will my child have more students in her classroom? If so, how will students be able to socially distance in an already crowded classroom? I would prefer to see us maintain what we are currently doing than take a risk at opening fully and being shutdown and having to go fully virtual with no in person days at all. The teachers are working hard to ensure a quality education and I am confident that my child is learning just as much as she would be if she were in person! Kudos to staff!

Safety - Covid cases continue to increase in our area. The hybrid model is working - we have now had two cases within our district and we were able to remain open. I would prefer to keep using the hybrid model where I know my children will get some in person days each week verses opening up fully and not being able to contact trace as well and needing to go fully virtual. Some in person days are better than none and my child is learning just as much as he would if he were in person (doing so as a 2nd grader with no parents home with him during the day). This model is working! It is not worth changing and risking the health and safety of our students, staff, and community members! Teachers are doing a great job providing a wonderful education and I trust that they can continue to do that with the hybrid model.

If we could see the numbers go down or recommendation from the county nurse I would be open to expanding to 100%

Not comfortable yet. Cases are up again in some areas. My child has an underlying condition. Not taking any chances

Brother has an underlying condition and we're not taking any chances as cases are rising in other areas

As a single parent I would like my child to be at school in-person 100% however I have concerns about the likely-hood of an outbreak that could not be contained and would require to be completely virtual learning. As it is I am already making work accommodations 3 days a week to facilitate virtual learning. Doing so 5 days a week would be extremely difficult and could cause me further hardship. Not even taking into account my son's learning difficulties and IEP.

It feels too soon with the cold weather threatening to worsen covid. Let's wait it out a bit and readdress when we have a better idea of what's to come.

_____ and our child's team are doing an excellent job organizing lessons and class work, but it is very hard to manage everything and maintain focus with a toddler at home. While anxious to send back full time, we feel our child would be best supported in school full time.

Can it be done safely?

I wish to have more days but would prefer the Hybrid model for safety reasons.

Shut down and many quarantines would be my biggest concern regarding 100% virtual. Let's keep things consistent for these kids. Transitions are hard to keep adjusting to, even outside the current virus culture.

Ideally I'd love school to go back to 100% in person but I think we actually would end up with more students out due to potential contact with someone with confirmed COVID. Right now we're able to keep the class numbers small with the hybrid model

Too soon to go back at this time (need to monitor the situation for another 1-2 months), but agree with revisiting the idea often

Zero! Having a student with an IEP, I find it almost necessary to have in person learning.

I don't think there's nearly enough space to safely go back to 100% in-person. I would not feel safe if my student went into full class sizes where social distancing is impossible.

We believe 100% in person learning would compromise the safety of teachers, students, staff, and community.

I'm nervous about 100% in-person but as long as it's laid out ahead of time what happens "when" a student or staff member tests positive for Covid then I'd be fine. _____ would love to be 100% in person.

We like the risk mitigation with the hybrid model as well as having some in-person schooling.

A little concerned with the amount of the virtual homework is expected to be done and returned. Even more time to complete would be acceptable.

My daughter is in 4K and the 4K program is no different this year compared to prior years. It seems to be going very well.

Kids should be in a social in-person environment with their friends and teachers for in-person learning. It's much healthier than risks from COVID -19 for this demographic.

We have already had 1 incident regarding Covid 19 in the elementary and my fear is if we rush them back full time we will create greater instability for both students and their families. Since allergy and flu symptoms also fall into potential Covid-19 symptoms I fear that going back full time will cause a continuous cycle of being in school and then having to revert back to virtual and back again. I want my daughter to be back in school with friends enjoying her 4 years of high school, but judging from other schools that have opened and are now playing the game of will they won't they that we should focus on our hybrid and virtual models and how best to serve our kids. I know many parents would like their children back full time because this is a strain on working parents, but it will still be a strain when one week they are in school and then it's announced the night before virtual for 2 weeks.

My daughter misses the social interaction.

I would like to see more in-person opportunities especially for middle school High school.

I feel our children need the social interaction among each other. The more days we can have them in school the better the education they can get and somehow try to have a normal school year. I do not work from home and am working non-traditional hours just to be home longer at lunches etc to try to assist my children in anyway I can. However there just isn't enough time always to help both my kids which creates a lot of stress on both sides mine and theirs with getting their work done. I understand that going 100% in person she may still come home with homework but she has more time in classroom to enable her to ask questions and feel comfortable with the assignments. I don't want her education to suffer because of this pandemic.

A parent of a special needs student he needs to be in school 100%. He needs that support to help him feel confident in his studies. He is also at a stage in his life that Mom isn't the right person to help. (Mom doesn't know/understand his needs.) We recently arranged to have him go to school an additional day (Wednesday) to help with homework and attend any zoom while at school. Well his zooms were cancelled and he only had a little homework to do. With my work schedule and not working in town my only option is to drop off 7:30 and pickup at Noon. I can't drive to work and leave in an hour to come back and pickup. We were offered the school to provide transportation but he doesn't feel comfortable. I'm not putting him in that position so therefore after 2 hours of work he walked home. It works but we do live in the other side of town. We hope to incorporate his Reading Intervention into this day as well as it was written within his ELP plan. However with the re-organization of staff she is now at the elementary school and left to be handled with someone else. Which I don't mind however this is something he needs. He needs more support than I can always provide and I don't see how this can happen currently under this model. Within the hybrid model I wish for him that he had the opportunity to know more of his assignments ahead of time to utilize the time spent on Wednesday's more. The only upside to this hybrid is that he works really hard by getting up early to work on assignments with me and over lunch so that if he has completed he can spend his afternoon on the farm with his Papa. And anyone who knows him knows this is where he wants to be. He would much prefer farming than being in school. I'm not taking that away from him as I know he's working hard to be able to do that. That's the only reason why I wouldn't want him to go full time but we both know that he needs the support of his aids and in school. In fact he's stressing right now about his upcoming day in school on Tuesday and he has 3 tests something that he thought would never happen all in 1 day. He doesn't feel prepared and will go into that day thinking the worst and will most likely bomb not because he doesn't know it but because he doesn't feel he has has enough "in-person" help to do ok.

I am concerned about the ability to follow CDC guidelines for social distancing as well as the inconsistency of switching from in person to virtual as we have cases in the school and aren't able to quarantine cohorts because of increased contact between students

This student is in pre-K, which attends 4 days a week for a few hours each day. Cases are increasing across our state due to college kids going back to school. I don't know why the school would choose to go 5 days a week when schools around us are already shutting down

because they couldn't isolate groups of kids from each other. Dodgeville will be shut down by the end of October I'm sure. Class sizes should remain as small as possible and contained in their separate spaces as much as possible. Move away from these basic premises and you'll have a bigger outbreak among the community. I would not send my kids back to school if masks were optional. Stick to capital "S" "Science" and facts and it's not hard to know what to do. What does 100% in-person mean? This isn't being explained really. Does the current class size change? Are there more kids in the lunchroom? If so, no...I want the small class sizes as they stand now and less kids in the hallway and lunchroom and on the playground. If a positive case is found, it's best if you can send home a smaller amount of close contacts which is what the hybrid model provides. WI cases are at 2,000+ a day...the largest numbers we've seen yet. Why smush everyone together now? The conversation should be steered by the facts and by science and for keeping the vulnerable among us as safe as possible. I'm not downplaying how hard this is for parents who work and have to set up new daycare or not work as much because they now have to educate their kids on off days. But get rid of the buffers in place with this hybrid model (the Wednesday re-set day, the two co-horts) and the virus will take the advantage. Want to lose your sense of smell and taste for who knows how long? Have a life-long heart condition? Or worse, lose someone who just can't put up the battle against the virus? My family already feels like we are gambling with even going through the school doors.

I don't think it's up to the parents to decide when we go back 100%. This should be data driven.

Kids need to be in school....EVERYDAY!

_____ is in 4K, so she's obviously not doing hybrid.

I applaud the teachers their efforts. They are working hard to provide our children the best education whether virtual or in person and it doesn't go unnoticed. We appreciate them all.

I would not be opposed to entertaining an additional in-person day but I'm not in support of 100% in person classes at this time. I feel it would put my child's health at risk and I am not willing to gamble whether he would be on the winning/losing side of the percentages.

Adaptability is a strong skill to have and I believe my child is learning how to adapt to the current structure.

I'm 100% confident the kids can attend school safely.

I feel my child can safely attend school.

It's hard to say, for as much as I want full in person school, I don't believe it is the safest and healthiest option right now.

If "normal" classes again. Not these "groups" they have now.

"Continue masks, would be nice If teachers had shields too."

I am seeing other schools trying to be open & then closing. I want consistency for my child & we have worked hard to gain a routine including rearranging my work schedule. She is currently doing very well & learning the way it is. I am also seeing numbers in COVID cases going up & down along with other schools opening & closing & opening. I think there needs to be consistency & I don't think we will get that opening the schools. So I will be keeping my child in the hybrid schedule. I like her with her peers & a teacher but I just fear strongly it's not wise to open schools fully at this point.

With cases rising dramatically in the state and many schools having to shut down for covid, I believe it would be very bad timing to begin 100% in-person at this time. I feel that the decision to go 100% in-person should be data driven and we should not be persuaded by the vocal-few who seemingly misconstrue the data to advance their own agenda of reopening schools. The decision for reopening should be made by Dr. Lindsey and Dr. Dunn (and Dr. Fox if possible) collaborating with health agencies to make the decision that is in the best interest of public health. We need to do everything we can to protect our students, teachers and the Mineral Point community. One death in our community is too many, if it can be avoided by simple preventative measures.

I believe our teachers are doing a great job with the hybrid program and making sure virtual days are productive, But I can see it's harder for kids to focus and stay engaged at home. My concern would be the exposure of the children and teachers to twice as many people if everyone was in person, But continuing to keep classrooms together and separated from other classes and protocols I think it could still be done safely.

"We have as a society learned more about COVID-19 and will continue to learn more about. We have better responses to caring for patients of COVID-19, and have a better understanding that Children, although they are carriers of the Virus are not overall dying from complications of COVID-19. We need to better balance the need or our children to learn and the risks of COVID-19.

Teacher's are recording their daily teachings, and our children are losing the ability to ask questions in real time. When students follow up with questions to the teacher, they are taking too long of a period of time to respond. No fault to the teachers, they are pulled in too many directions and are not prepared to be able to answer real-time. We need to be better watching their scores of homework, quizzes, etc., if we are seeing generally lower scores than has been typical we need to go to in-person we are putting our children's education at risk as much as we are putting our communities health at risk. Even if we don't go 100% in-person can we increase the number days over time. There are many factors such as mask wearing that have shown to be very affective in reducing our risks. "

Even if it can't be 100% they more days overall in-person. Less recording of instruction and more live instruction, or better yet in person. We take risks everyday we have learned more about COVID-19 there are ways to protect the elderly, which is showing the highest risk of death. Children although are known to be carriers, are not dying at high levels. Masks are now showing high returns of slow the spread, and we would be bale to require those to be worn while students safely return back to in-person learning.

_____ himself has said that he wishes he was in school (even though he'd rather be playing sports 24-7, schoolwork is not his favorite). He admits that it's hard for him to focus at home and he doesn't learn as much.

_____ is self sufficient with doing the schoolwork from home, however she is a social butterfly and needs to be around friends so she can develop her own personality. She misses her friends and also misses the whole social aspect of being in school. I think she also likes the routine of being in school.

I think that 100% in person learning is out of the question right now. Cases of COVID are increasing across the state and until there is a vaccine or other treatment options, it would be foolish to expose kids and staff unnecessarily.

I am concerned about the rapid spread of Covid-19 if 100% in-person learning is implemented. The health of my children are my top priority, and I worry the negative impact this may have on my kids' health in the future if contracted.

I think that it's best for the teachers and the students to have in class teaching. With the age of the younger kids it's hard for them to learn on a computer. Remember NO KID LEFT BEHIND!!!

_____ is really struggling and having a hard time virtual she needs interaction both ways with learning and with her peers. She is home by herself pretty much 7 days a week while we both work and this has been since it all started so she needs to get back to a social environment. She also needs the in person schooling to learn. i am so scared she and a lot of the kids are going to be so far behind.

Only concern is the obvious COVID-19 situation, but feel that it is in our students best interest to be 100% involved in their daily lessons.

I feel the Hybrid model is working and to go all in person would just lead to all virtual.

COVID-19 conditions have not improved, thus it is not the appropriate time to move to 100% in person learning.

With the proper precautions in place I believe the children and staff are less likely to get or spread Covid. The cases have been extremely low, so things must be going well. I know we use extra caution outside school as well. Keeping everyone else safe.

It's a terribly selfish idea to go back to 100% in person learning, that will only result in making older people in the community sick and at risk of death, and inevitably the school will have to go back to 100% virtual as there will be an outbreak(s).

We have been loving the virtual school option. Our teachers are incredible, flexible and working so hard to make this a positive experience. Thank you so much for all that you are doing to keep us safe and still gift our children with quality education.

The teachers have been amazing! So flexible, caring, understanding and giving our kids high quality education in the midst of a pandemic. My biggest thanks for all the hard work they do, they deserve so much more than we give them. They are willing to risk their health to teach our children. (I heard talk of wanting to cut their pay on Wednesday's. If there is actually talk of this, it is unacceptable. Teachers deserve so much more.)

I fear that the long term risks of socialization issues and delayed education is greater than the covid issues. With that being said, precautions should still be taken. What about 4 days in school with a Wednesday cleaning? The kids need more in person in my opinion.

lets get back in school

"That is a long day with masks if they are required to wear them all day for Kindergarten! Lots of masks breaks and continued support in the social and emotional development. Also, need more or longer ""encore/special"" classes too, like p.e. or more recesses if they go to full days for Kindergarten.

The half days are working well for us personally right now.

BUT...

If some things listed above are implemented for full day Kindergarten, we would not be opposed to sending our son to full day Kindergarten either.

(And that would actually help with our daycare needs right now too!)"

I am comfortable with the hybrid model for now but want to see a plan for moving to more in-person schooling. Right now there doesn't seem to be a clear plan to move forward.

I think the hybrid is the right model but I'd like to see more efforts put into getting kids in school more of the time. I don't think we are ready for 100% in-person yet but can we start bridging the gap and moving that direction? I'd like there to be a plan with metrics about returning to school.

Due to the current state of the pandemic, I do not feel that we are ready to return to 100% in-person education. But I would like to see a plan for getting kids in school more than 2 days a week.

Virtual has helped us with the covid this past week or custody exchanges. It also gives him the opportunity to be in class and see his friends and teachers. If you went 100 in person it would be awesome but hybrid is really amazing too.

"Too many people in the community refusing to wear masks and continue to gather in large numbers, therefore increasing chance of exposure in the schools which creates higher risk of exposure to students, their families, staff and the community.

If the decision would be made to return 100%, then when positive cases came up in middle/high school, I believe it should go full virtual for at least 14 days for all middle/high school students each time it occurs. "

I feel 100% in person classes are necessary for ____ success in third grade.

During this time our daughter has repeatedly said she does not feel that she is learning what she should be. She has been on high honors and honor roll almost every quarter in middle school and she is feeling very concerned that may not happen this quarter. She feels as though there is a lot of independent learning. That is NOT they way this should be! With these classes being online there is very little instruction and I know ____ is realizing how much more she learns in the classroom by other students asking questions. Usually there is more than one person that has the same question and some are just to quiet to ask. I also have to say that there is quite a bit of conflicting assignment information. With the emails I get about assignments due I am finding they are not usually accurate to when the students are given for due date. There is no reason why this middle school kids can not use the lockers! You can space them out enough.

This hybrid education is VERY difficult. Both parents work full time in this house. At this point we are counting on our older kids to help the younger kids out with their zoom classes and homework. We are always fighting to get homework done after work and on the weekends. I really appreciate ____ daily assignment list that gets sent home.

I believe it's too soon for 100% in-person learning

I would like my child to attend as much in person learning as safely possible.

Kids need to be in school 100%. They are not learning anything virtually.

No concerns. Our children need to be in school 100%.

I'm worried that the hs students are not retaining the curriculum like they do in person. I fear they are feeling isolated and need to socialize. I fear they cannot ask questions or learn from others asking questions. I'm worried about the lack of physical activity. No fear about going back to school 100%

My son is feeling very isolated. He's already nervous about social situations, and I fear this is driving him farther down and exasperating the issue.

Student is missing personal interaction and relationships.

Worst idea ever, covid cases are getting worse around iowa County. This isn't just about keeping the kids safe its about the staff as well.

he is just NOT learning the way he should be doing the online instruction

Continue to Avoid large gatherings and use masks and social distancing. But the students hang out together outside of school anyway so they might as well be in school.

Keep separate groups still and continue precautions.

Continue safety precautions and small groups

Continue current precautions and small class sizes without mixing.

We wish to have more in person instruction. One day a week is leaving our child with more questions regarding class instruction and she feels like she is having to teach herself at times.

These students are mixing in sports and outside of school so I say go all in person and adjust as need be as the numbers change.

___ would be learning more if he was taught in person 100% of the time.

___ needs help keeping up with all the emails from different teachers. Bit overwhelming to her.
___ is doing a great job.

Unfortunately, I do not believe 100% in-person learning is appropriate at this time. Covid infection rates in nearby counties are climbing. A quick walk around town will tell you that many people in our own community neither wear masks nor remain socially distant. Therefore, I think the quickest path to having no in-person school at all for large portions of the year would be to move to 100% in-person at this time. We all know having the kids in school is ideal, unfortunately nothing about this time is ideal.

until you've experienced serious potential exposure, testing and quarantine you have no idea the fear you feel...i want my family to be as safe as they can be without denying them and education and I feel hybrid is the safest way to go right now given the covid cases are at an all time high. This is nothing to take lightly.

I would like for his kindergarten class to be all day as well as 100% in person. He is not getting what he needs for his education by only going part time. He is ready for a full day of school and would benefit greatly from being taught by educators and not his parents.

My student is 4K so technically she is 100% in person

The hybrid model is inadequate, kids are having to teach themselves and then be held accountable for bad grades. It is not working!

If you decide that sports are ok to play, especially high risk football, then we should be in school full-time. The message being sent is that MP puts sports first over education.

"There are many other schools in the area doing 5 days a week since the beginning of the year, with very few shut downs. I know ___ learns better in the class room with a teach that can be there for his questions and help him through the harder parts of his classes. This is also a much more difficult way to teach for our teachers, work load is almost double with teaching this way, and in our house it's worse as ___ teaches all day and then has come home to help kids with their school work. This time of year, I work full time plus(60-70 hrs a week is common) so the extra help that the kids need is hard to get from me.

The hybrid model has been an effective way(better than this past spring) to get kids used to working virtually. They have had 4 weeks of virtual. It is now time for them to come back to school to learn and if there needs to be a short shut down, they are now better trained to handle it. If a family has concerns, they should have every right to virtual teach there children, but for the rest of us this is just harming our children mentally, physically and from an educational stand point!

"There are many other schools in the area doing 5 days a week since the beginning of the year, with very few shut downs. ___ learns better in the class room even though she does ok with virtual learning. My biggest concern with her and kids her age is the mental and social development that is missed by not letting them interact with each other. Also, many of these kids have there license or are getting there licenses soon. Do you think they are just staying home and not interacting with there friends? These kids are out with there friends, playing sports(even if it isn't through the school), working at jobs, going to church and a host of other things. But yet a group of adults are saying they can't go to school, get a good education that will prepare them for college or a tech school. I believe there has been a certain level of harm to all of these kids that will never go away. For the 2019 Seniors and 2020 Seniors, there are

experiences that have been taken away that they will never have a chance to relive, because we are ""protecting"" them.

___ is really struggling educationally!! He does not do virtual well at all, he spends every virtual day online after class getting help because he has a hard time staying focused on the computer, definitely a kid that needs a in person learning!!

My child is educationally struggling with virtual learning, reading and math are not going well to the point of tears by the end of the day and I feel no child should be that upset about learning and do not want to turn him off to learning!!

If several cases surface in school I would hope we could return to hybrid if we needed to do so.

I do not feel that we are in a position to go to a model of all in school at this time. We have seen area schools have to switch to all virtual with no warning. I have many co workers for all districts and it's a struggle for them to switch that quick. As a manager, it's also difficult staffing people that need to make these quick decisions. So much more goes into all of this than what others think.

I do not support 100% in person it's just not safe for our staff or children! We are doing the best we can to keep the children safe and employees at this time! It's extremely difficult to try and keep the classrooms separated during recess/lunch times and when you are trying to keep that 6ft distance in the hallways. The teachers/staff are working so hard to keep all the children safe!

I am not willing to send children back to school at 100% in person at this time. Although we have extended our circle slightly we are still very limited in how much we are out in public settings and who we associate with. Although the hybrid model is more difficult than just being back in person I am not comfortable having my son in a building with 400 other people at this time. I don't think we could come back with all of the students and still maintain social distancing and keep cohort groups in tack.

100% in masks.

100% of the time in a mask

Kids return wearing masks and taking the proper precautions.

Kids need the social aspect and kid to teacher classroom time

Per her job 100 % virtual is the safest for the clients.

Kids need interaction with teachers and classmates which isn't happening 4 days at home. Kids are not motivated. We've wasted enough of our time on this and we need to get back into our normal lives as much as possible.

I am open to having my children back in school 100% when the time is right. It's too early to determine that at this time. Hybrid is successfully working and I think we need to maintain this model until it's safer to be back in person. I would still require my children to wear masks and socially distance even if we would return, and I would hope the school would make that a requirement as well.

It's too early to move to all in person learning at this time. If we eventually do move to 100% in person learning, wearing masks and social distancing should still remain.

I think 5 full days in class with masks is a lot for the kids. I can't wait to get back to full time school but I'd like to do so with some semblance of normalcy.

It isn't something we should even consider at this juncture. We would not be able to have 100% in person learning without ignoring the guidance from our state and local health departments. Furthermore, what we are doing has thus far been working and it would be prudent to continue our cautious approach into the fall when flu season might change our trajectory.

Things are working well. Please don't rush back too soon and set us back.

"First, everyone (from teacher to administrator to IT) has been so responsive when we've had problems or questions, despite the fact that they are certainly busier than normal. We're so grateful. In every Zoom session, it is evident that they've all prepared so well and learned new technical skills for virtual learning. They've been flexible and have adjusted when things aren't working. And we are appreciative of the balance between Seesaw and paper for practice and assignments. Seesaw alone gets tedious and frustrating for my son.

There has been a good balance between instruction and independent learning. The freedom has empowered my son, and the instruction and conversations have made him feel like he has guidance and isn't alone in his learning. It also keeps an authority figure in the mix, so I can merely play the role of assistant, which is helpful for my child's accountability and motivation.

He does get to see his classmates at their tables so he feels somewhat included. The teacher has been so communicative, open-minded, creative and flexible. Plus, she has tailored his work to fit his style, pace and needs, so he is engaged and but can see that if things are not working, we can adjust. We've been more than satisfied with the experience.

We are working with the teacher on including more of a social component, which is one thing we are missing with virtual learning.

We are also working with the teacher on how we can better balance reading and math with music, art, recess, and gym. We struggle to fit the Encore subjects in on virtual days because we parents don't seem to have the same pull as teachers and peers to motivate our children to complete work in a timely way, so we struggle to get the reading and math assignments finished in time to include other subjects and activities. This is one reason we love the more free Wednesdays. We can work on things we didn't have time for, we can fit in some Encore work, and we can plan outdoor adventures that sometimes even incorporate some of the week's lessons!

We need this 100% online option because my mother, the kids' grandmother, is an 80-year old cancer survivor, and we need to keep visiting and assisting her. My husband has been able to continue to work in part because the rest of the family is able to limit exposure. Based on the science, the virtual and hybrid options help keep our communities healthy. We feel it's important to allow the science to guide the decisions being made. We don't want the decisions to be made using politics and mere opinions.

"

"The ___ grade teachers have been coordinating at-home and hybrid learning very well. I was skeptical about having four different teachers instructing through the week, but we're getting to know them all, and they each bring different strengths to the table. While the first week was slightly chaotic, they adjusted their schedule the second week and made it much more consistent and pared down, which was very helpful. The virtual lessons are concentrated and engaging.

Their printed schedule and to-do lists are all on one sheet for the week, so from there we know right where we need to be and what the day's work is. That's also online, but it's great to have sitting on the desk/table as I'm popping from one kid to the other. We pick up our materials on Friday, and they include everything he needs for the following week. That system is working well.

The small group lessons with only teachers and virtual kids are very helpful because they can relate to each other and see who is in the meetings. The social connections are such an important part of school, and that's one of the main deficiencies with virtual learning, so it's helpful even just to play a word or number game with another classmate or a small group.

My child was frustrated with reading before school started, and he has made so much progress thanks to these teachers. They have figured out how to make this work, at least for us. He is making the connections and is feeling empowered and proud. I'm grateful for these active, caring, resourceful, progressive and clearly well educated teachers!

"

___ is struggling with the virtual learning days. He lacks the ability at this age to focus on a screen for that long given all of the other kids also online and the interruptions. I feel at this time if it's at all possible to safely have them in school 5 days it is going to be beneficial to him.

Completely against it!!

100% in school-should covid numbers continue to rise within school-we have a option to go virtual

We'd love to have ___ attend 100% in person but it's a lot more likely the whole school will end up 100% virtual that way. Hybrid is working for now so we prefer not to change anything yet. If we go to 100% in-person, the chances of our student being able to get ANY in person learning for a decent amount of time will be gone. The hybrid model is allowing us to only shut down small sections if there is a case and it is WORKING! The sooner we go 100% in-person, the sooner EVERYONE will be going 100% virtual and then we will be back to where we were in March. Please keep the hybrid model going! You are doing a great job!! Hybrid is SMART and critical to our children still being able to see their peers and teachers on a weekly basis. Remember we are going into fall/winter and we won't be able to keep windows open and go outside, the chances of people getting sick will rise, let's let our kids see each other while they still can.

My student attends 4K four days a week already, so it would not change the frequency he would attend but have concerns about having more students in the building if we were to move to 100% in-person.

We believe it is too early to add more in person time. Our daughter is thriving in this hybrid version. It suits her learning style. She works hard on her own and is very independent. Her teacher is available if she needs anything and her teacher has organized activities she can't wait to do, and even does them on the weekend. The best part about this plan is she has more time to read on her own and play like a kid should be playing outside, with her toys, and with her little brother. She has never been happier.

At this time it is far from safe to put more students in the buildings and increase the likelihood of getting shut down by the health dept.

The first grade team has been AMAZING. ___ loves school, even virtually. He tells me everyday what he has been learning with excitement.

Our family feels very strongly about having our children go back to school full time. It is very important for their learning. I fear that our 3 children are not getting a strong educational foundation during all the unknowns. We as parents are doing the best we can during virtual days but we fear that it is not nearly enough.

Our family feels very strongly about getting our children back into school full time. I was notified by ___ teacher that she is really struggling with reading and is no where near where she should be for her grade level even though there was no mention of this issue last year. We are more

then willing to everything we have to to get ____ back on track but I strongly believe this would not be an issue if they were back in school full time. She would have alot more hands on help.

My daughter is becoming depressed and frustrated with being home constantly. She needs socialization. She is frustrated at not being in front of a teacher.

My daughter is very frustrated with trying to learn based off of recorded videos of teachers talking instead of being in a classroom and being able to raise her hand or stop a teacher after class.

____ is on a 504 plan for his ADHD and needs to be in school. He can't focus at home and be expected to remember all of his zoom meetings. He isn't learning anything nor is he retaining it. My daughter has a hard time remembering when her zooms are, what her homework is and needs social interactions. She has started to become moody and depressed.

He needs the social interaction with other students and teachers.

____ needs the teachers to help him. I am afraid that he is falling behind.

We need to get the kids back in school.

Rise of COVID cases currently

Too long wearing a mask

With the state breaking confirmed cases records every day, it would be wrong to go back to 100% in person learning at this time. So far, the hybrid model seems to be working. Stay with the hybrid model for now.

I think it is still too big of a risk to go all in person at this time

____ benefits hands on teaching. Grades are dropping

Masks worn

"These kids are together every day on the volleyball court, football field, sporting events, etc....what on earth is keeping them outta a classroom?"

Our school system right now is NOT preparing them for the next step in life."

This should be an option for all families. Families that don't agree with sending their children to school should do virtual learning.

Developing more student/teacher relationship for more impact learning but am concerned that he attends and all measures of safety upheld as much as possible.

He needs to attend in person as much as possible but am concerned that he attends and all measures of safety upheld as much as possible. We are concerned with the lack of F2F instructional time for 3rd grade and lack of staff for those with reading challenges.

My child had comprehensive issues and needs more face to face with teachers

I truly think our kids need the face to face contact every day. I really like the model that Dodgeville uses, a tiered approach (based off of a 2 week average of active cases in the county), keeping the youngest kids in school face to face as long as possible. An approach like this would give parents something to watch, and be able to plan for. I understand positive cases will happen in the school (one already has), and that will cause a different disruption, however I really think Dodgeville has done a good job of putting measurable metrics around what the plan is.

_____ is in Kindergarten, and I wish for her to go full days. She is learning letters and sounds, and all of the building blocks for reading. I'm concerned she isn't getting enough instruction with just being in person half days. Becoming a strong reader is important, and I feel she is missing out on half of her education.

_____ wants to be back in school. All the kids I have talked to want to come back to school

I have no concerns about attending 100% in person. I am more concerned that she is feeling isolated and alone because she is not allowed to attend school 100% of the time. One day a week is not working.

Concern over keeping the students and staff safe.

No ability to distance, large numbers quarantined when a case is positive, kids need consistency and not changing schedule frequently, the safety of our kids, the entire staff and our entire community makes limiting contact worth the work.

Our child would potentially go completely virtual or withdraw from MPSD if 100% in person. My concern is that some members of the board would be unwilling to invest more than minimal funds to support this move and keep kids safe in this model. They have expressed interest in the past to bring more students back without adhering to health guidelines. Also, with more kids in school and no additional support, I believe the virtual side of instruction will suffer (related, we have not seen significant improvement with secondary online instruction from the spring).

If we went 100% in-person, my son would possibly go 100% virtual, or we might even withdraw our student from MPUSD. My main concern is that some school board members are willing to

disregard current health guidelines to get kids back full time. I obviously fear for everyone's safety, as well as the quality of virtual learning. If more kids are at school, and board members are not willing to substantially support this plan with resources and personnel, I don't see how virtual learning will be successful.

I am still concerned with in-person due to people not following proper health safety protocols (masks/distancing) and children coming to school while actively sick as in past flu seasons. If county and state numbers were trending downward, I would reconsider my stance on in-person. However, colleges - many who have had very thorough testing, safety measures and isolation efforts in place prior to the start of school - are having a tremendous problem in keeping their numbers down. I believe we should be looking at and learning from them.

_____ teacher is doing a great job of keeping him engaged at school as well as with activities on Wednesdays.

The hybrid option we feel is safest at this given point but is challenge scheduling wise to arrange care for elementary age kids and the inconsistency with schedules also creates challenges. Given the current situation of rising cases, this is tough to answer as to what our preference would be, we do feel that the current plan is working to help mitigate the risk and exposure and feel there are pros and cons to every option that is being considered.

Our current community situation does not support the high school going back to 100%in person right now. I would prefer to continue hybrid to reduce exposure and keep cases to a trickle so that we can continue a few extracurricular activities. I feel we are managing risk well enough to allow a little exposure outside of the classroom and in our home lives. Of course I would like to go back to "normal", but then we have pushed the exposure too far and will have to shut everything down.

I prefer to continue hybrid to reduce exposure a little to allow some extracurricular activities. Going back full time would tip the exposure level too far at the 8th grade level. We would end up shutting everything down.

This student is in 6th grade. I think for this age 2 days is appropriate. The scientific data shows that this age is still a small risk of infection and spread but starting to approach that of older students. I am okay with the amount of exposure in relation to the amount to interaction/activity my student has in and out of the classroom.

We feel this model will protect more students/teachers in our school from getting or spreading COVID-19.

We support 100% in-person learning at this time, same as we did on the (flawed) survey two months ago, where the majority of parents (57.47%) voted for five days a week in-person classes, even with limited social distancing options. We support 100% in-person learning per

the district's strategic plan commitment to focus on learner engagement, inclusivity, and the whole child. Students' needs for adequate direct instruction and student-centered responses from teachers on a daily basis are being shortchanged in the current hybrid model. Additionally, the social and emotional needs of daily peer interaction for our children are being denied. We were misled under the impression that the hybrid plan was only a temporary plan, and that a phased plan was already in place prior to the start of the school year to return all students, with the exception of those who choose full virtual, to 100% in-person as soon as possible. Why was a phased plan not prepared in advance? What is the goal date for return to a regular schedule? What is the criteria?

No concerns

I would support 100% in-person learning if small class sizes like used in the hybrid model could be maintained.

_____ loves the small group he is in on Mondays but he is struggling with the home day on Tuesdays. He doesn't want to be different from the rest of the other kids so he just keeps his struggles to himself most of the time.

Too many kids in the building at one time so it increases the risk. I think the hybrid model is a great option and it seems to be working well.

I would not want my children to go back full-time until the cases decrease or there is a vaccine.

I personally feel the kids are not getting the education they should be via zooms. The zooms are great for some things, however, 3 virtual days with zooms is not working and not really benefiting the kids in my opinion. Opening 100% has its risks but I feel that it is best for the kids to be in school AT LEAST 4 days a week with the maximum of 1 virtual day (Wednesdays, if preferred).

Given the amount of sports and traveling done at the middle/high school building I feel the hybrid model is still a good fit at this point.

I am fine with 4 days at school with Wednesday still being a virtual day.

My biggest concern regarding 100% in person learning is the containment of the spread of Covid-19. With the Hybrid model, although the elementary school (and now the middle/high school) have each had a positive case, they were able to continue running and keep track of how many possible kids had been potentially exposed. Should the school reopen 100%, I do not feel that this would be possible. I would love for 100% in person to be feasible, I just do not feel that it is at this time. The numbers of positive cases continue to grow at an exponential rate in neighboring communities. I think we would be remiss to open fully now and hope for the best, rather than continue with the cautious plan which has been helping the school remain open.

Other schools not far from us have gone to full virtual instruction due to outbreaks of Covid-19 in staff and students. If the school goes to 100% in person tomorrow, I will be selecting all virtual.

I would love 100% but would hesitate if classroom size or mask requirements changed.

Only comfortable with 100% if mask continue being worn and class size stays the same

My daughter is 100% in person right now with 4k.

I feel that the Elementary age children need to be in school at least 4-5 days a week. We need to come up with a plan that we can safely get them there fast. We are not giving them a proper education that they need. We need to start thinking outside the box and get them in school full time. Use all empty rooms, we have churches that have school rooms, anything to get them back in school safely. We can no longer sit here without a plan. People have been patient, and are trying to go with this plan but it makes it hard when we have not gotten any further than when we started. 2 days a week in 3rd grade is not enough. He has a wonderful teacher that is doing the best she can but it is not in person.

"My son is in Kindergarten and I am much happier with his education experience than my 3rd grader. He is going 4 days a week 1/2 days. Although this is not all day. At least he is getting seen by his teacher a few hours a day 4 days a week. I would definitely prefer him to be there all day 4-5 days a week. His learning is at a crucial point. They are learning numbers, reading, basic math. They need to be there in person to do that. We need to start thinking outside the box and actually have a plan to get them back in school full time. We have churches that have classrooms all around us. As a parent I would be willing to do whatever I have to, to get them in school full time."

The one day my child is in-person is being monopolized by tests. There is not enough instruction for the amount of homework/virtual work issued. A lot of time is spent searching for alternative methods of teaching to understand the lessons.

In-person contains a lot of test taking. More instruction is needed for virtual days.

I feel my child learns best more in person so the hybrid option best fits her if everything went online I believe my daughter would fall behind

I still feel uncomfortable with 100% in person learning instead of a hybrid model at this point. This seems to be the one thing we as a community can control to protect as many people as possible. Especially when we are facing so many variables that we do not control. Using the hybrid and determining ways to get more students and families what they need to be successful within the model, feels like the right approach to keep providing individualized learning experiences while also containing the spread of COVID in the area.

I feel that we are doing a disservice to the kids and educators of not being in school full time. This virus is not going away. It is part of our lives now. We need to learn to live with it. More and more knowledge is being obtained about this virus. Doctors are finding better treatment for people and the mortality rate is falling. I'm not trying to down play this virus. It is a serious one that has a higher potential to kill but, we can't hide forever from it. The long term effects to the psyche of the kids during the most formative time of their life is detrimental. I highly urge for you to consider 100% face to face classes. This can be accomplished safely with the help of you and parents.

My son is having a difficult time learning virtually. He usually has someone working with at school.

Absolutely not

I would rather have ____ 100% virtual however if that isn't an option then I would rather have 100% virtual however I highly recommend of enforcing more guidelines for these teachers to follow. HS is doing a fantastic job compared to what I am seeing from Elementary

While the hybrid model has not been perfect I know the high administration team and staff have and will continue to work to make it better for students and teachers.

We have successfully adapted to hybrid (or virtual learning). Resuming more in person learning would put our students and staff (and community) at risk. Social distancing and spacing of cohorts would not be able to be maintained. Risk of spread in schools would increase. Which would lead to a full closure as other districts around us are experiencing. Now is absolutely not the time for a full in person when we are approaching a surge of COVID in our county. Disregarding public health guidance would be a disservice to our health and safety.

The increasingly rising cases in our country and those surrounding us would make 100% face to face a liability to our students. As an educator I believe face to face is the best option but not the safest just yet.

The numbers are on the rise and schools around the area are shutting down and going virtual. Why not just stay hybrid instead of pivoting back and forth between in person and virtual?

I support a hybrid model, but would like to see some live virtual interaction with students on all virtual days as well as some in Wednesday's. The teachers are doing so much. How can we zoom classes like what they are doing in classroom.

I support hybrid model but believe students need more live instruction. 6th graders have something live everyday... and I do appreciate that the teachers have done this.

"I want to continue hybrid however the kids need more live instruction. If that is done via in person or virtual, we just need to see progress with more live instruction. Kids are missing out on questions and dialogue with others to support learning"

He needs more live instruction be it be in person and virtual. 1 day with only an hour or 2 on other days is not enough. I do appreciate the check in on Wednesday

None. Just get the kids back. They didn't have masks all summer and no one got sick

100% Virtual learning is going very well. Our son's teacher is doing an amazing job.

I would much rather keep my daughter in a consistent routine than be shutdown for two weeks virtually. Given the state of the pandemic we are still within; 100% in-person doesn't seem like the right choice.

With some schools shutting back down because of cases, The hybrid model seems to be working well for our area.

Hybrid seems to be working at this time.

Cases in Wisconsin are increasing greatly, this doesn't seem like the time to switch to 100% in person.

We appreciate the effort made by teachers in this unique situation. It is obviously less than ideal for everyone, but we prefer the priority remain safety.

As long as it safe for the kids & staff to be in school, we support in-person learning. The hybrid model is working, but we feel that more hands-on learning is better for ____.

Our daughter is currently in the 100% virtual learning environment. Even though we are comfortable having our daughter in the school with 100% in person classes, our virtual learning experience has been very positive. We will more than likely opt for full-time virtual even if the school offers 100% in-person for a period of time yet. This will allow us to maintain a consistent structure and our ability to also be available for aging parents.

Although I feel 100% in person learning is ideal and preferred for so many families (mine as well), but I don't think our society/country has enough control over this virus yet to return to 100% in person. I really think the hybrid model allows for flexibility so that if a family or student is testing positive, it does not shut down the entire school. I understand parents are struggling, children are struggling, teachers are struggling. This is not an easy situation. I think we must continue to look at the facts, the numbers, and attempt do to what is best for majority. We will not please everyone. Its a hard situation.

How can we do it safely but getting the kids the proper education they need.
How can we do it safely and get them the education and socialization they need.

Would not feel comfortable sending student while cases are still rising in Iowa County. Also concerned that the expiration of the mask mandate would mean students would possibly not be wearing masks. Also, there isn't room to socially distance if the entire school body is in attendance.

____ has an IEP and needs more support.

"Each day we watch our daughter get farther removed from the normalcy of a standard school week, we see a child who is struggling. Our child, who is typically a great student, and highly motivated to work hard at all that she does, is growing increasingly frustrated by the fact that daily she is given busy work at home, while on her one day a week in the classroom, her day is filled with test taking. She misses the socialization and all that the hustle and bustle of running between classes does to break up her day. She is keenly aware of the why's behind the administration trying to make the best choices for the safety of our students and faculty, but she is also aware of the science behind the risk. As the students are old enough to ask questions and seek information to help support decisions being on their behalf, she does question why other schools are sending their students more frequently than what she is being allowed. As a parent, I would also like to understand what the criteria for returning students back to school on additional days looks like? What metrics do we need to meet as a district to increase in school days?"

My concern would be that my ____ grader is not receiving an education from the Mineral Point School District. At the current level of education she will be entering the ____ grade at a ____ grade level. Based on having past children in ____ grade we know how demanding it was in order to prepare the student for ____ grade. It is very well researched and documented that well over a majority of students regress during online learning. It is a rare few that actually even avoid regression. I do not worry about covid taking away my child's future, but I do worry about people in power of the education system taking it away. Again, it takes very little research to understand the percentages of how covid affects school-aged children. I believe students are much more likely to suffer an accident on the way to school than by this virus, yet we are not banning driving. I realize some students could fall into a high risk category, which is why an online option should be available. I also understand that some students may have a family member that might be at a high risk, which is why their should be an online only option. I also understand, as a teacher myself, that teachers might be at risk of contracting the virus. Those worried teachers should possibly be moved to running the online education platform or find a different career. We have gone through enough flu seasons that have been much worse for teachers getting sick than the current situation we are in considering all the mitigating things we are doing. I am not even sure at this point what metrics we are looking to mitigate? Sickness, hospitalizations, or all three? What metrics must be met to move forward? We have followed months of mitigation that has led to very good conditions in our area including zero deaths and

almost no hospitalizations. For what? To always continue moving the goalposts. At what point will we ever send our children to school again during flu season if the goal is to avoid anyone getting sick as it seems it is at this point. I realize we have a high death toll of those over 65 and with underlying conditions from covid, but we have learned who it affects the most. I believe the CDC has stated that 94% of covid deaths had underlying conditions. Combine that with the percent of elderly that have passed from covid and we are looking at close to 99% of victims. That is higher than the flu percent of the population we are talking about. I have not even mentioned the mental, emotional, and social issues my child is going through. I don't think those statistics should be ignored at this point either. If science and data are the driving factors then let them be. Too often it seems that if 98 doctors say one thing and two say something else, many have a tendency to only listen to the two they want to believe. I apologize for the long email, but the school system is taking away the life of my children. They are not saving it.

Virtual learning is straining both teachers and students and is limiting the amount of learning. It does not allow for different learning styles.

100% in person will allow the kids to learn more and increased productivity for kids and teachers.

Just by looking at the increase in positive COVID-19 cases in the state of Wisconsin, there should definitely not be 100% in-person learning any time soon. The classroom sizes would be too large and the school would have little room to allow the children to move about with enough distance from each other to stay safe.

Based on the current increase in COVID-19 positive cases in the state of Wisconsin I do not believe we can safely send our children back to school for 100% in-person learning.

I feel it is too early to return 100% in-person, considering the Covid numbers.

"I feel our kids need to be in school at least 4 days a week. As a dairy farming family we are struggling with making zoom calls getting class work done and my child has expressed wanting to be in school everyday.

Also if they are practicing sports and games are starting our kids are going to be around other kids more and different kids each week, so the spread really isn't stopping.

We are all for the kids playing sports but they need to be in school as well. "

My son wants to be in school everyday.

If there are positive cases, the school will chop to shut down the operation. We need our children in school, and I'm 100% aware people will end up with increased cases.

I think Covid 19 is something we are going to have to learn to live with as a vaccine may not be the solution everyone is hoping for. The current cleaning measures, face masks, etc may be part of the "new norm." How do we protect our children and staff but also not hinder their learning? I think that's a tough answer. As a nurse that works in a hospital, I have been in the world of Covid since the very beginning and not that I'm desensitized to it but realize there is a safe way you can still open with precautions.

With cold and flu season approaching, now would not be a good time to open at 100%

She is asking to go to school full time.

I realize there is no right answer to any of this. I understand how serious this is, but I also feel I must say my child is asking to go to school more. Thank you ALL for everything you do every single day at MP. It does not go unnoticed.

I feel in person 100% is best for my children especially at their ages and grade levels. Homeschooling is not working at all. Way too many distractions trying to learn at home especially when I'm trying to work from home as well. My kids learn and work better in person and hands on 100x better than they do staring at a screen for 10mins a day. This is not fair to not only working parents but to children being robbed from their school learning experiences and all of the school sports and activities. I can't even imagine what goes through these little kids minds and how frustrated they are with not being able to actually participate in class like they should. I understand the pandemic situation I do and I have other beliefs and theories on all of that but in my opinion the schools should be opened 100% in person. If I wanted to be a teacher I would've become a teacher. All these teachers still getting paid their full salaries for making parents lose jobs to homeschool kids. This whole ordeal gets me upset so I will leave it at that. Thank you for letting us as parents voice our opinions.

It's too soon. The virus is just beginning to spread in school age kids throughout the county. It makes no sense to move into phase 2 of reopening when we have more active cases throughout the county than previously. Such a move would demonstrate a lack of understanding for the purpose of the hybrid model to begin with. Kids' safety needs to come first, not political agendas. Not considering the health and safety of the kids in favor of political agendas further exacerbates a discriminatory and exclusionary environment. The school board needs to take seriously it's leadership responsibilities to all students and the community and not let political bullying jeopardize the lives of our children, staff, and community members out of ignorance and haste.

We need to be back in school, my children are packing interaction. The learning set that's at hand is not working for my kids.

It is frustrating to constantly have this issue revisited. The virus situation clearly is not a short term situation, though it may be "temporary." A strong decision has been made to use the hybrid

model, and we have evidence that this model is working to reduce the number of close contacts when there are positive cases; therefore, we should stick with it. The model will only get stronger as teachers and students settle in. Flip-flopping and switching to face to face too soon will cause more disruption and confusion as teachers and students and families will be thrown into dramatic pivots as well as endangering the health of some students, staff, or community members. I support the efforts that have gone into planning and the creative assignments students are receiving. The hybrid model appears to be effective and more sustainable given the virus situation. It is too soon to abandon it, given that we haven't even begun to see the effects of fall sports like football on the spread of the virus and we are also moving into cold and flu season, which will complicate matters.

I do not feel it is safe at this time.

_____ seems to be enjoying the Hybrid Model right now. As a parent I would like to see them go 100% in person if the data shows improvement.

They need the structure, routine, immediate access to teachers, socialization.

"We really like the Google Classroom summary email that we get. That really helps to keep up with what is going on. Teacher's instructions for assignments could be a little more detailed so we know what's going on.

It seems like the workload is super light. Just does not seem like a 7 hour school day could be condensed into 2 hours of work. It would be nice to see some kind of guided study tools or subject based study modules to help flesh out the day a bit more."

Our daughter really misses being in school with all of her friends and teachers. We are making the best of the situation but we'd love to see the kids in school more.

They love to be in school. social interaction, routine and structure

"I feel we need to get these kids back in school. The new cases I hear about with school aged kids seem to be less severe and there are no hospitalizations or deaths. Of the kids I know that have been positive they all get over it in 1 1/2 days and return to normal. I think the social and mental risk for these kids outweighs the covid virus risk especially in this age group. For older folks or people with underlying conditions it is different and how we manage around them is critical.

I will say the hybrid approach is better than last spring when we had no chance to prepare, but still a long way from in person learning.

I would not be opposed to a accelerated hybrid approach that slowly moves us closer to 100% in person, maybe 2-3 days in and work our way. If we want to get back to normal I believe this age group of young health kids and teenagers is the place to start"

"There are days where the amount of work/instruction feel pretty light.

It's not always clear what we are meant to do, especially in the ""in person"" days, as we are constantly jumping on and off Zoom meetings, and then the other virtual students will disappear with no instruction or explanation given of if we are needed or not.

Getting lost in the shuffle. There have been several times where we needed to ask a question, or a different teacher came in the room and ____was forgotten. I feel I remember information early on that said there would be a teaching assistant watching the virtual students so they would not be left out or get lost, and that does not appear to be the case. If the decision to not do that was made, it should be revisited, as it would help immensely

The questions on this survey about internet issues I read as issues with the hardware (not connecting, glitching, freezing, etc.). The issues with the internet are NOT in if it works. It does work. The issues are with HOW the tool is being used, which is lacking. My biggest concern with the in-person virtual days was our student feeling like she was being left out, and the teacher not giving enough attention to the virtual kids. This is understandable as they have a room full of children they are also trying to teach, but having a dedicated teaching assistant who could sit and watch the virtual kids, reposition the camera as needed so the virtual kids felt included and part of the class, be able to relay any questions or be there to help when something isn't working correctly would really alleviate MOST of the issues we've been having." At this point, we are comfortable with the opportunity to attend one day/week

No concerns. I have complete faith that the MP School District can bring all the kids back and do it safely.

I don't know what to wish for. Covid worries me, but my son is begging to go to school more. Home learning is hard. The amount of time and work he is putting in seems like it is more than it should be. He is frustrated. I feel bad for everyone at the school who are working hard to try to make it as safe as possible. Thank you for what you do.

Changes things now would be hard after just learning this new system.

If everything were to 100% in-person would the cohorts still exist? I'd prefer to be in person because I genuinely learn that way. Whereas having a zoom meeting a in separate room its hard to pay attention.

I believe the children should be free to come to school to learn ,to congregate with their friends, to be able to live a normal life, not in a totalitarianism society , the number of people hospitalized

in our area doesn't even get to 1%, or I don't believe it is at half a percent, this is absolutely ridiculous when we are dying we beg for a few more days we are taking those days away from our children's childhood they have now lost 7 months of their childhood which they'll never get back, if they get sick nurse them back to health if they don't get sick at least they can have a life! How many have we seen that have even had much more than a fever someone has to get real about this I can't believe as a school board you can do this to children our children children who will someday wonder why the _____ we force this upon them!

We believe that it would be challenging to be back full-time, full student body and to maintain safety protocols. Therefore we are not currently comfortable with that option.

Worry about the spread in the building

The current hybrid model is working well and will provide for minimal disruption as we move into the main cold/flu season with the existence of covid 19 as well. Now is not an appropriate time to be switching to 100% face to face instruction, according to county covid data and given that fall sports will expose even more people. I have close relatives who have had the illness and are still fighting symptoms or complications 2 months later. A number of students are experiencing the effects of having covid at a local university, and it is impacting their ability to succeed as students. It is important to minimize student and staff risk of contracting covid to keep teaching and learning moving forward.

I am currently feeling comfortable with the hybrid model but not thinking 100% in person with more positive cases popping up is a comfortable feeling.

100% learning does not appear to be possible while following the WI safety guidelines. I worry that if we send kids back 100% in person our school would be shut down very quickly and we'd put vulnerable populations in our community at risk.

If the middle school high school children will be required to carry all school related materials daily then my answer is 100% virtual. That is too much weight in a backpack and will cause long term damage in growing adolescents

With case numbers continuing to rise we feel now is not a good time to go back to 100% in person learning.

We believe that it would be challenging to be back full-time, full student body and to maintain safety protocols. Therefore we are not currently comfortable with that option.

With the number of Covid cases rising, this does not seem to be a good time to go back to 100% in person learning.

"100% in Person seem like too much contact. I would prefer to see a hybrid modle that is 2 days in person. It doesn't appear that one day in person is providing much contact with teachers or time to really explain material. Also, students are having multiple test on the same day. This limits the time they have to prepare for each test.

By having them come in by grade at the high school level it seems to be chopping classes into unnatural sections as many of these classes have students from 2 or 3 differnt grades in them. "

Unfortunately, with the increase in local positive cases I feel that it is too soon to open up 100% in person classes.

With current situations with more positive cases popping up I wouldn't be comfortable with 100% in person at this time

We believe that it would be challenging to be back full-time, full student body and to maintain safety protocols. Therefore we are not currently comfortable with that option.

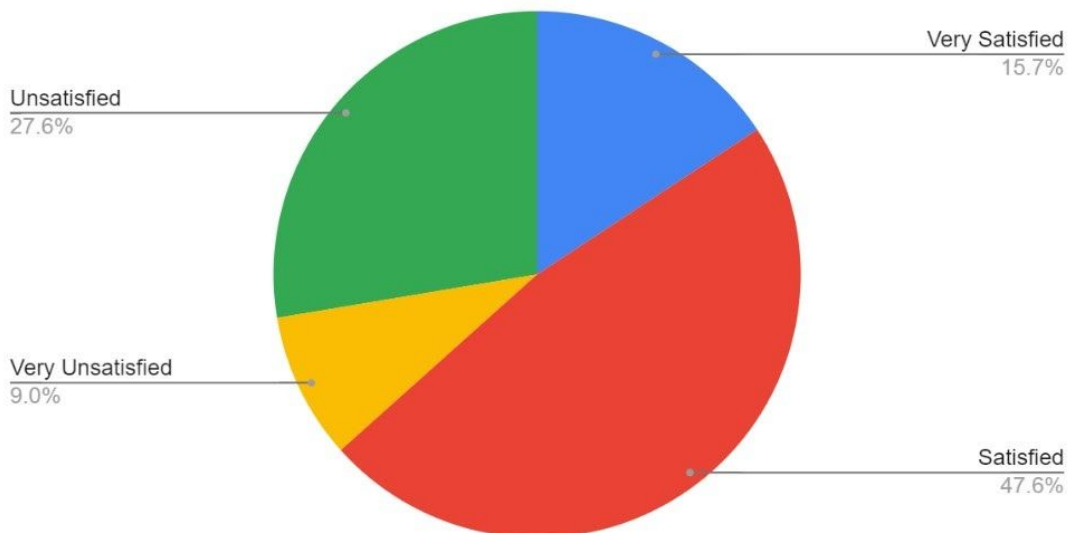
Safety and being able to keep the school open are a concern

With the current limitations with the in person schooling, it does not seem as effective or comfortable as the standard in person schooling. Possible quarantining could affect sports. Not sure how it affects other family members and parents and their jobs. Otherwise, potential quarantining may not be an issue for some parents.

HYBRID

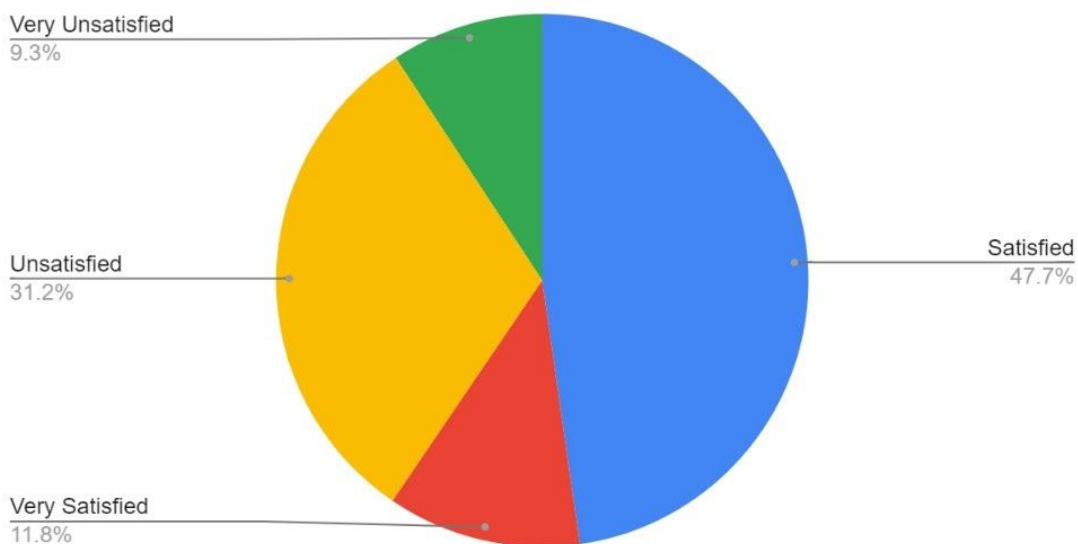
If your student listed above is hybrid, what is your overall parental satisfaction with virtual learning?

Count of If your student listed above is hybrid, what is your overall parental satisfaction with virtual learning?



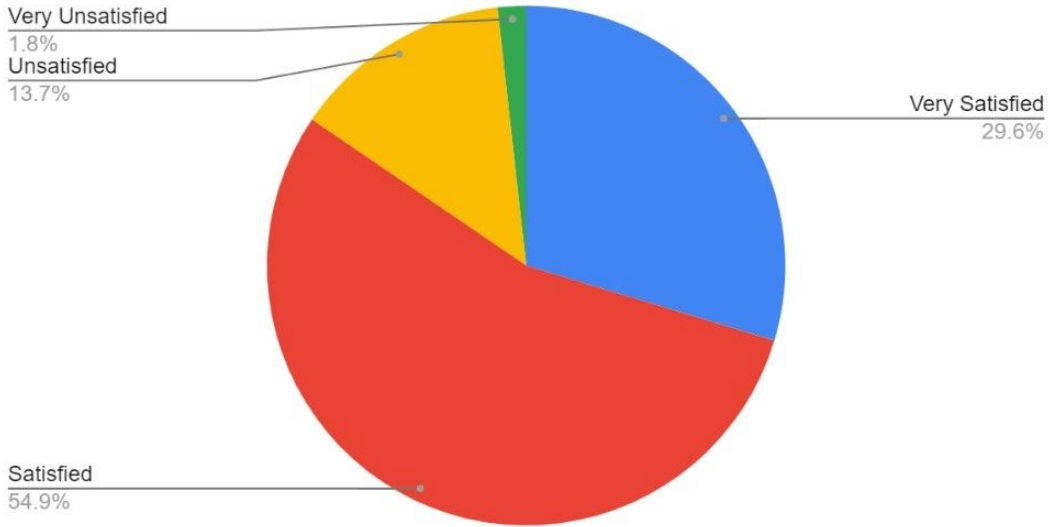
If your student listed above is hybrid, what is overall student satisfaction with virtual learning?

Count of If your student listed above is hybrid, what is overall student satisfaction with virtual learning?



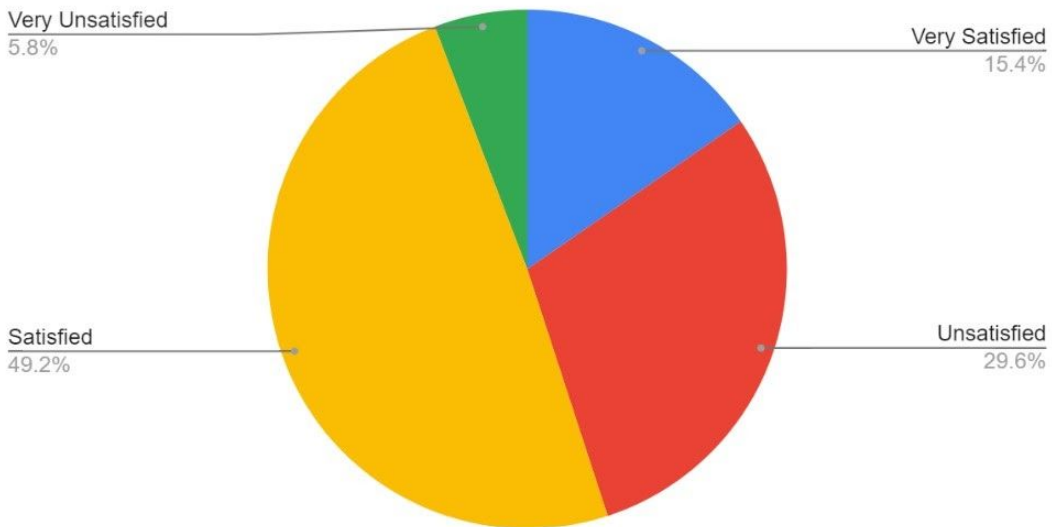
If your student listed above is hybrid, what is your overall satisfaction with communication from teachers?

Count of If your student listed above is hybrid, what is your overall satisfaction with communication from teachers?



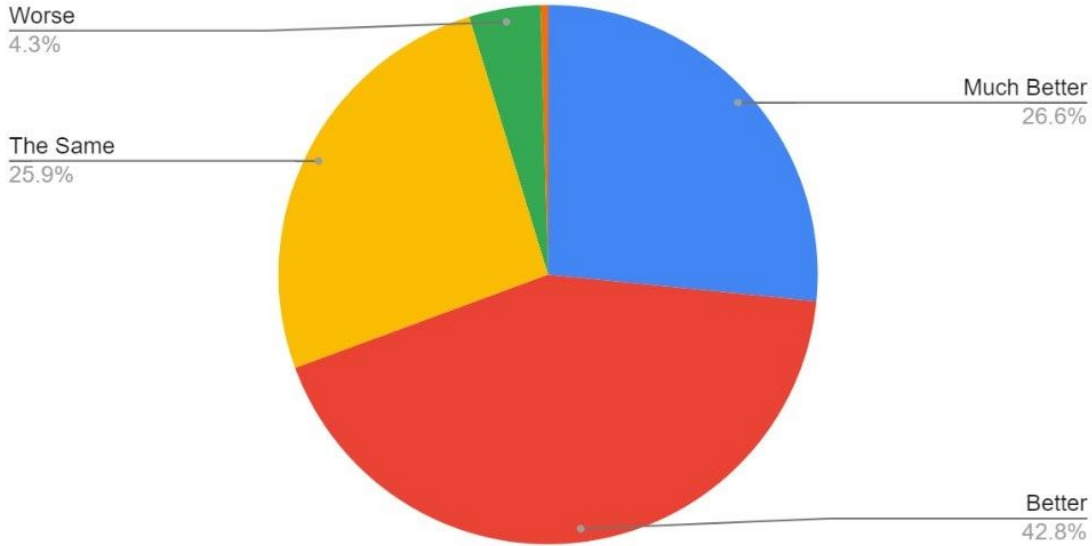
If your student listed above is hybrid, what is your overall satisfaction with academic rigor?

Count of If your student listed above is hybrid, what is your overall satisfaction with academic rigor?



If your student listed above is hybrid, what is your opinion on virtual learning compared to virtual learning this past spring?

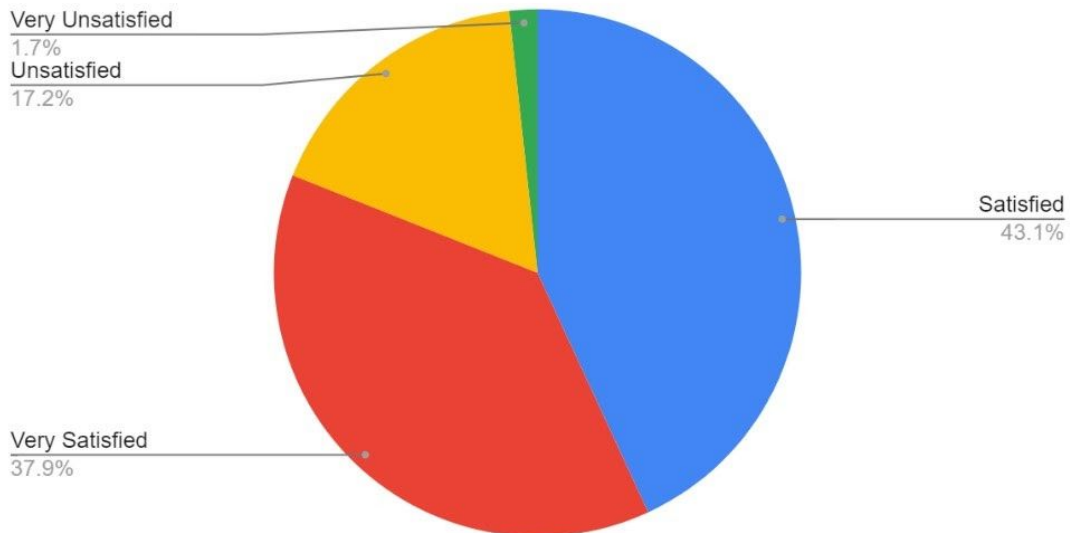
Count of If your student listed above is hybrid, what is your opinion on virtual learning compared to virtual learning this p...



100% VIRTUAL

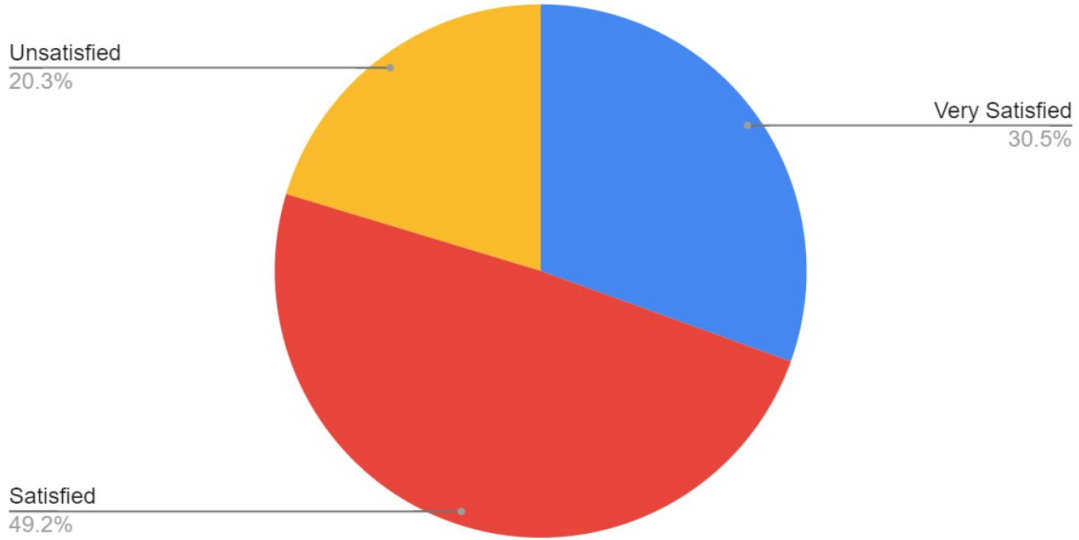
If your student listed above is 100% virtual, what is your overall parental satisfaction with virtual learning?

Count of If your student listed above is 100% virtual, what is your overall parental satisfaction with virtual learning?



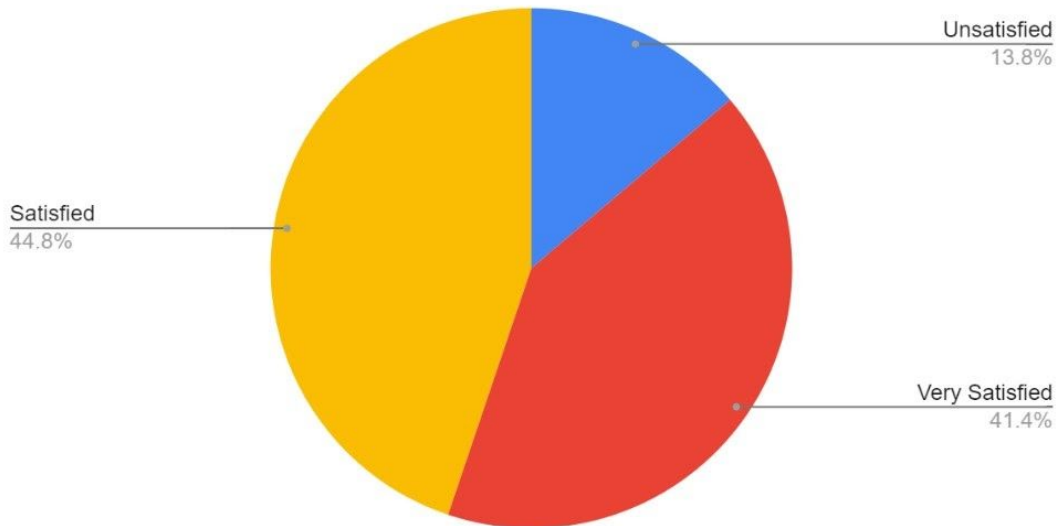
If your student listed above is 100% virtual, what is overall student satisfaction with virtual learning?

Count of If your student listed above is 100% virtual, what is overall student satisfaction with virtual learning?



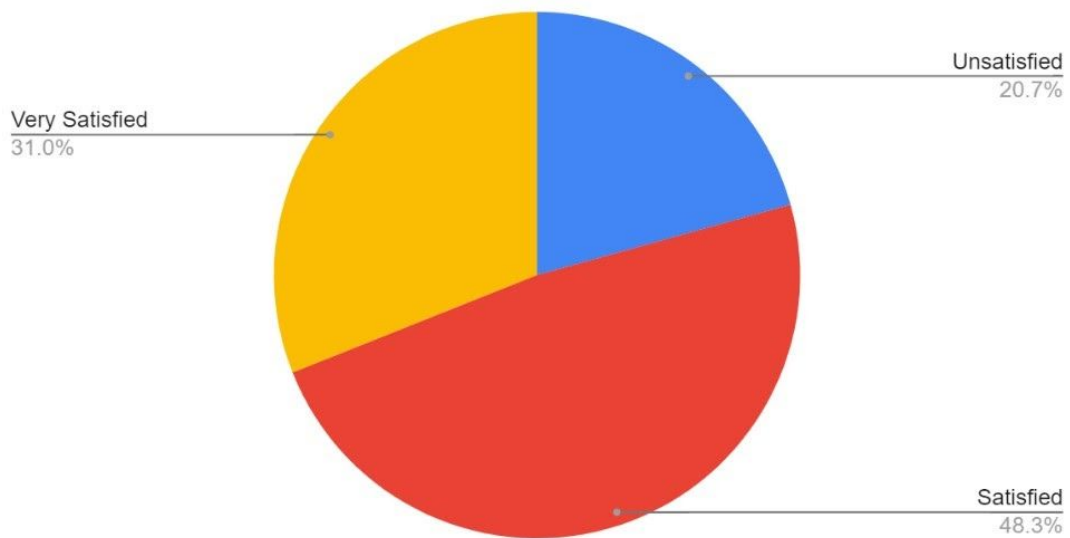
If your student listed above is 100% virtual, what is your overall satisfaction with communication from teachers?

Count of If your student listed above is 100% virtual, what is your overall satisfaction with communication from teachers?



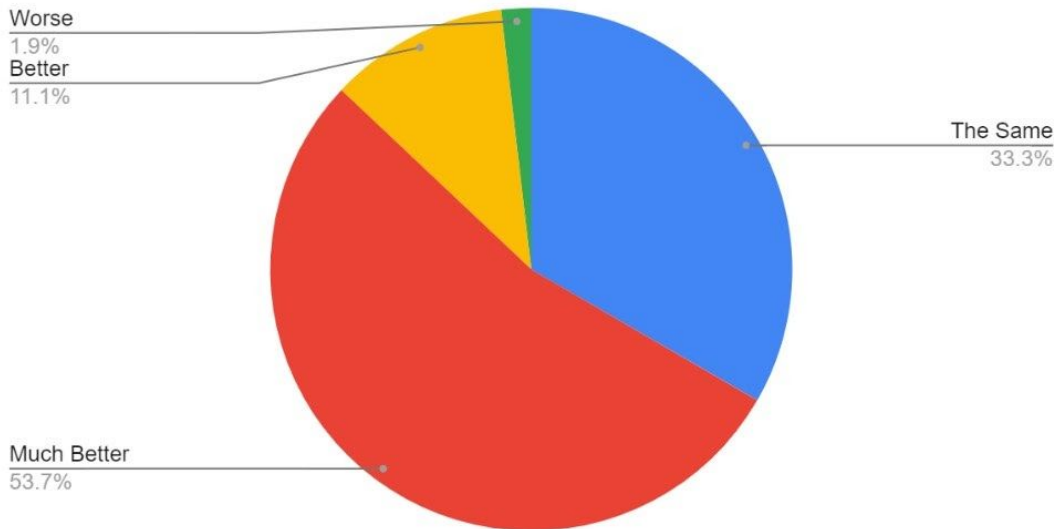
If your student listed above is 100% virtual, what is your overall satisfaction with academic rigor?

Count of If your student listed above is 100% virtual, what is your overall satisfaction with academic rigor?



If your student listed above is 100% virtual, what is your opinion on virtual learning compared to virtual learning this past spring?

Count of If your student listed above is 100% virtual, what is your opinion on virtual learning compared to virtual learning t...



ELEMENTARY SCHOOL

1 Strongly Disagree, 5 Strongly Agree

Please rate your happiness with the following as it relates to elementary school virtual instruction (skip if you are not filling this out for an elementary student): Structure is created to help build student/staff relationships. (221 Responses)

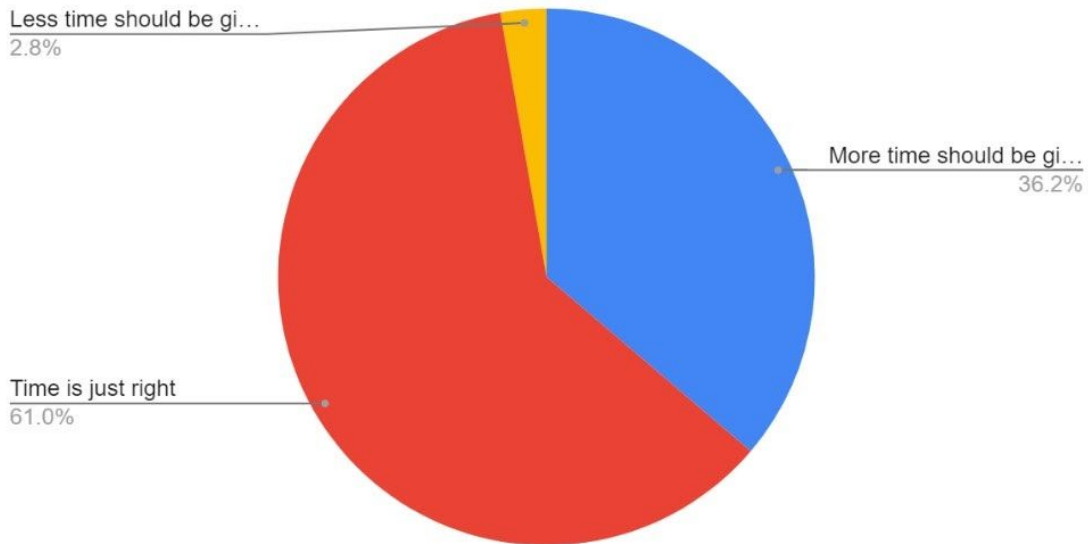
Avg. 3.76

Please rate your happiness with the following as it relates to elementary school virtual instruction (skip if you are not filling this out for an elementary student): My student is comfortable asking questions of staff as it relates to their education. (221 Responses)

Avg. 3.70

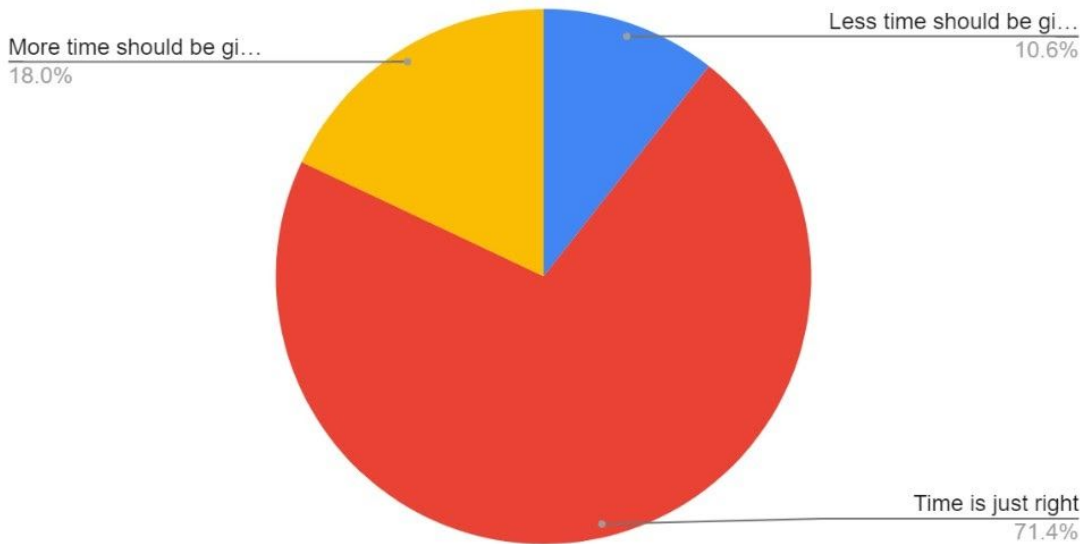
Amount of time focused on direct instruction for virtual days (skip if you are not filling this out for an elementary student):

Count of Amount of time focused on direct instruction for virtual days (skip if you are not filling this out for an elementary stud...



Amount of time focused on independent work on virtual days (skip if you are not filling this out for an elementary student):

Count of Amount of time focused on independent work on virtual days (skip if you are not filling this out for an elementar...



Comments on the above questions:

I love the daily email that lists his assignment. I also like consistent zoom times and format that teaches a lesson followed by work time. _____ has made virtual very easy to navigate though it is no match for in-person instruction.

Our child is in 4K, the virtual questions were left blank for this reason as he is in person.

I feel that my son does not have enough direct instruction on his virtual days. He often is afraid to ask questions, and he does not feel comfortable with his work as a result. He has a lot of independent time which he struggles to remain focused during. If he had more direct instruction, I feel like he would get much more out of virtual learning.

My daughter is very intelligent and would benefit from more instruction time. My only concern with her virtual learning is that she is not getting enough work and being challenged enough. Her teacher always keeps us in communication, and my daughter feels comfortable asking her questions as a result.

The only issue we are finding with virtual learning is glitchy internet connection

I have not witnessed any 1 on 1 time with the teacher, which I was hoping would happen on a weekly basis. All Zoom's have been group calls with very little participation required from the students.

I have not witnessed any reading (from the students) virtually. The teacher reads to the students often, but the students do not.

Independent work on virtual days honestly are just free days for most kids. We supplement with workbooks and are very involved in exposing our kids to many things, so overall we are fine with the independent work, but I can understand why others might not appreciate it.

_____ teacher is doing a really great job! _____ is really enjoying her time with her teacher, but she needs to be with her teacher more to support her ready, specifically.

We both work full time and rely on our kids to do all of their own virtual learning as our daycare options cannot run their daycare and facilitate virtual learning. I really cannot answer a lot of these as I have never seen their virtual learning live. I do however, see the work and have concerns about the rigor. For this child, he needs more rigorous activities. Otherwise I am going to have to try to supplement with things that push him beyond where he is. I worry about the apathy that may develop if he is not challenged.

Our kids are basically on their own at home doing their virtual learning and independent work as my husband and I both work full time. I'm proud of house accountable and independent they have become in making sure to log in on time and complete their work on their own. We know

what is happening with schools and families is happening around the world and we feel extremely lucky to have the opportunity for our kids to have some in-person learning in a safe environment and also be able to learn from home safely on other days, both with the same teacher. I think our kids feel very comfortable asking their teachers and us questions when they have them.

As a 5th grader we would like him to be pushed more so he academically and organized to be ready for middle school. This kid wants to be in school more to see friends. This student could be more academically challenged, seems like he just has some reading and math, feel he could have the space to do more.

On virtual days there should be some kind of direction for parents so we know what's going on lol

Our teacher is doing a great job balancing instruction/independent learning/free time. It's always changing and evolving, but so far the balance has been good.

my child's 100% virtual learning experience with his 4th grade teacher is working out really well so far. The teacher seems to have an organized plan week to week regarding the two different modalities of learning he is experiencing. The transition from his entire class being virtual to the days he is Zooming into his class's in-person days is seamless. I believe it helps that every Wednesday he has a scheduled one-on-one with his teacher to discuss the transition in the week, as well as books he's reading, and activities he's interested in pursuing independently. He feels like he has made a connection with his teacher even in this short time. The communication I receive from the teacher is thorough and they are so flexible and open minded about what works best for our student.

My pre-K student had to do virtual a few days and we were very happy with everything

_____ is overall a student that is able to work independently but she also needs the structure of school to keep on track.

I don't believe that my child learns as well virtually as in person!!

We honestly had a hard time answering the two questions above because it really isn't the amount of time spent but how that time is being used during the direct instruction. Our son is extremely bored during the Zoom sessions and is really starting to despise this time. We would really like to see the content covered faster to allow more time for independent work/projects.

I feel like they are missing a whole day of school on Wednesdays where they have no interaction with their class.

We are very happy with the work our daughter is doing on virtual days. She loves that she still gets to see her class on her virtual days and learn from her teacher. We appreciate all the hard work being done and know that we are a team in this process.

My child's teacher has been especially attentive to her learning needs.

Our daughter has been 100% virtual. Every week is getting better and she has acclimated well to the daily structure. As each week rolls on she has demonstrated improved independence, confidence and the courage to ask questions in this new environment. We recognize the more experience and practice she has in the virtual environment the better it is getting for her. Independent study time does require a parent or caretaker oversight to stay on task, however, that is ok and we expect to do that as her parents. Special thanks to _____ and the elementary school staff. We recognize offering two separate learning modes is a big challenge and it is going to take time and patience from all parents and our teachers to perfect.

My child struggles to accomplish assignments when I am the one trying to teach him. He does much better for his teachers.

We feel that it is going very well.

My student is in 4K so these questions do not apply to them, neither do the questions on the previous page regarding virtual instruction for hybrid model students, which I had to select an answer to in order to progress.

Do not feel show and share is necessary or beneficial for 4th graders...

Hybrid has been, ok for my daughter. _____ has been great with my daughter IEP. The Hybrid vision did NOT work for my son, who was in Kindergarten at MP. Sadly, we had to enroll him in a differently elementary school so he could learn in person more than 2 days a week.

Students are having to do too much independent work as an elementary student and not enough face to face teaching. It is hard for the kids to ask questions as compared to in class, where they can just raise there hand and ask. Also the teachers cannot see when a student is struggling with a concept or having a hard time staying focused or on task to complete the work that is being assigned.

Teachers are doing an amazing job! My child is well taken care of, in person and during virtual learning while he is home with his older siblings. I appreciate all of the hard work the teachers are putting in each day!

I do feel virtual days are "not enough" for my son, but the amount of work is all I can handle as a single parent working full time. That is the only reason I marked satisfied.

I feel that our 3rd grade teacher is doing an amazing job with what she can do. I just feel my son does not learn well at home online. He is a wonderful student in school not at home. I am having to pay someone to come in and help and I don't think they are learning at the same level they would be in person.

Very little time is actually spent online with students and teachers. 10mins in the morning and 10mins in the afternoon is not enough education for elementary kids, sorry.

My second grade student is having a hard time finding a rhythm with 100% virtual learning. I think the problem lies with his age group - not having as much patience for longer virtual meetings and not being able to advocate for himself if he is confused or struggling with something (academically or with the technology). The schedule has not been as consistent week to week so it is often difficult to be on time to meetings. I notice it is much harder on the days his class is in-person and he is Zooming into the lessons. The teacher does not have the right microphone equipment so we often can't hear them. And much of the meeting times are spent watching the teacher assist other students in class - so I feel that my child loses interest quickly. I think he would benefit from more one-on-one time to get to know his teacher to feel more comfortable communicating with them. I also feel that the teacher would benefit from getting more guidance on balancing direct instruction and independent learning. I struggle asking for this because asking for this because I don't want to burden the teacher with more work. We understand these unique circumstances are hard for everyone to navigate and we continue to communicate with his teacher on the best ways to move forward together.

The teachers that are doing more recordings than they are doing live teaching is hurting the kids opportunity to ask questions. I had a child in tears from math class and asking questions for help and clarifications and teacher not getting back to them in time or the lack of being able to ask questions in real-time. Grades so far have been below her normal average, which is concerning. To be clear this is not the fault of the teachers not doing their work. They are pulled in too many directions to provide a high level of teaching to all students in a recorded and virtual word.

From what I have heard, seen and understand -- ____ teacher ____ is doing a great job. She is very interactive and patient with the kids and she communicates with the parents very well. She is trying to make things fun for the kids and seems to be available for them whenever needed.

My second grader struggles with virtual learning.

The teachers are doing a fantastic job when they are doing the virtual learning with the kids...but I want to see more of them. My daughter only spends about 35 minutes a day on her virtual days while on zoom with her teacher. We need more time. Also, we're not fans of Wednesday...we need more instruction for the kids and more structure. First grade is too young for the independent learning...they need more of a schedule and routine.

I would like to see more accountability for students on Wednesday.

_____ is phenomenal! She goes above and beyond to help her class.

Zoom instruction is just right. Any more and he would get to distracted. Any less and the rigor would not be there. Some days the work load is also just right but someday he could do a little more.

Both parents work all day. Daycare and babysitters should not be responsible for teaching our kids. We don't have the time to be teaching our own kids what should be taught in person, in school. Open back up 100%

I think our teachers have been fantastic considering they are having to teach two different ways this year.

There has not been much of anything online for my Kindergartener. We have independent learning but nothing required. I feel like my child needs more in person learning. In person learning is what he enjoys also. He does not like learning from a computer screen.

There are some evenings where independent work can take a few hours depending on what my child was able to accomplish while under the care of a babysitter. These days are infrequent though, so a majority of the time the workload is fine.

We both work during the day and our weekday evenings are also busy, so we like having workbook and online material to complete on the weekends.

Kindergarten is going well and just right for our family and students' needs.

These kids need more instruction from the teachers. Parents are not teachers and that is what they are expected to be 3 days a week! An hour or two of zoom class is not satisfactory for a school day. With that being said a home is a very distracting environment no matter how you try to set it up. For _____ he has an IEP for structure and social interaction which he is only getting 2 days a week. He has now been allowed to come into the school Thurs. & Fri. for zoom classes which has been helpful but still only a couple of hours of instruction.

Our teacher has reached out to us on several occasions to make sure she is providing the right amount of work for our children. She has customized their learning so they are not bored, but also not overworked. She is going above and beyond to make sure they are challenged and is more than willing to make extra time for them if they were to need it. We feel that this approach has lead to a more individualized learning path for our kids and they are thriving and excited to learn more.

First of all, huge shout out to _____. She is AWESOME! Communication has been great. My daughter has had connectivity issues a few day of virtual, and _____ has reached out to _____ caretaker on those days to make sure _____ can get back on and go through what was missed. Wednesdays could use more substance (maybe a pre-recorded lesson, or an assignment on see-saw)

We have been so impressed by the relationships built even through an all virtual model. Meetings are well planned out and high engagement and our work at home is fun and focused on learning. We love that the work is able to be done on our time so that it can work for us to support our child while my husband and I still work full time.

Virtual is unrealistic and largely damaging for an 8 year old.

I understand that kindergartners do not have any "virtual" requirements on the 4 half days that they are in person, however I am concerned that they don't really have any requirements on Wednesdays.

Is Wednesday supposed to be a day for asynchronous learning only, or does it count for attendance if our child does not attend the morning meeting on Wednesday?

_____ is doing a great job! I feel that every week is getting better and there is more work and instruction added each week. My daughter loves her teacher and is very comfortable with her teacher. I really like that _____ has time on her virtual days to zoom in and ask questions on homework. This is very helpful. I would like to see more structure like this on Wednesdays. I do not feel the kids are getting enough learning out of Wonder Wednesday. Maybe there could be practice assignments given as an alternative...I feel it is very important for the kids to get their core subjects down and extra math and English lessons would be so beneficial...maybe some history assignments...something...but I'd like to see something they are accountable for...I know it's hard for parents that are working but I feel there needs to be more options for Wednesdays. I fear the kids are not learning enough.

The workload is perfect for a little guy, but _____ is still learning like crazy. We are very lucky to have such an incredible virtual experience and school staff

Communication can be a challenge. Both in having emails returned, and in being seen / heard during virtual days, and especially during the "in person" days we sit on zoom for.

Also seems like there are times we are looking at the workload and going "is this it?". Especially during the "in person" days where _____ KNOWS that class is continuing, and she wants to participate, but we are never let back into the zoom meeting.

Also during the in person days, there is never any clear instruction given on if we are meant to be logging back in after lunch, or needed for this or that class. We've been asked straight out

"Do you want to stay for this?" which troubles me, as of course our student wants to stay and be involved in what her classmates are doing. I don't know why things are being presented as optional. All of the 100% Virtual kids will be there in the morning, and then it seems most if not all just kind of drop out during the day, with nothing said as to why or if they are meant to or if we are meant to also.

GREAT JOB! We're loving it!

My child is PreK and goes 4 days a week. This survey doesn't seem designed for them as they are not hybrid nor 100% virtual.

More interaction may be helpful. My student does not like the virtual teaching part at all, he is very happy on the days he gets to go to school.

_____ is in Kindergarten so she attends 4 half days. The only virtual they do is choice menu's on Seesaw. However, for her age, I am happy with what they are doing. They are making the most of those half days! But if I could get her there just a tad more, that would be good. Lots to learn in Kindergarten!

Our teacher has reached out to us on several occasions to make sure she is providing the right amount of work for our children. She has customized their learning so they are not bored, but also not overworked. She is going above and beyond to make sure they are challenged and is more than willing to make extra time for them if they were to need it. We feel that this approach has lead to a more individualized learning path for our kids and they are thriving and excited to learn more.

Due to needs, child unable to participate in online learning.

Student is Kindergarten so no virtual learning

Keep up the great work! My child is excited to tell me about what she learns each day when I get home from work.

The work is basically busy work when the students are virtual. There is not teaching occurring. And regardless of what _____ says, these students are not ready to be independent learners. There are not many high school students that are independent learners, including students towards the top of their class. Teachers need to teach, and the foundation of that begins with building relationships, which cannot be done with any depth over a computer screen. The last thing my student needs is more screen time. I would add that I am very glad this survey was sent out because the last one was worded so poorly, and very little information could be gleamed from it. I am also glad that there are people looking for solutions to make things happen instead of just a group of people always stating why things can't be done.

Thank you to the teachers

I have been very pleased with the hybrid schedule. My 4th grader has a wonderful teacher who puts forth so much effort into teaching. She does great instruction on the virtual days & I love that the kids get anywhere from 45 min to an hour of actual instruction online with their teacher. She has open Zoom times which are perfect for asking questions. I am very impressed with how the hybrid schedule is going & would like to keep it going at least until spring.

I think the teachers are doing a great job, I just don't think anything can replace the value of learning in the classroom. I think my daughter needs the classroom structure to thrive educationally, mentally and socially. 40 minutes of Zoom meetings on the virtual days just doesn't feel like enough to me as she does so much better when learning from her teacher than me helping her.

I find that we have enough difficulty keeping up with the work we have now. This is primarily because we have multiple children in the district with both parents working full time. I am very happy with the tremendous amount of work the school district, teachers and staff have done. I'm confident our kids are learning and benefiting from the instruction.

In my previous answers I mentioned that we struggle to finish everything assigned. But the teacher is working with us to determine how to make sure the skills are learned, some self-discipline is practiced, and enthusiasm is maintained.

I understand the teachers are feeling overwhelmed, perhaps more projects or group time for the students to virtually work together would suffice, or more hands on projects to give them something more to do and learn from. Maybe older students can be paired with younger students and tasked with creating activities? My 4th graders are great at coming up with books to read and craft projects to associate with them for younger kids. Maybe create buddies like the kindergarten buddies for each grade? Something that won't bog the teachers down more but give more opportunity for learning and teaching each other?

My kids and I both think if the parents were informed of the child's behavior and reminded the key behaviors during zoom meetings, they'd spend less time telling kids to sit up, stop eating, stop watching tv, keep the camera on, sit still, etc. They lose way too much time on these distractions.

_____ struggles to stay focused during virtual learning times. Many of the questions that she has are math related and the strategies that are taught are different than what her parents were taught so it makes it challenging to help her without confusing her.

I was disappointed when I asked my son's teacher to support my child one on one on Wednesday's, and was denied.

Not even two weeks later, the teacher handed out a sign up for all students to receive some one on one time.

I was completely confused.

My child wears a hearing device and masks make it harder for him to compensate.

I was very disappointed.

Would rather have my child in school for a full day! He already missed out on half the year last year. We would like to have him learning in school full time!

It would be nice if I as the parent actually got a weekly email from the teacher that told me what my son was doing in virtual learning that week. I am having to go into his classroom and read the class notes to know what he should be doing every day and keep him on task. While the approach that is being done in his class may work for other children it is not working for my son.

Thank you so much for all of the hard work that you are doing in order to make sure that all children are learning, enjoying school, and staying healthy during this very challenging time. We appreciate it!!

My kids just cant focus when they are at home doing virtual learning. I do not feel like they are getting anything out if it.

The virtual learning instruction has greatly improved this fall and is more participatory. It seems to be working for a lot of kids. My child has an IEP and misses a lot of the instruction. It just moves too fast for him and he needs things explained to him in different ways and in smaller groups. With sensory-processing issues, the Zoom noises and visual busy-ness are difficult for him to overcome. I have to try and go over the main lessons of Thursday and Friday on the weekend or in the afternoons with him. I'm trying to work and get a time for him to go over lessons with his teacher..either by himself or with a smaller group of kids, but we are still working on that. It's unclear if this should be in-person at the school or more Zoom time. What is decided with that? I battle not wanting to ask the teachers for more help/more time, but also know my student needs special-education/IEP help in keeping up with the curriculum.

My child's learning style does not fit with the virtual environment. She needs more hands on support and guidance that is difficult in a virtual environment.

As my child is just in Pre-k, I was worried about the lack of social interaction she would be getting with 100% virtual learning, but her teacher has created a curriculum that allows the students to interact with each other and with her in a playful and engaging way. It is so helpful to have the meetings at the exact same time every day. I also find it helpful that each week has a new theme, but the lessons, songs, and questions are repeated every day during that week - my child enjoys memorization and routine. The projects and supplies sent home each week have been exciting to do and perfect academic level for my 4 year old. She feels like she is part of a school and classroom even just virtually meeting 30 mins a day.

If anything, I feel my child does not have enough work

Is there more stuff we should be teaching them outside of assigned work? I worry about getting enough education.

For our 1st grader, we feel it would be beneficial to have more direct instruction.

We had some hiccups when starting 100% virtual learning, but _____ was very responsive to our concerns and has been working hard with and for us to make sure our child is challenged but not overwhelmed with this new way of learning.

While we do want to opt for the hybrid model I would just like to add that virtual is not a direct replacement for in-person. Our child has a difficult time staying consistently focused on school work while at home.

1st graders are NOT independent learners. They need guidance and structure.

_____ cries every single day, which breaks my heart. She wants to be in school. She absolutely dislikes being on Zoom. All these kids want is to be at school, with their classmates and teachers.

Our daughter is in Pre-K , she wants to go to school to see her teacher. I think _____ is doing a great job with the kids during virtual.

Shifting from multiplication right into division in a weeks time without a lot of instruction on factoring in multiplication was missed or not covered enough. Multiplication timed sheets haven't been done or mastered before heading into division.

On virtual days _____ has zooms all morning which is great for interaction and learning. This gives her structure and purpose for her time at home. On independent days she given an assignment that she can complete right away and she has the rest of the day to do what she pleases. Which is good and bad. I believe they do need a rest but also this isn't the norm if this was normal. She'd be engaged all day. This is challenging again as a parent who is not home and must work. Thankfully she has an older brother that is home or she is old enough to be home by herself for some time but not ideal.

I would like to see more direction and student accountability given on Wednesday.

The teachers I know are doing the best they can with what they have been presented. My kids learned better in an atmosphere of direct interaction, face to face. This also keeps attention present and less distraction from the home schooling environment I can provide.

_____ finishes his schoolwork work quickly and then left bored. He would do more work if it was assigned.

It's going well! Both my daughter and I are very happy with the variety of activities.

Thanks again to the teachers and staff for their effort during this difficult situation.

I 100% understand that this is an extremely frustrating time for teachers. It is equally, if not more, frustrating for parents who are now juggling work and helping teach the kids during the day. The zoom meetings on the 3 off days of school often have poor connection which then frustrates the child that is trying to follow along and learn the lesson for the day. Yes, if they need extra help the parents can email the teachers but at the time of the lesson-- poor internet connection, students popping on and off of mute talking, and students not seeing the smart board that the teacher is using for the lesson, it makes it extremely difficult for the students to follow along, understand and complete tasks that are required. If students are home alone during the day or with a sibling that isn't sitting there watching the lesson, that also makes the parent frustrated trying to help figure it out.

The students need more time on virtual days but they also can't sit and focus any longer either. They need to be in school more.

MIDDLE SCHOOL

1 Strongly Disagree, 5 Strongly Agree

Class structure is consistent across each separate course -- e.g. similar items are stored in the same tabs, general formatting is the same across subjects (skip if you are not filling this out for a middle school student): (128 Responses)

Avg. 3.59

Please rate your happiness with the following as it relates to middle school virtual instruction (skip if you are not filling this out for a middle school student): Structure is created to help build student/staff relationships. (128 Responses)

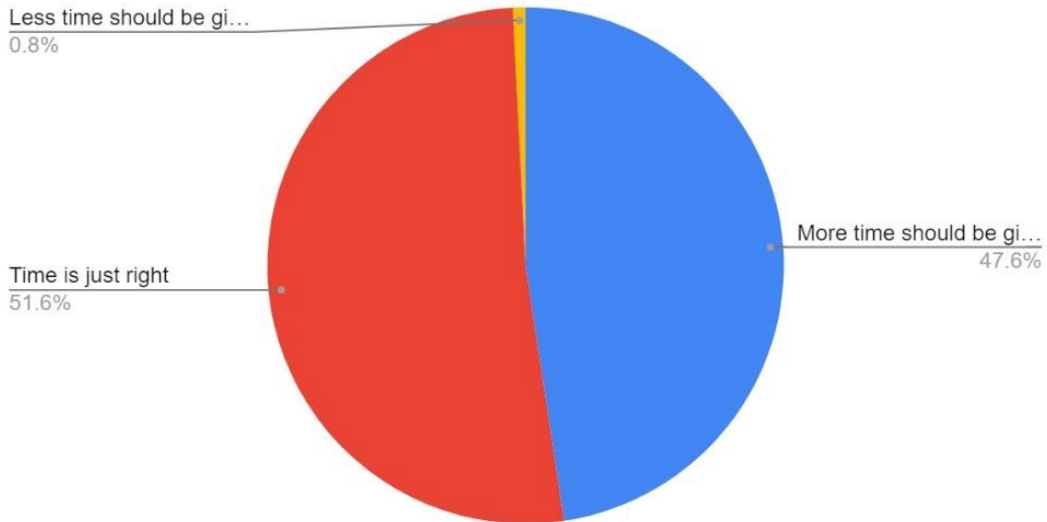
Avg. 3.36

Please rate your happiness with the following as it relates to middle school virtual instruction (skip if you are not filling this out for a middle school student): My student is comfortable asking questions of staff as it relates to their education. (128 Responses)

Avg. 3.36

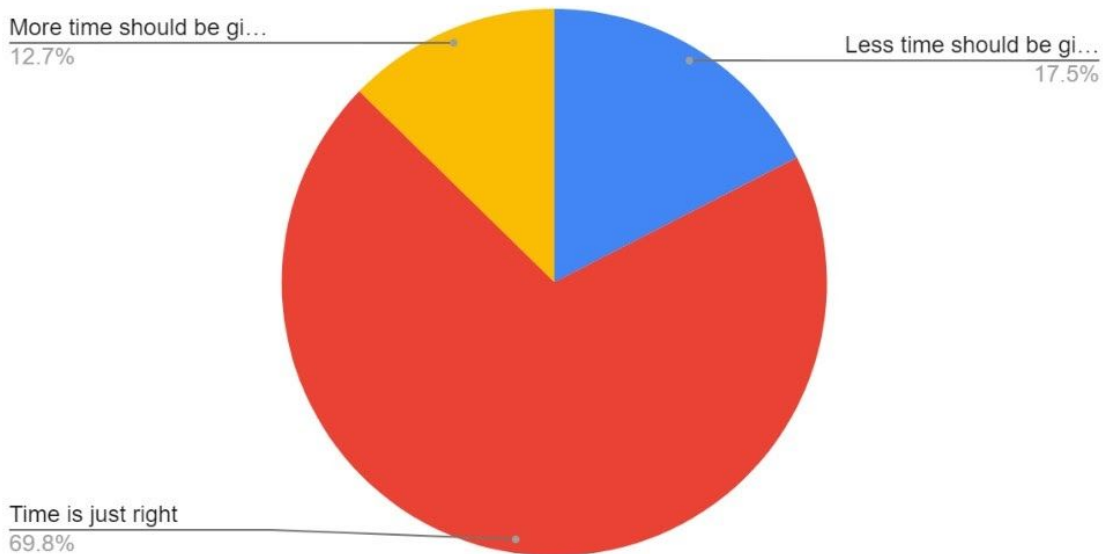
Amount of time focused on direct instruction for virtual days (skip if you are not filling this out for a middle school student):

Count of Amount of time focused on direct instruction for virtual days (skip if you are not filling this out for a middle school stu...



Amount of time focused on independent work on virtual days (skip if you are not filling this out for a middle school student):

Count of Amount of time focused on independent work on virtual days (skip if you are not filling this out for a middle sch...



Comments on the above questions:

The amount of time he spends connected through Zoom varies from teacher to teacher. One teacher can never figure out how to work zoom and doesn't meet. Another struggles with figuring it out on a regular basis. This gives the impression the school didn't do enough to adequately prepare all the staff to use Zoom. I had my son sitting in the Zoom waiting room 5 minutes before his class was to start and the teacher didn't let him into the room until after the top of the hour passed, then she scolded my child for being tardy. I know it's a learning curve for everyone, but I would like to see a little more compassion for these kids who are also learning how to use specific software, internet and computers when that wasn't a central part of their learning pre-COVID.

We honestly don't have enough knowledge of our students daily workload. Most of the time it seems that they have an abundance of free time in their school day.

_____ is very independent, I rarely need to help him with school work. He however dislikes virtual and very much wants to be with his peers. I would worry more for _____ mental well being than the academic part of it.

There was a bit of an adjustment for my daughter the first few weeks of school, but overall I am very pleased with the hybrid experience at the middle school level.

_____ has to work hard to complete his work, but he is not feeling overwhelmed

Kids beginning to get together in groups...encouraging them to go to teachers

Independent work is a lot but the question was worded wierd. Sometimes 7+ hours in a day.

The only thing that _____ has expressed dislike of is having all of her tests on the day she is in person at school.

_____ works independently while virtual. I assume it is going well since I have not been contacted.

I still don't understand why we would want ALL classes taught the same. Each subject, teacher and student is unique. Let the teachers teach and adapt their subjects and help the students to learn to interact with different teachers and subjects. If all teachers are expected to strictly follow a certain protocol how will we find new ways to deal with this unique situation?

I feel my child isn't learning anything. He attends maybe an hour on zoom & 20 minutes of homework and thats it for the day. I fear this is going to set him back.

being at home is very stressful due to other distractions. Since _____ is one of the oldest in the house she is also expected to help her younger siblings get on their zoom classes and help with homework.

At this age consistency among topics and classes is more important. However I still think teachers should have some freedom to teach to their strengths. Teachers are also helping students to "learn how they best learn". Not every student learns the same way, teachers know how to teach individual students and they are trying their best to do this.

I would like to see more virtual instruction vs videos and online work

Thanks to teachers and staff. This is obviously far from ideal for all involved and we appreciate their efforts.

If we are staying in a virtual hybrid model our children need Less time on recorded virtual learning, and more focus on live teaching. Our children are missing the opportunity to ask questions in real time as they are learning new concepts, and it is showing in grades, and children's mental health.

_____ needs more school work. He isn't studying, reading enough and is bored.

For a kid that struggles in school as it is I can't say I want more time on either virtual or independent days. Especially if I can't be with him nor is he with an aid for assistance. Some of the teachers are better at virtual setting and using the technology while others not. This is frustrating for the kids and parents as we try to figure out what needs to be turned in or just marked done or nothing at all. They all do things a little different which is okay but not always clear. Communication is crucial especially since they are only going 1 day a week. My son will never feel comfortable asking q's during class zoom and will email but for him his struggle is reading which in turn is almost every class in some form so even writing an email is challenging when spelling is hard to. Thankfully he does ask just harder to do when not in person. I can't say I'm completely satisfied with hybrid simply because of the need my son needs. It just doesn't work well for him. So the current content is enough just to get to him know. There are programs for quizzes etc that are normally read to him where he either struggles now at home to do alone or waits for me to be there. Again I'm happy to be his aid but know that it's challenging for us at times. What MS child really thinks their parent knows anything? He stills asks me for help but it doesn't go without a fight. This model isn't ideal for kids who need a little extra help. I want to see him succeed and feel this isn't helping him move forward. He has enough challenges that we need to overcome why add another element of stress.

We think it is better than last spring in general.

There is a lot of information given at one time. Would like it to be spread out more.

Time for independent virtual is right if increase to live learning is done. Currently it just is not enough overall but would prefer to have more live instruction for learning

_____ has been very helpful to offer direction to _____. Any additional one on one time would be valuable.

Thank you for all of the hard work you are doing during these very challenging times in order to make sure students are learning and enjoying school!!

More variants between test days. _____only complaint is a lot of tests for Different subject schedule for the same day

The teachers need to spend more time explaining how to do things, especially in Math. Walk the students through how to get the answer. Give the students worksheet hand outs for the whole week on the day that they are at school. We don't have access to a printer for the PDF's.

See s like a lot of busy work just to fill time. Student is not retaining info. Also, lots of anxiety about being self guided and not "learning enough." Student is having nightmares frequently and daily anxiety.

My kid finishes work very early in the day

Structure within classes varies. Some teachers do a good job organizing weekly work, while other teachers aren't organizing things in a way that makes sense to students. With virtual days, it also varies on how much direct instruction there is. Somedays, there can be up to 45 minutes, but some days, it can be as little as five.

I am very proud of the staff working so hard to keep my child safe during this pandemic! My child has access to all of her teachers anytime during the school week!

Assignments are not posted in the same spot. Very easy to miss things.

Students are having to do too much independent work as a Middle School student and not enough face to face teaching. It is hard for the kids to ask questions as compared to in class, where they can just raise there hand and ask. Also the teachers cannot see when a student is struggling with a concept or having a hard time staying focused or on task to complete the work that is being assigned. If a child has a learning disability, or is not one that stays on task easily, this way of educating them is just not effective.

This model is failing my students, they are not getting the education they should be.

When the teachers facilitate book clubs and other discussions that involve students with each other, my child is engaged. When the teacher uses Zoom to have every student present their

print work to the screen to show that it is completed, it seems like a waste of limited instructional time.

Some teachers are spending lots of time on students. Others not so much. Some subjects need more attention because the material is harder. This age students struggle with asking questions (or even answering them). Some teachers don't use their full time and encourage students to hurry so they can get done early.

My big concern is my son won't ask for help....little stubborn.

Direct instruction time will be increasing this week.

For virtual days, It is all independent learning. There is very little instruction. This works for self-learners but really only supports that style of learning.

My son needs to be in school so he can focus and stay on task.

I don't feel that one or two zooms per week/class is sufficient. On the days where he could be in school, he is actually busy with virtual school. On days that he is scheduled to be virtual, he is often done in less than 2 hours

Need better involvement for parents. _____ doesn't like to share what he's working on and it's hard to tell what he's supposed to be working on. We get emails for missing work but it's not on his to do list either.

_____ would lol love 100% in person

I feel my 6th grader would be if it from more live instruction

My child has several hours of independent work (2-3 on a typical day). That in combination with 2-3 zooms per day (except Tuesday) seems appropriate to me. The lessons have been a mix of recorded videos for note taking, activities, and then independent work. He has homework 2-4 times per week in each class which is also similar to when he was in school last year. I have no concerns with the virtual instruction at this time. An additional note, teachers have been very responsive to email when he has reached out for help and have offered to meet with him in person for extra help as well.

If virtual is the way we have to go, then there should be no reason the teachers can't zoom each class as they would have taught with all of the students in house. A full day of school is possible virtually.

Difficulty getting help outside of zoom and in person if she needs help with homework

Rating all as 3 as there really is so little info on it. We don't sit and watch _____ like we do with _____, but she does seem to be doing ok, although we are still getting missed things with some regularity.

It does seem like _____ is done and done very quickly. To be done for the day with no more meetings, virtual lessons or anything by 10AM seems like very little instruction for what would normally be a 7 hour school day. As I said before, some learning/study modules to work on in the afternoon to help her get ready for tests or to help reinforce that days lesson would be really welcome.

I would like there to be more detailed information given on Google classroom as to what the students are supposed to do, as it seems like quite often I look at the information and get "I don't know" from _____ on any questions that I may have (in regards to does this need to be done/turned in, etc). She seems to miss a crucial step of direction, like printing out this form or doing this video etc, so having that on the Google classroom posts would help.

She needs to be in school so she can ask questions when doing her work. It takes her extra time to get things and needs to be around her peers.

HIGH SCHOOL

1 Strongly Disagree, 5 Strongly Agree

Class structure is consistent across each separate course -- e.g. similar items are stored in the same tabs, general formatting is the same across subjects (skip if you are not filling this out for a high school student): (151 Responses)

Avg. 3.32

Please rate your happiness with the following as it relates to high school virtual instruction (skip if you are not filling this out for a high school student): Structure is created to help build student/staff relationships. (151 Responses)

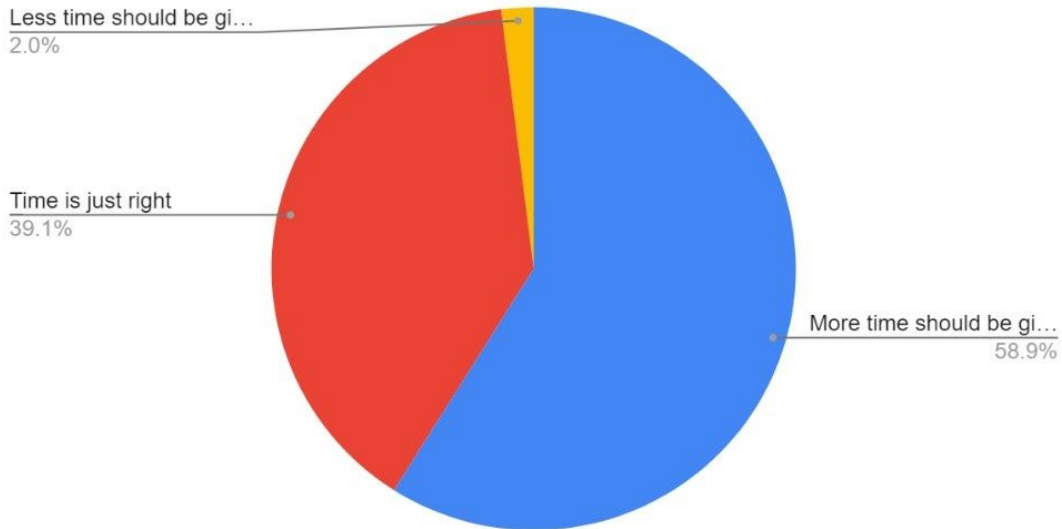
Ave. 3.10

Please rate your happiness with the following as it relates to high school virtual instruction (skip if you are not filling this out for a high school student): My student is comfortable asking questions of staff as it relates to their education. (151 Responses)

Avg. 3.45

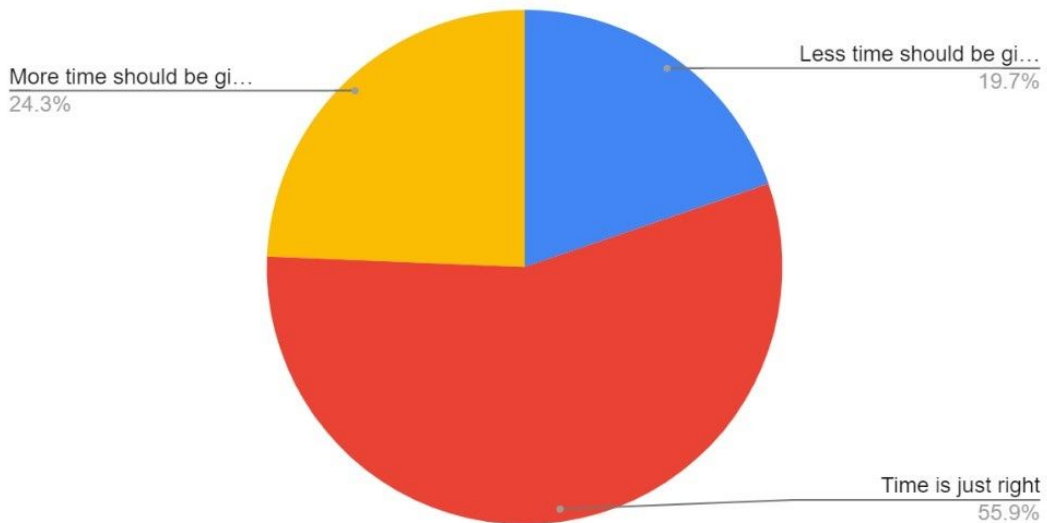
Amount of time focused on direct instruction for virtual days (skip if you are not filling this out for a high school student):

Count of Amount of time focused on direct instruction for virtual days (skip if you are not filling this out for a high school stude...



Amount of time focused on independent work on virtual days (skip if you are not filling this out for a high school student):

Count of Amount of time focused on independent work on virtual days (skip if you are not filling this out for a high schoo...



Comments on the above questions:

More work given virtual than in school

Please implement in-person all days learning for the academic and mental health of students.

We understand that the teachers are busy teaching in-person while the rest of the grades have virtual school days. However, with just one Zoom meeting per week per subject and the rest being independent learning, it is a lot of self-direction on the part of the students. Not sure how you fix that under the hybrid model.

My child gets very frustrated when he asks a teacher for clarification on school work and he doesn't get an answer for a few hours. They need to be in school 100%.

Kids need more face to face instruction time. My kid is not being challenged. All the kids admit they aren't learning anything. They benefit from hearing their classmates questions in class and the teachers explanations.

Depends on the subject. If a student is struggling it's difficult to get help from the teacher

Things are going ok but I believe no student is getting a quality education do this online, nothing against the teachers and staff because you are doing everything you can with what you have. Just in my belief that the students need more face to face to feel comfortable learning and asking questions.

My daughter needs to be in school 100% of the time for her mental health and education.

My daughter is putting a great deal of time into homework and self-guided instruction. Most tests are given on the one day that she attends school, which puts a lot of stress on her and other students. She had 3 tests last Tuesday and will likely have multiple tests on upcoming Tuesdays.

The children should be in school I watch them walk by my place groups during school days riding their bikes walking running jogging not learning like they should be, but who cares right? We're saving their life! Because they've been falling like flies around here!

We honestly don't have enough knowledge of our students daily workload. Most of the time it seems that they have an abundance of free time in their school day.

_____ has been struggling with the amount of work he has to do. He is really in need of more modifications made to the work in his courses. He has been completely overwhelmed many times in the last few weeks. His IEP needs to be followed and he needs much more support in English than he has been getting.

Above questions are confusing. My daughter is not liking virtual. She receives too much work on virtual days.

If more in person virtual may be enough but there needs to be more live interaction and opportunities to learn from other classmate questions. Questions are not getting asked like they normally would in classroom setting.

Thank you for working so hard in a very challenging situation in order to meet student needs.

_____ works independently while virtual. I assume it is going well since I have not heard otherwise.

The only issue we have had is uploading an assignment to the google classroom and then the teacher not getting the upload. He's gotten an F for it and that's not necessarily fair considering I saw the assignment was uploaded.

Learning is limited in virtual environment because it really only supports one learning style - independent learners

The teachers are doing a great job. It is very difficult for my son to learn virtually, this is where our dissatisfaction comes into play. He needs to be in front of teachers to learn.

Despite promises that this fall would be different and better than last spring, there are still inconsistencies among staff with the way they are utilizing the various technological platforms, along with troubleshooting needed when devices malfunction. Without face-to-face contact, students are bombarded daily with emails and messages rather than in-person announcements, reminders, and explanations, and no one to check in with them on a daily basis like typically happens in the classroom. How is the implementation of the hybrid plan being monitored? It appears that a huge responsibility is being placed on the shoulders of our students right now pressuring them to work independently, similar to college grad level coursework. Keep in mind our students have 7 classes a day to check, pull, and complete assignments every single day, as compared to last spring when core assignments and electives were given on specific days. Many students are home alone with no adult or peer support, expected to complete all their work unassisted. The hybrid plan may be acceptable for seniors who work well independently and are preparing for college, but not for those students who need daily assistance and feedback. They are being cheated out of both academic and social aspects of school. Children are not adults. They need help with time management, study skills, character development, and responsibility. They depend on their teachers and peers for this support, similar to how adults regularly depend on coworkers within their work environment.

_____ spends 3 to 4 hours/day on homework. Says its "WAY" more than what it was when in school full time and there's less instruction on how to do it.

The majority of the work seems to be "busy work." The focus is less on learning and more on completing tasks.

Seems to have more work than ever did in school

My son is taking some very difficult courses. Not having in person classes has made these courses even more difficult.

The amount of independent work has significantly increased in the past week, and my student is finding it overwhelming to complete the sheer volume of work

We believe that some teachers do very well teaching a class on line! But others? Not so sure? We are very thankful that we have a student that does well in school.

Way to much time teaching themselves. ____ is a hardworking student and seems to be working too many hours on homework and self instruction. It seems out of balance and we feel it could be improved very much with in person class. I am not criticizing the teachers for their efforts, they weren't trained to teach online.

Right now my sense is all work and no play. These kids are missing out on the "fun" side of school and it is bringing them down more than ever. Is there a way to back off of the number of hour these kids are sitting in front of a computer or sitting doing homework? It has been 7 days a week.

The ratio of instruction to homework needs to be made more equal. Right now, my student is spending a lot of time learning everything herself.

Both of my high schoolers commented that _____ has been doing a great job of providing direct instruction through videos. They think she makes it "feel the most like regular school."

There should be more time for them to complete their homework instead of right the next day, especially if there's only 2 assignments a week. Just because its virtual, doesn't mean they don't have other things to do. They should be given more time.

It seems as though ____ is being
Inundated with homework. It has been very overwhelming.

____ is being challenged, but not overwhelmed with her work. She has expressed how much she appreciated her teachers and their hard work to make sure she feels connected and included with her peers even though she isn't physically in the building.

My son has a lot of advanced level or college placement classes so he spends a lot of time on work, but he would be spending a lot of time on these classes if they were in person as well. To

be honest, my son had a rough start to his virtual learning experience and fell behind. I do wish the staff would have reached out to me a little better, but I also recognize that he is a senior and needs to take accountability and responsibility for his learning. He has since caught up and the staff has been very supportive and encouraging with him. Using the tools within google classroom (like the to do list) to track current and missing assignments has been amazing. I hope all of our students, staff, and family know about this new feature within google classroom.

My student is overall satisfied with his classwork and instruction. I would prefer to see more consistency on assignments - such as, teachers assigning work the same day each week and having work due the same day each week. This wouldn't have to match between classes, just within their individual class. This would allow me to be able to track his schoolwork and remind him of his due homework. Not all work has been showing up in Google "to do list", so this has been a slight struggle for us to find an appropriate balance. (_____ created a website that shows his syllabus and all work, along with due date - that has been an excellent resource.)

My child is not getting enough face time with teachers. 1 day in school and one zoom a week with the teacher is not enough.

it's just harder for her not being in school. The teachers are great. She would rather be in school. Very hard for her to learn this way.

From what we are witnessing in our home, the actual instruction time seems lacking. We are not looking for busy work, but the only day _____ is actually working on school from 8-2:30 is the one day/week that she could be in class. Other days she might have one or two brief zoom meetings and an hour or so of work, and then she's done for the day. I don't see how it is possible to teach a full week's worth of work in less than 1 hour.

I feel like instruction time is lacking, not looking for busywork, but think one-two zooms per class/week is not enough.

Our daughter is really looking for more time with the teacher on the days that she is virtual learning. She feels that they are on calls that end relatively quickly, then they are left to independently learn. She feels that the teachers are trying to be really organized in their structure, but also stated that it is really hard to create a relationship when you only see them one day a week.

My child is not getting properly educated with this model.

To much homework. "8 hours of homework is not the same as 8 hours of class time. You have to teach yourself the subject then do the homework" It too easy to get behind. Over--reliant on students being self motavated at all times. Not enough time devoted to actual teaching. Not enough feedback on assignments in order to reinforce if student is understanding the material presented.

_____ is not in the correct group for _____ class in her in class day, she has to sit in another room and misses the lectures. Teacher is supposed to go and instruct her also but often “forgets” I guess. Not sure why the lecture can’t be live streamed to her since they won’t let her in the actual class.

The first question doesn't make sense. How can one expect a math class to have the same formatting as a welding class. I would never expect this. Our teachers are unique and bring new ideas to their classes. I want teachers to teach to their and their students strengths with creativity. Students need to learn to adapt and should be challenged to ask questions and interact with each other and the teacher.

We understand that the teachers are busy teaching in-person during virtual school days for the rest of the students at home. However, with just one Zoom meeting per week per subject and the rest being independent learning, it is a lot of self-direction on the part of the students. Not sure how you fix that under the hybrid model.

Less recorded virtual sessions, and more live sessions and more in-person. They need more of an opportunity for real-time questions to be asked and answered for learning new concepts.

_____ as an individual needs more structure and to be held accountable. He doesn't mind just “skating by”. He would do much better with daily in-person learning.

Some teachers are doing a great at providing direct instruction and connecting with students via Zoom. Other teachers seem to assign work with limited direct instruction via Zoom, screencasts, videos, etc. While this is a challenging task for teachers, more of a balance for students would be nice. They are trying their best.

needs to be more structured and less independent learning time. My child needs more teacher student interactions and his education is on the line. He is falling behind in all areas. It was nice that he is able to go in on Virtual days to catch up but really needs to be in person more days per week.

The biggest issue we find with the virtual learning is due to the nature of it. Our son is missing the validation of his teachers that he is doing something correct or incorrect. He is spending 10-12 hours a day trying to figure out if what he is doing is right. He is not overly comfortable asking for help - which is on him. We don't mind the virtual learning as a whole - but definitely miss the teacher interaction component.

She needs to be at school in front of her teachers.

With the amount of homework that is given, _____ is falling behind with the timeline. Once behind on work it can be difficult to catch back up.

My student feels like she is missing some instruction from some teachers. Would like some of them to elaborate more. She says some days are better than others. She feels that Wednesday's are very overwhelming and then she gets to Friday's and there is nothing but sitting around all day waiting for her two Zoom's. She would like more balance with virtual class time and the amount of homework given. She is a very good student, she averages "A's" and she is struggling with this system. In speaking with other parents who's children aren't as independent or at the same level, they are struggling worse. As a parent of a HS student, I have told my child she needs to reach out to her teachers when she doesn't understand and to expect a reply or assistance. It isn't up to me to communicate that to her teachers. I will however reach out to them if they don't respond in a timely manner.

While many high schoolers can handle the virtual work load, there are many things that are missing, like the ability to go talk to a teacher with questions and get face to face help.

Currently the system is very manageable and understandable.

Not enough time for teachers to give feedback to students. Teacher instruction Zoom meeting length doesn't need to be increased, but teacher/student interaction does. I don't see teacher utilizing small group virtual interaction. Teachers can offer Zoom instruction for 15 minutes, then break students into small groups to work on projects, homework, or labs for the remaining class time. As students work in small groups, the teacher can visit the small groups to check in on their progress. This would help students make sure they are understanding the assignments properly while allowing a few students to ask specific questions of each teacher. More personalized back and forth is needed.

These are my best guesses, my child takes care of most of her work without management or involvement from me. I believe she personally feels confident in asking her teachers for help. I have heard direct feedback that when small groups breakouts are used for classes across multiple grade levels - the male upperclassmen dominate the discussion talking about politics and nuanced hobbies/interests vs. creating a conversation among all the students in the virtual break out.

_____ would feel so much better interacting with the teachers on a daily basis. He is more comfortable and does his best in a classroom setting.

I believe the virtual and in-class components are moving along as well as can be expected. I think the staff should be recognized for all they are doing in this difficult time.

I do not feel my son has the relationship with his teachers that he would in person.

My child has both MS and HS courses, so I have answered in both areas.

Our student sometimes has missed assignments because the work wasn't listed consistently from class to class.

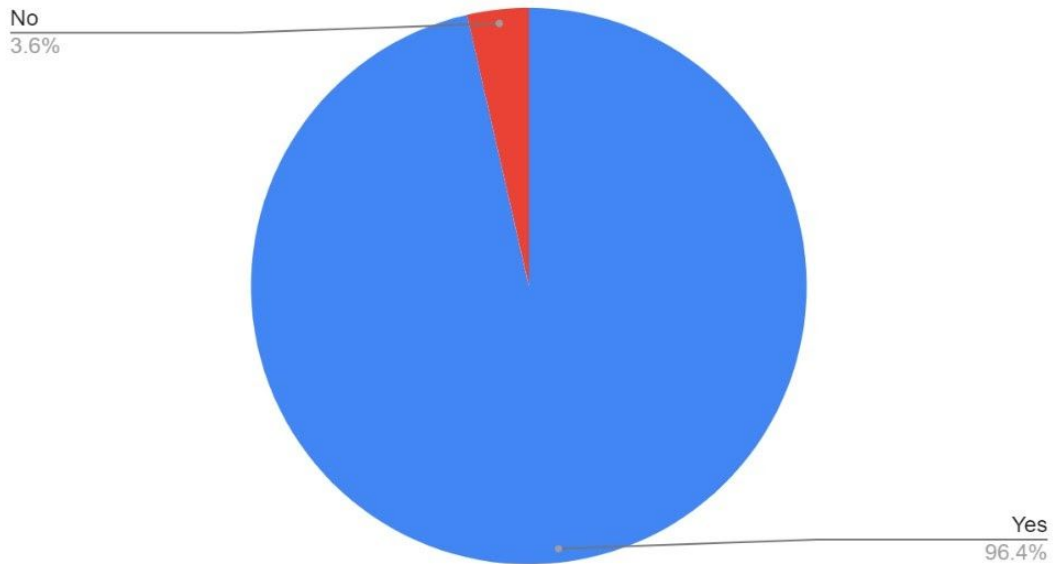
Student complains of too much work and many times excessive amounts in several classes given on the same day. (Several tests on the same day etc.)

Much better than last Spring. Kinks may still need to be worked out.

TECHNOLOGY

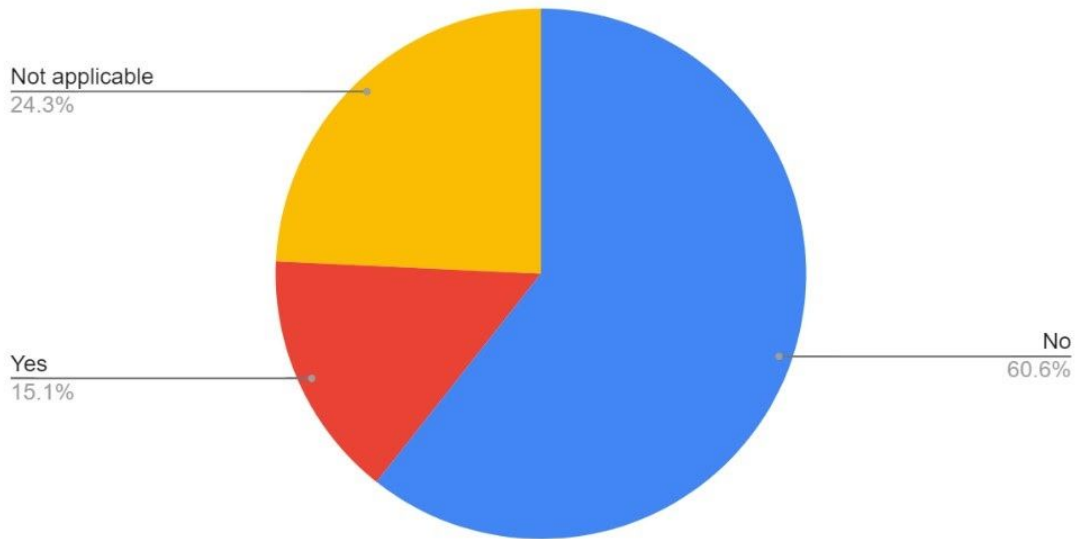
Have your technology needs been met?

Count of Have your technology needs been met?



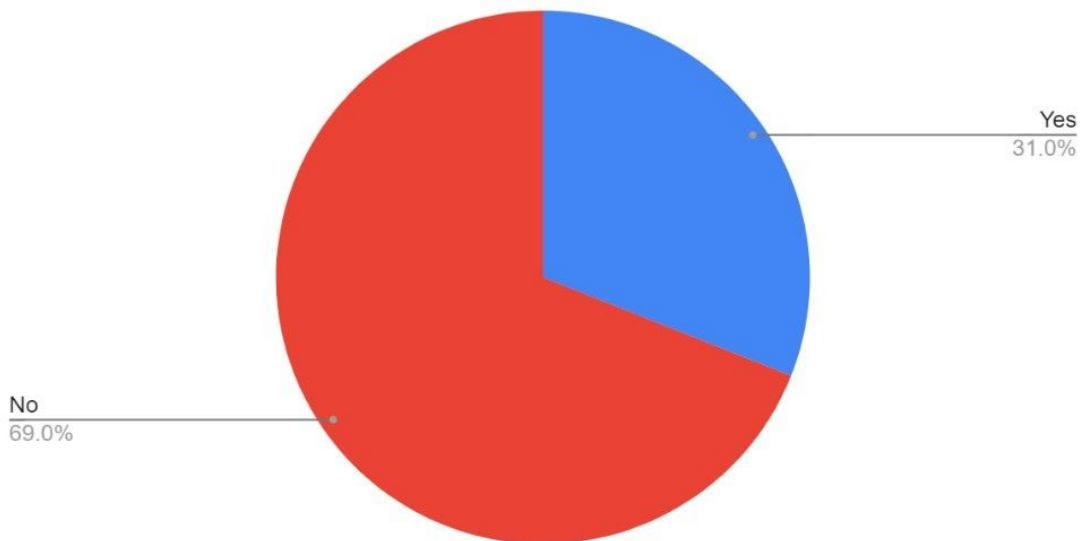
If you have a school-provided device, has your child had challenges with the device?

Count of If you have a school-provided device, has your child had challenges with the device?



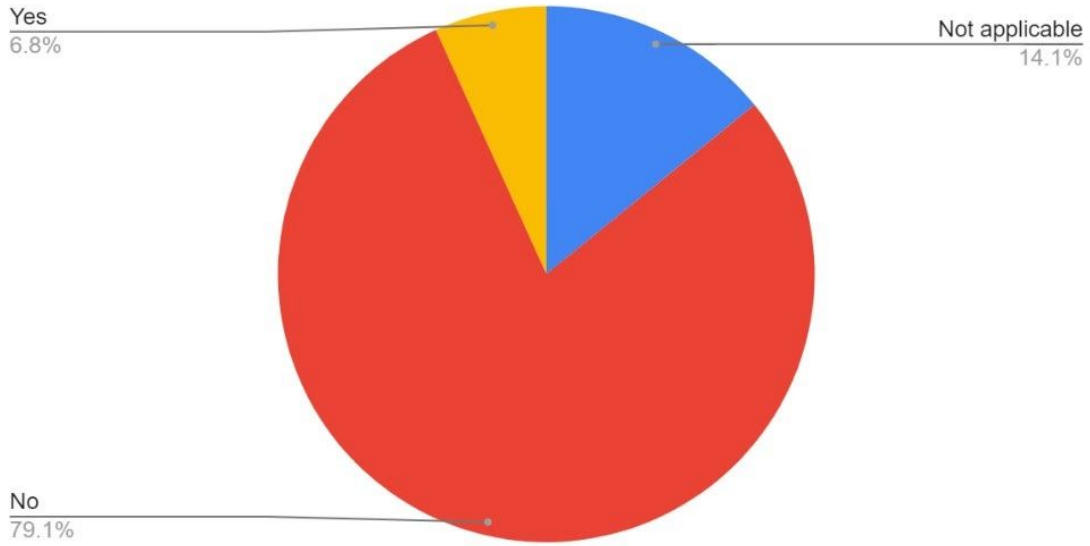
Have you experienced any issues with access to internet due to technology/internet issues at home?

Count of Have you experienced any issues with access to internet due to technology/internet issues at home?



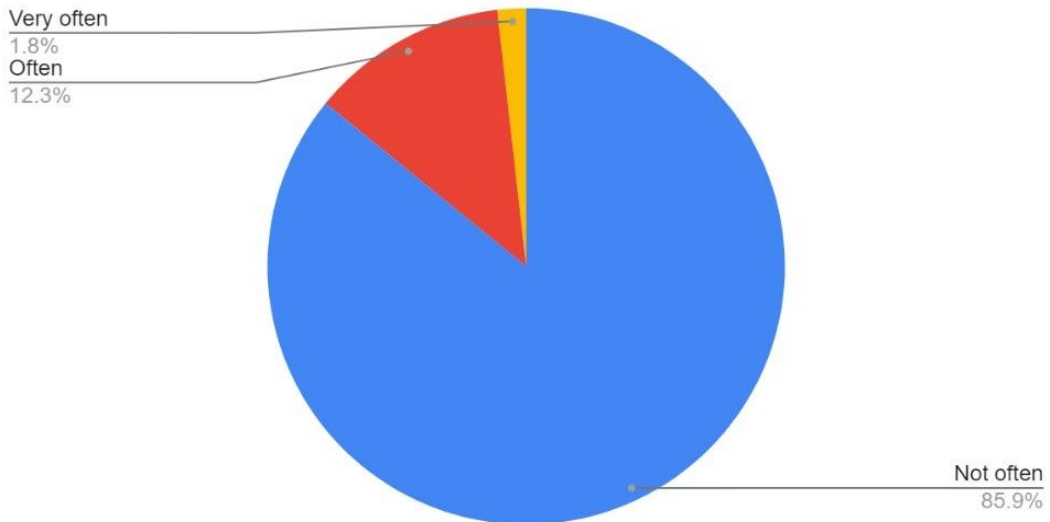
Have you experienced any issues with access to internet due to technology/internet issues at school?

Count of Have you experienced any issues with access to internet due to technology/internet issues at school?



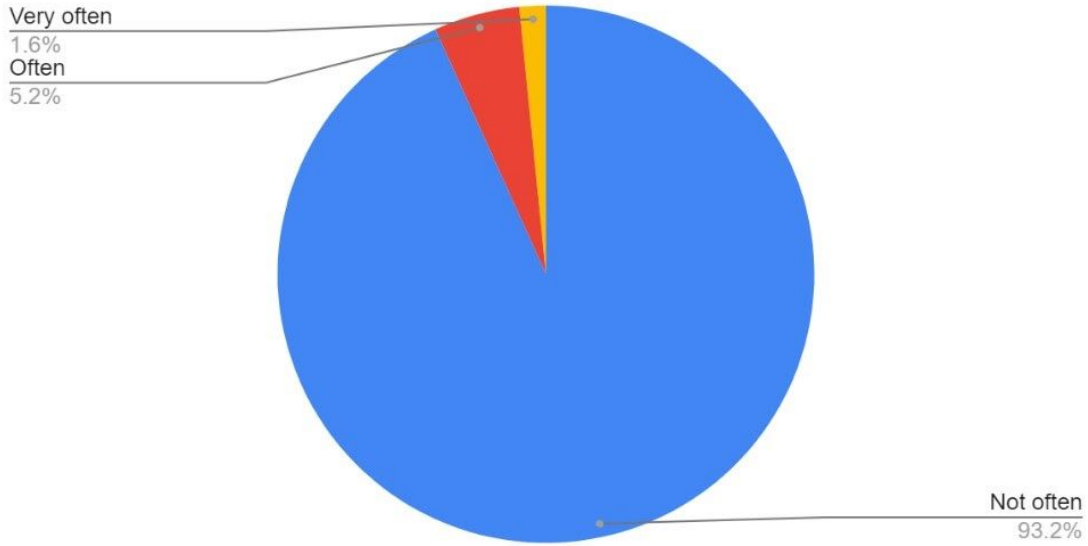
How often have you had issues with internet interfering with learning?

Count of How often have you had issues with internet interfering with learning?



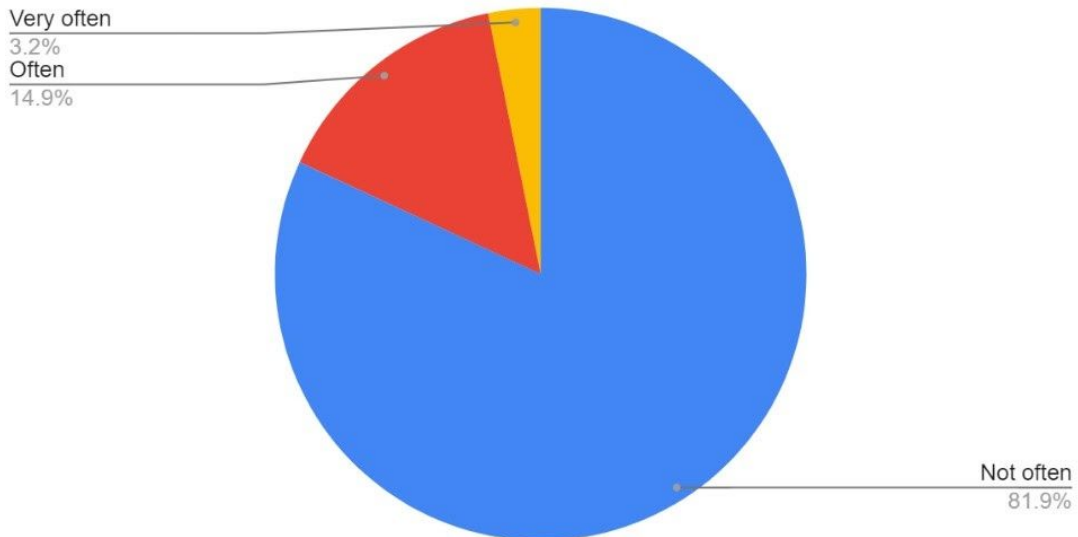
How often have you had issues with school-provided resources with learning?

Count of How often have you had issues with school-provided resources with learning?



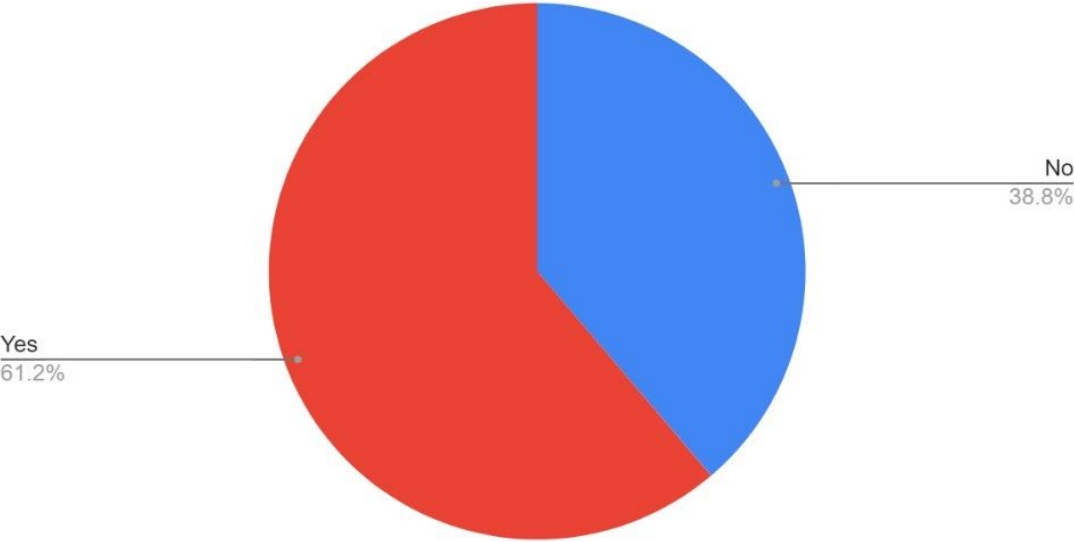
How often are you experiencing issues with audio/video/Zoom quality?

Count of How often are you experiencing issues with audio/video/Zoom quality?



Would you be open to shifting from paper to digital? (Backpacks are getting heavy)

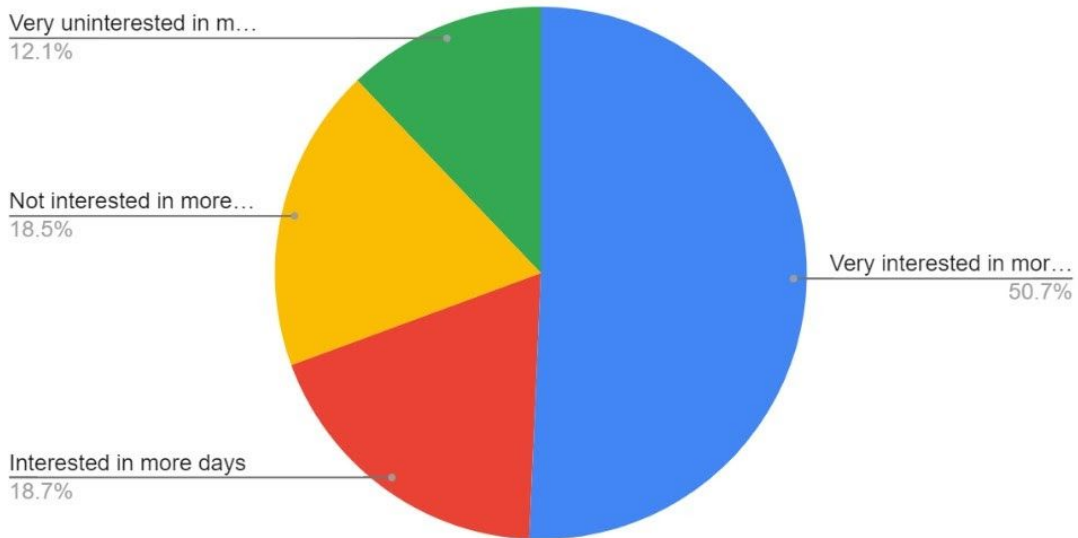
Count of Would you be open to shifting from paper to digital?
(Backpacks are getting heavy)



RETURN TO SCHOOL

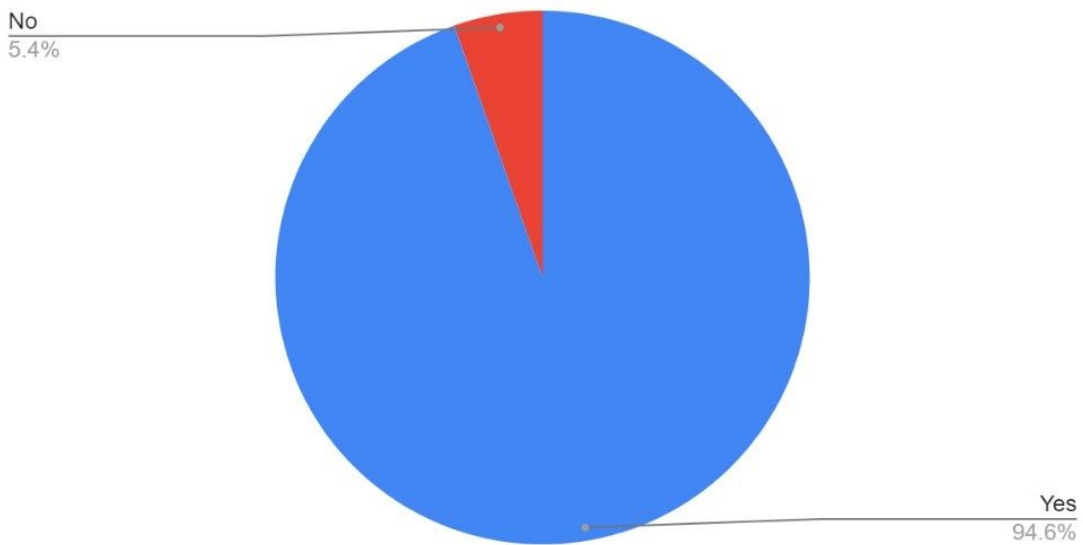
With the current health situation, what is your overall desire for your child to return to school more days?

Count of With the current health situation, what is your overall desire for your child to return to school more days?



When this child has virtual school days, do you have a plan for them that you feel is safe for them, their caregivers, and any others they are around?

Count of When this child has virtual school days, do you have a plan for them that you feel is safe for them, their caregivers,...



Comments on the above question:

Right now both parents are working mostly from home, kids have a schedule. Make sure that digital textbooks pages can be printed at home if desired for student learning.

Yes. _____ works independently at home with support from his teacher

I really think this situation has made me realize how important it is to have less in school learning options. My kids have so much more balance in their life right now. Last year school was overwhelming for them and this year has given us opportunities to offer more hands on/in depth learning that enhances what they are learning in school, but gives them time to dive into learning about things that get them excited to learn.

Parents both work. Babysitters and Daycare shouldn't be responsible for teaching our kids. So after we work all day we should teach our kids?!

I have completely rearranged my work schedule. I am a nurse and spend a ridiculous amount of time switching with my coworkers to assure I can be home on virtual days. This includes weekends and night shifts which leaves me more absent for quality family time. My husband is directed from his job that even if he can work from home, he is not to have interruptions including his own children present.

Yes but it isn't the daycare providers problem nor shall the parents have to work and have time to teach the kids. That's what in person school should be

I'm not sure what you mean by a plan on virtual days? He does his homework in about an hour or two then wastes time the rest of the day (video games, Snapchat, etc). They need to be in school.

Our situation is very good for virtual learning. What we are missing is the child interaction - which is vital for our kids right now.

As long as my employer is allowing us to work from home, we are ok since I am able to be home with him. The current plan is for us to start returning to work in Feb, and I am not sure what I will do what that time comes.

Kids need to be in school.

I feel safe with them at home as we have grandparents to check in several times per day. It's not ideal, but we are making it work.

It would be great to go back 5 days but hybrid is really working for us as well

As I said earlier a lot of kids are walking the streets, driving around, so they turn their computer on and the teacher sees that it's on doesn't mean they're there!?

Both parents are home, either working or helping with virtual learning. The only other people here are siblings.

Since my student is a 4K student, he has no virtual days. He has, however, joined the virtual group when he was unable to attend a couple of days. It was very positive!

As long as she can go to her daycare we are ok

Our children are safe at home with one of their parents but it is not easy as we (parents) are juggling work schedules to make it work.

My daughter has commented that she feels that her education is going to suffer if it remains a virtual school year. She also feels that she is missing out on daily interaction with people.

We have been able to make arrangements, but it was very challenging to do so and honestly is also quite expensive.

_____ is currently at home during virtual days. Mon/Tues with me, his mom and he is with step siblings at his Dad's with no adult supervision on Wed.

We have a plan for our kids and their caregiver. We leave a list of academic-related things to be done and everything and more is done daily. Things are going great!

My child stays home

Yes, our child is home with a parent working from home.

Yes. He is at home doing virtual with support from his teachers.

My 4K child does not have virtual days.

high risk population is being exposed with this plan. Get the kids in school.

I have given up all income to be home to help my child for the duration of the hybrid plan.

The hybrid model is the problem. Homework is the same even on the days that he attends in person so he's up till late every Wednesday. That ruins his rhythm. He lacks the discipline to work independently so we end up forcing him to get it done at night. Grades don't post immediately so I don't know what is complete and what isn't.

With regards to my son: We were unable to get a hot spot until week 4 of school, by then many zoom meeting had already been missed.

I can't say yes to this, however I feel they are safe enough. I would feel safer if they were in class under adult supervision. Some days it is just my younger two at home all day and while they are old enough to be there, you asked "feel is safe" so I feel they would be much safer in a school with adult supervision, even if there is risk to a virus.

I am interested in more days if the district is able to accommodate recommendations for safety from the CDC

My kids need to be back in school full time. He has a great teacher that needs to be utilized in person.

I feel the teacher have their hands tied. I understand that. We are new to the school this year. My child is very limited to access to girls her age. I think the social aspect being limited to one day a week is terrible. My daughter doesn't feel she's learning to her fullest potential. It's hard to understand lessons with the glitching, home distractions, and lack of face to face with teachers. Face to face, touch, eye contact all matters in learning and development. We are ready and have weighed the positive to the negative. Our children need interaction in our schools. Neighboring schools are accomplishing it.....let's do it!

Not looking for full-time return at this time, but more than one day in middle school would be helpful if they can accomplish this safely

I would be interested in a 2nd day for my 8th grader, *as long as* it can be done safely.

Very frustrating making 3 kids scheduled virtual classes work around my own work schedule and appointments etc. I feel they should not be considered absent if they can't meet at a certain zoom time on certain days because of my work schedule which has resulted in myself no longer having a job because the teachers wouldn't work with me on times that work for my family especially if I'm the main teacher!

both parents are home either working or assisting in virtual learning.

I think two days per week in person is working just fine. It is a good combination of in-person and virtual. I would not feel comfortable with them being back full-time. Thanks to the teachers and administration for all of their work on this.

The safety of the students and staff are our priority. We'd rather the school be overly cautious.

Our kids want to be in school

Yes, my children are thankfully old enough and mature enough to be home alone throughout the day.

With regards to their health, yes.

He's old enough to be home alone.

Kids are exposing high risk population.

I am fortunate that my son is in high school and can care for himself.

_____ would learn more and learn better with in person instruction.

Safe home. Parents not available all the time. Little to no exercise for them just staring at a computer.

My child is in 4K

Once again, we both work all day. We don't have the time to be teaching our kids what should be taught in person, in school. It is not the responsibility of the daycare or babysitter either. Our daughter is at home with one of her parents during the remote days, and while completely free from any physical safety issues, we have strong concerns about her mental health. We are seeing withdrawals from things that never occurred before. She is sad more often than ever and she is starting to share her clear dissatisfaction towards school. This is coming from a student in which we would normally hear from the teachers that they wish they could clone her and fill their rooms up with students like her. She is truly interested in learning, and really enjoys working with her classmates, but learning when she is trying to self teach is not proving to be a good experience for her. She is also at a point in her education where she is preparing for college and she has concerns about what this will mean for ACT testing and college acceptance. This situation is taking a toll on our kids mental health!

I am lucky I work from home and can support their learning from work.

My child gies 4 1/2 days so he doesn't hardly have any virtual learning. Wednesday is an independent learning day where he can do things if he wants. I feel like at this pace we are going to fall behind. We need to get back to school full time safety. I plan needs to be made to get us back to school.

We are still in a predicament and need to find a consistent daycare for all of our young children!

We cannot go 100% virtual at this time and be expected to do more virtually when we, my husband and I, both have full time jobs.

It is very difficult because we have to rely on our older kids to try and help get some of his homework done while they have their own to do. Many times homework is getting done at night and try to catch up on the weekends

In regards to health safety, yes they are fine.

We are a dual career family and struggle to have to work from home or utilize comp days just for child care.

My kids are old enough and mature enough to be home when we're at work.

_____ works independently and is home with siblings.

With 2 new cases in the district in the last 2 days, I really have zero desire for our student to return to the building for any reason.

We are very lucky and have a great setup with both parents and her stepmother being stay at home or working from home.

We both work so _____ is completely on his own during the day for studies. It is hard for him to be motivated and not distracted. He is trying his hardest but needs more structure. He does not do well with this model of learning. Files not get attached redoing assignments over cause they don't get received etc. Also update skyward more often. Sometimes the information in skyward does not match what is in Google classroom. Google classroom is hard to navigate have to click on ever assignment for messages. Sometimes it takes me hours to figure out what is done what needs to be redone please get kids back to school

Our daycare is VERY happy with our child being virtual. I'm not sure if I would still be able to take my children to daycare if my son started attending school in-person.

She needs to be in school.

I'm fortunate to have a daycare provider that's willing to help

My pre-K child already does the normal amount of school time.

I feel my plan is safe, but not sure how my student's mental health is fairing.

He needs to be in school as it is not his siblings job to keep him focused and on task.

This plan is not good enough. _____ is the oldest so when she is home, she may have to help the younger ones with there school and it isn't fair to her, when she has a full work load building every day.

The family are caregivers. PPE and Standard Precautions is enforced.

My child is safe. They are not in a good learning environment, but they are safe.

Even if one more day is added to the week instead of 2 maybe 3 or 4. I know my daughter misses seeing her friends. She is very sad about that. She goes to school Mon and Tues. A lot of her friends are Thurs and Fri. Even if she could see them some. It makes me sad. The mental part of it all make me sad. If she could even see them outside at recess, it would make a difference.

I love having my child be able to get to be in class for 2 days with her peers and teacher, but I am not interested in returning to school fully at this time.

We have had to have our oldest, not quite 10, help with our next eldest at 7 and we have family check in on them. They have had to take on a lot of responsibility that I wouldn't normally ask of them in any other circumstances. It's not ideal but we are making it work and it's been very hard! But we will get through this.

I have to change my work schedule to be able to be at home with him to get his homework done I've given up work time to be home more on virtual days

Even 1 additional day in person would be beneficial

Our children are safe at home as their parents struggle to shift work schedules and take extra days off work to ensure that we are here to support them but it far from simple to do so.

I made life changes to support the hybrid version.

I would only be willing to add an additional day if their cohort group could be kept.

I have had to make my own plan and accommodations for my son's virtual learning both this spring and now. While it seems to be more structured so far I am concerned that he is falling behind where he should be in all subjects.

My child stays home with older brother

Our children are safe at home but it is very challenging as parents to juggling our schedules and take extra days off to make sure one of us is home with the kids.

Finding care has been very difficult with 2 full time working parents.

My child has an IEP~I've detailed some of his challenges with Zoom in a previous spot in this survey. He is receiving speech services and OT services which is wonderful and great, but I hope soon that he can have a little more support from the special education team on how to support him with his lessons coming out of the classroom/Zoom worlds. I thought Wednesdays were talked about as a day where specialized break out sessions could occur for special education students or something. He has his two services on Wednesdays though, so that seems like too much to pack in almost. His teacher and I are trying to set something up. But, it's not clear if this should be on Zoom or in-person for these students? It's hard to ask teachers for more help and more time when they are doing extra work switching back from in-person to virtual.

I think We all would like and prefer are children to be in school more often. It just is not a good idea at this time.

both parents are home working or assisting with virtual learning.

I've given up work time to be home more on virtual days.

Would like to see the Wednesdays being used on a rotational basis so that the HS and MS kids could get an extra in-person learning day every 2-3 weeks.

He cares for his younger siblings. We are making it work.

MP has had 2 new cases in the last 2 days, and our plan for being home is working. Zero desire to return to the building for any reason.

We've had 132 cases since March. Iowa County has a population of around 30,000. There's no reason these kids shouldn't be in school full time. Let them be kids and learn in a school environment. The separation of the elementary school kids is very sad, especially for _____. All they want is to sit by their friends at lunch and the classrooms and play outside together. I give my kids permission to do so. It breaks my heart that my kids don't even want to go to school. But I will say that the teachers are doing amazing!

I'm comfortable with her home as her brother is home. If he wasn't then I don't know if the whole day is best for her to be home alone especially if she has really nothing to keep her busy. I have a parent that can watch her but she also watches my niece who attends school in another district 4 days a week.

She is a senior so caregiver not an issue

It is not her siblings responsibility to ensure she is on zoom calls and doing homework. She needs to be in school.

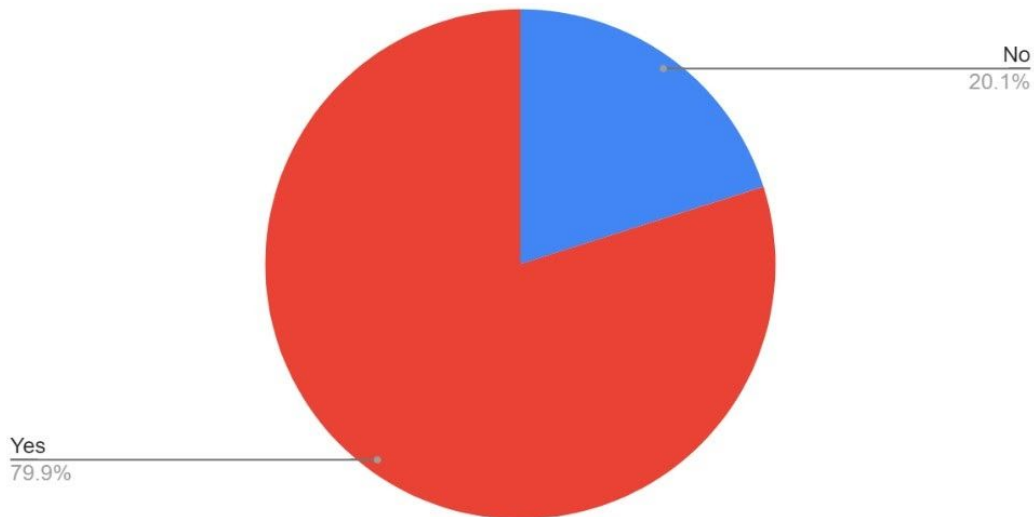
_____ will be happier if was in the classroom each school day.

Home with parent when not at school. Has been a challenge at times balancing with work.

My middle schooler is home with her younger sister on Thursdays and Fridays. Which is our only option for daycare at this time. I do feel that they are safe.

When this child has virtual school days, do you have a plan for them that you feel is supportive to their learning?

Count of When this child has virtual school days, do you have a plan for them that you feel is supportive to their learning?



Comments on the above question:

I am working remote, so I can juggle between my work and their work

We have been actively trying different approaches to organization to support his learning and his mental/emotional needs.

we both work so alot of homework time is in the evenings when we are home. It seems he spends all day and night doing school work and not making any headway.

I am currently WFH, so I pick my child up and bring him home from daycare to do his school zoom classes with him. He does his school work while at daycare and after dinner, it's a lot of fun!

Somewhat. Again, it's a challenge balancing helping a kindergartner who needs a lot of direction/assistance and working from home.

I am fortunate that both of my kids are old enough to be home alone. I make a plan with the middle school student the night before on what he needs to accomplish the next morning. Using the "to do" feature of google classroom has allowed him to develop his own executive functioning skills as it helps him prioritize his work. We then spend about 1 hour each night reviewing what he accomplished that day, working together on anything that was challenging for him, and making his plan for the next day. This amount of time is similar to other years.

"My son probably wishes I wasn't so involved, but I am able to check on his work through Skyward and google classroom parent invites. This allows me to make sure that he is doing what is expected of him.

Teachers are responsive to his needs. He has met with many of them on Wednesdays to receive extra help or assistance in getting caught up. Teachers are accessible to him throughout the week by email. He just needs to be willing to ask for help because he always receives it when he asks."

I really don't know what he is learning unless I go into google classroom and read his lessons. I am getting more comfortable and familiar with google classroom on my own. I have worked with his special ed teacher to make sure my child is getting his needs and IEP met. I do feel that some lessons are lacking and have had create my own supplemental learning plan for my son.

It varies so much as we are a working family. It is damaging to her education. This model doesn't provide for an even starting line for all backgrounds and my child's education is being compromised.

He needs to talk directly to the teachers and have things explained in detail. He gets extra help when in school

He struggles to stay focused on his schooling as he has other brothers that one has school and the other is playing

We have been doing this for quite awhile now

They are kids and need to be in front of a teacher, not a monitor.

Working parents are doing the best they can

I feel that when they are not "in" class I am always having to ask what they need to do or when do they have class. Schedules are not the same everyday. Structure is a huge part to a successful education and to having productive employees someday. I feel that why we don't

have structured schedule that is the same everyday, kids find it hard to fill their "down" time. Again, my student is responsible and makes sure her homework is done everyday to the best of her ability, but I find myself asking what she should be doing.

I don't have nor can afford someone to be with them to insure they are learning and doing the best they can with their schooling.

My child needs hands on learning support.

The plan is "Attend Zooms and do your work." I don't understand the question for a high schooler.

I work so she is on her own

I have been fortunate enough to change my work schedule and be home when she is home so I can help her.

I have to bring my daughter to work with me, which makes finding time for learning difficult during the day. We try to make up for it in the evening, but feel Wednesday's are difficult for learning.

Supportive because he has a safe home and internet, but no friends, teachers, etc

Not supportive because parents not always available to answer questions and keep kid on task.

Safe home. Cannot skwAys bevthesre for her.

We fully support his learning while at home.

But a plan is just that a plan. We have 3 younger kids at home and trying to online learning is not easy with small kids around.

My child is in 4K

We both work so we have found a high school babysitter, however she has online school, as well, and cannot offer a lot of support.

Only because of rearranging our complete life

I work so it's hard to be home and help him he does 85 percent on his own

I have to change my work schedule to be able to be home for _____ and to help him on his school work

_____needs more academic challenges.

Be here with him

Student will learn more at school from teacher than at home because school has less distractions, more support, and more structure.

Kindergarten does not have virtual learning

My household has worked very hard to come up with a structured schedule for online days and that includes me changing my hours at work. This has worked well for my child because she is established into a routine & has been succeeding quite well with it.

Both parents work full time, they are on their own. Again, its not working!

We're short changing the kids expecting others to teach them who don't have a teaching degree. They have someone there but don't know how to guide them. How many kids work are the parents just giving them the answers to get the work done?

Teachers are trained to teach. Unless I hire a teacher, my child is being sort changed.

I am teaching my own courses and trying to support each of my kids but am not allows available when they need help.

Dad is working from home but isn't able to assist when needed. Mom is working outside of home during the week.

As an educator teaching virtual myself I am not always available to help as is needed.

Both parents work full-time so they're completely on their own form of support

I do have a plan to support learning but find to not be as interactive as when in school

High level plan but nothing structured.

Both parents work full-time, our kids are on their own all day.

With the introduction of Chromebooks and the unstructured school day, there is the potential of non-schoolwork distractions (YouTube, Internet chat, etc.) that must be accounted for. It is difficult for parents to supervise the schoolwork and these distractions, and perhaps the school could limit some of the access to these websites on its Chromebooks.

We are making it work, but my older children are doing a lot of helping with younger siblings because I have to work along with my husband.

We have utilized pod learning for virtual days and it is now apart of our routine

Yes I have a plan. But is it best for her learning? I don't know. We begin our day around 630 figuring out what we can get done before I leave at 730. I come home for lunch (30 minutes to/from drive) and stay an extra hour out of my day to help both kids with their assignments. Then we finish at night when I'm home 530 on top of making supper and the every night tasks. Sometimes this gets done fast other times not. It's a long day for me and possibly them.

I guess. We do what we can before I leave for work, during my extended lunch and then after work.

I am able to help get my child on zoom meetings but leave in the middle of one of them. I often worry about him getting confused, frustrated, and upset that he isn't able to figure something out or our internet connection isn't good and he misses the lesson which in turn leaves him confused and behind.

We are working parents, often my daughter is at home alone. This leaves her without support until 5pm when we arrive home.

She has her own learning space and knows the time and when to get on her zooms. We also add reading to the adult and to herself to her daily work. We feel that extra time to play and be a kid has improved every aspect of her life.

The plan is that she has to wait for us to get home to help if she can't get help from friends or teachers

Parents are not home to help. He relies on sisters, which is ok, except they, too are working on virtual homework or meetings. He just has to wait until we get home. Often though, he will contact _____ or she reaches out to make sure he is on task.

I'm fortunate to have a daycare provider that's willing to help

He is on his own. Both parents work.

It is a very difficult with both parents working away from home and trying to keep a 1st grader and 6th grader on task and give them assistance when needed.

With both parents working away from home it is very difficult to assist and keep students on task until we return home.

_____ and I are at work during the days when instruction at home is occurring. I have one child that is self dependent and one that is not.

I feel they are missing that truly live discussion in the class room around being able to ask questions in real-time.

Our home environment is supportive for learning but nothing beats being in the classroom, face-to-face with teachers and fellow students.

I don't feel that we have enough knowledge of their school days.

My child uses her friend group and Facetime to study and work through problems together. I fully support them working as a group remotely when there is difficulty with the content.

Why can't we comment on the question below about concerns for mental health of students? I am clearly on record mentioning this very subject and it was completely brushed aside before the district ever voted to go to the hybrid model but now it is an issue? Every single thing that was said in a meeting about the opposition to the hybrid model has been proven to be true especially in the elementary school.....but certain people just didn't like hearing the truth then and still don't now.

Yes, our child is supported by a two parent household.

We are doing the best that we can with my working from home at the same time he is virtually in school. It is a balancing act and not easy. There are some days when we are both close to tears because I can't be there the entire time to assist him.

I work from home, so I assist them. I find it can be a bit challenging as I am trying to work and teach. I am worried about him falling behind. He needs help from a full time staff of teachers.

"Since he is in Kindergarten, we do it (virtual) at night after we get home from work or on the wknds. We do not make the babysitters and grandma do it right now. We are still in a predicament and need to find a consistent daycare yet for all of our young children! We cannot go 100% virtual at this time and be expected to do more virtually when we, my husband and I, both have full time jobs."

No - they have no support on virtual days. Some days they are with a middle school neighbor student, who has their own work and other days they are with my mom who runs a daycare and cannot also facilitate virtual learning.

We do extra work - flashcards, etc to help with learning.

When she is not in school, M-F, there is no additional learning happening at home. My husband and I both work in education and one of us is gone each night, trying to prepare/plan for our own students. With 4 children in our family, there simply is not time in the evening for one parent to navigate additional learning consistently. We just ensure we read each night and try to encourage a tired 5 year old to do Seesaw activities.

We are in a house that has two parents working. On one of the days we hire an older student to try to help our child, but obviously they are not a teacher, or parent, so it doesn't always go real smooth. Our child is not an independent learner and struggles with focus issues. We are thankful for the teachers that we have had in school that have helped with this issue, and she had been showing real progress because of that help. That progress is gone now. Sadly, we are unable to stand over her shoulder to keep her on focus. Her homework is primarily done at night when her parents are available after work, and we can keep her focused and answer questions, and facilitate her learning. In saying that, most of the work is just busy work anyways, and much of it she has not been taught how to do.

My 4K child does not have virtual days

My middle school child is able to learn independently from home.

Both parents work outside of the home. Our children are home learning independently. The teachers are doing a great job teaching just like they would in the classroom. My child does not need adult assistance at home because her teacher(s) are there to help.

Although I would like to be home with my child, I feel that he has adapted well to his virtual days while being home with his older siblings. His teacher(s) has taught him how to independently get on Zoom. He needs little assistance on his virtual days (he is a 2nd grader). Kids adapt well to new situations! I am proud of how the teachers are teaching just like they would if they were in person! My child has told me multiple times about the fun that he is having during his Zoom meetings!

Not much of a plan, hope one of us has time to help him do his school work when we get home from working.

Because both parents are home and able to assist with virtual learning, I feel like our student has been able to be independent with a consistent schedule.

I had to go out and hire someone to come in my home to help and teach my child. I work full time and I can't always be there to get his work done. Homeschooling is not what works for our family.

My no response here has nothing to do with us giving our daughter the space/time she needs to do what is being asked of her, but as a parent, who is not in a position to also be a teacher in

classes that are outside of my educational background. This doesn't allow me to be supportive when she has questions. I feel daily that I am failing my children and I feel that decisions that are being made within the administration are unfortunately failing our children, no matter how hard the administration and teachers are working.

I feel that with a more consistent schedule, my child could be very successful with 100% virtual learning during this time.

I am bring a tutor in to help fill the gaps from not being in school full time.

the meeting times have been consistent so my child looks forward to that routine every day.

The clients love to help out with this.

I work days. Dad works nights. So he usually on his own.
But do they listen?!?

_____ works independently while he is virtual. I am assuming things are going well as I have not heard otherwise.

We have a plan, but it is NOT a plan that is supportive to there learning! I have had to go into work later, to help get them started so there is less to do at night. We have been looking for a tutor to help with them on Mondays and Tuesdays. My mom stayed with them this Monday and Tuesday(she lives near Green Bay) and has offered to help when she can moving forward.

_____ works on Wednesdays with my Mother in Law.

_____ is working independently at home.

Same as above, it shouldn't fall on a high schooler to have to help younger siblings learn if parents cannot find tutors or grandparents to help the younger ones get through the day.

Supportive for her learning would be in person education at school

_____ is home but supported virtually by her teacher. _____ does a great job of offering support even after instruction for questions. Her expectations are clear and she has made it very easy for _____ to navigate learning on her own.

Sometimes there are adults available if the kids need help, sometimes not. Depends on our work schedules.

There aren't always adults around to help, depends on work schedule.

We have a plan that is working to provide the resources and needs for virtual school and for her to succeed. There are many challenges though that we have faced to make it successful for

her, overall we would prefer for her to be in school 100% to fulfill the social part that is not met with being virtual and the amount of screen time is not ideal. As we all can agree, the pandemic overall is not ideal and its hard to know what is the right and better option as it is a different situation for everyone.

It is a major challenge to care for a Kindergartener while working full time. This is the one child I worry about in our family. I'm lucky I'm working from home, however I still work, and I can't do both my job and educate him at the level I would expect. However, I do not want him in school more for the sake of my sanity.

I have chose not to work so I can help support the children.

Most of the time but like I said it's too destructing for kids to school at home. They do have support and safety but they don't like to listen and work on a computer entire time. Classmates and real teachers and social skills are important.

We have a process and learning environment that is working well for us. We also have additional material that we supplement with. This is what works for us: I setup a Gmail account for my kiddos and put that on their iPad. I then create an event for all the zoom calls/homework requirements/extra reading and assign specific times based on what the teacher scheduled as well as what works for our schedule (for extra work). Invites are sent out to kiddo, parents, and grandparents with appropriate links embedded in the invite. My kiddo has now figured out how to get on every scheduled meeting by going to the calendar and selecting the appropriate meeting, clicking the link, and zooming in.

Beginning of school has been good, would like to see some more communication with the teachers, but ___ is pretty self sufficient and is doing well.

We have a great team working with our kids and it is going well. But I would love to have more practice work for them while they are not interacting with their teachers. I want to keep their attention and keep them excited about school. And we would love to have Wednesday become a more regular learning day if they are unable to be at school.

I feel we've done a good job of navigating the challenges, but we will see how things continue.

No, I am at work.

I am able to stay home from work to help him

I wish we had an adult to be around more often in case they need it, but again we're making it work as my kids support each other when they need help.

Any support for parents would be great

Both parents work full time. We are not home to support them. I have no idea what is assigned or when it's due. Not getting much info from student - is everything done - yes

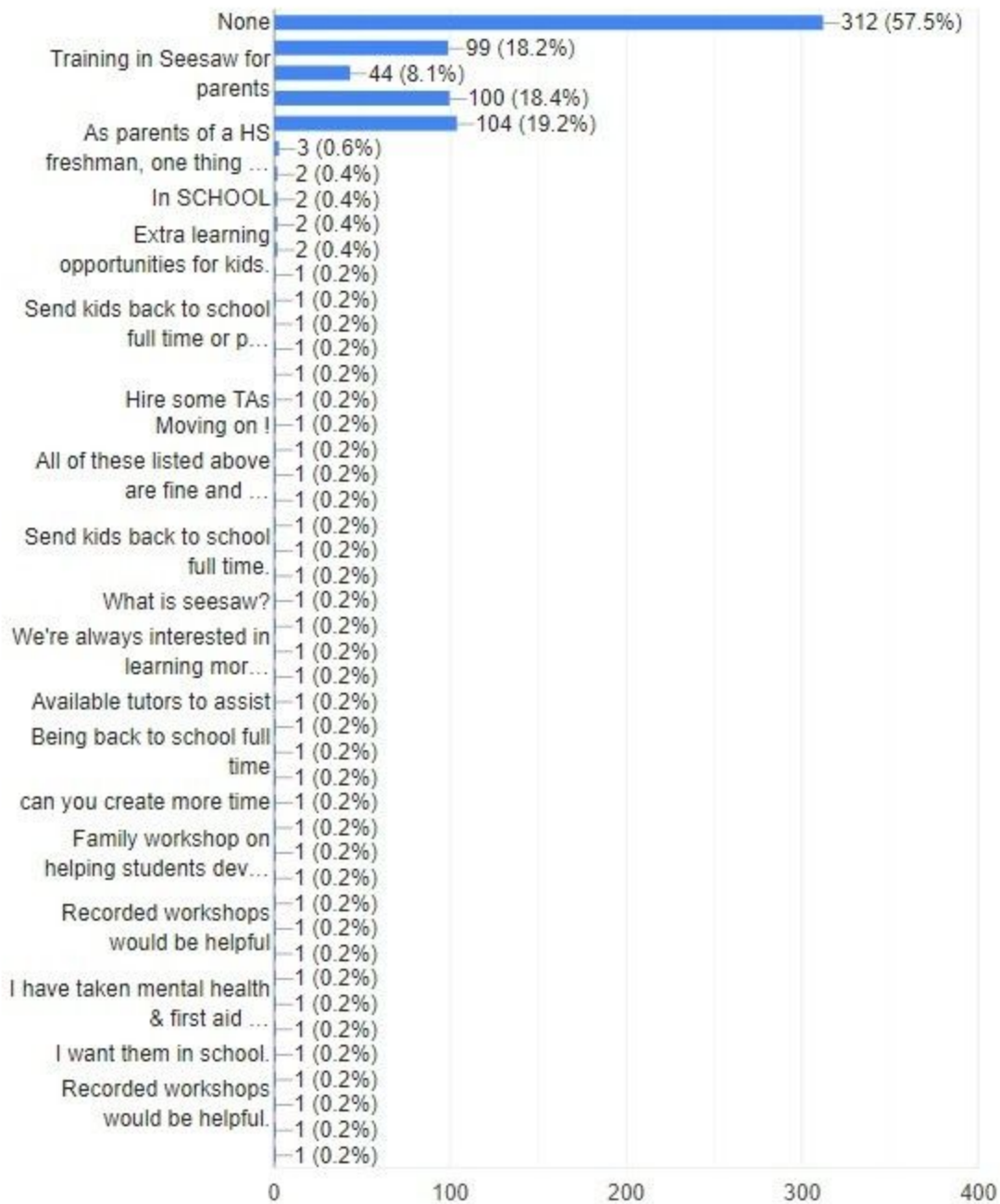
Both of us parents are not able to work remotely much anymore, so we don't feel available for support during the day and evenings become busy as well with our other kids too.

The days are less structured so it is an adjustment.

We are unable to assist our kids until we are home from work.

What support would you be interested in pursuing further? (Check all that apply)

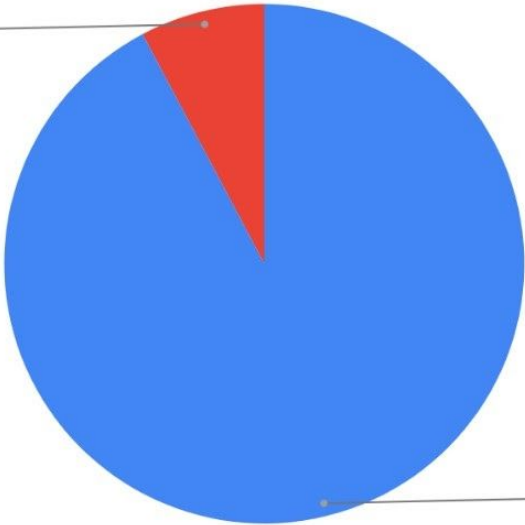
543 responses



Are you aware of the options available for mental health supports within the school and community?

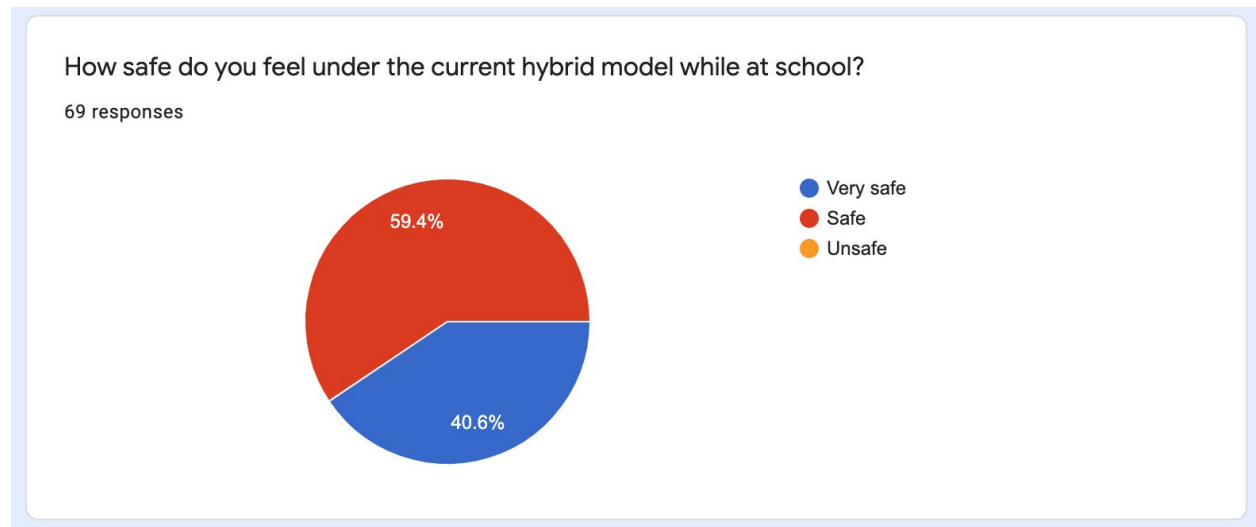
Count of Are you aware of the options available for mental health supports within the school and community?

No, I need more help i...
7.8%



Yes, I am aware I can r...
92.2%

9/18/20 STAFF SURVEY RESULTS



Please share any comments/questions/concerns regarding 100% in-person learning at this time.

I feel safe with the hybrid model. I do not think it will be safe if everyone is in the building. My concerns are that with the amount of students in the building, it will be very difficult to keep 6ft distance, and the virus will spread much more quickly. There won't be cohorts to quarantine, but entire floors of classrooms. I feel we need more safety precautions. Rooms do not have plexiglass dividers on desks or in the lunchroom. The cases in Wisconsin are rising. When the mask mandate ends next week, will students still be required to wear masks? We only have one bottle filler on each floor. That is not enough if we are full face to face.

Although that would be by far the preferred model of instruction, I do not feel that this would be safe at this time. While we may be able to start in the full face to face model, the number of cases in the surrounding areas make it likely that we would soon be forced back into a hybrid or full virtual scenario. This going back and forth between models will lead to confusion and lack of understanding for students. Sticking with our current approach allows us to have the best opportunity of consistent and meaningful instruction for our students.

The sooner we can increase our time in-person, the better. Maybe we can get ideas from other schools and tweak them to help MP plan for next steps.

1. Space and social distancing - at the elementary school we don't have enough physical space to have all students participating in 100% in-person instruction and maintain social distancing as we have been.
2. Cohort Model - Given the fact that our first case of COVID required only one classroom to quarantine, I'd say the cohort model has worked very well to limit the exposure between people.

Would 100% in-person end the cohort model? Therefore any future cases would most likely have a much larger exposure group and/or be harder to contact trace.

3. Would we keep four sections of each grade level or go back down to three? If we went back to three, 1/4 of the students in each grade would then be getting a new teacher.

4. What would bussing, lunch, recess (common area activities) look like?

5. Regardless of what the governor does, will we still require masks? Can we legally even do that?

Cases of Covid have begun rapidly rising this week. I do not feel that 100% in-person learning is a good idea at this time, especially in the 6-12 grades as they would be unable to continue in small cohorts.

I believe the school is doing everything possible to keep me safe during COVID-19, including the proper sanitizing methods (which I do frequently in my own space as well). We're all respectful of each other by wearing masks and using hand sanitizer or washing our hands frequently.

The Hybrid model is working very well for my student, but understand it may not be for some. I do, however, think that if the kids were brought back full time, with the measures we have in place, staff would continue to remain as safe as we can be.

I would like to continue in our model until we can see the results of surrounding schools after they have had 100% in person for at least a month. I feel this will give us a good idea of if it can work for us, if they do not encounter shut downs.

I would be concerned that this would put staff and students at an increased risk, in addition to our community. I worry that we would be frequently opening and closing our doors and am impressed that we have been able to stay open for 4 weeks now already.

Students feeling a false sense of health security and becoming more lax with health protocols; the higher risk of spreading the virus and the wider ramifications if this were to happen across the community at large- staff and student body alike, as well as their families and community members they have contact with; the lack of physical space and air filtration within our facilities; we all have finally found a sense of routine and academic footing and are seeing growth within the current model- as much as I would love more time with students face-to-face, I do not believe 100% in-person is truly with the physical and mental health of our students, staff, and families in mind.

100% in-person learning will lead to more infections of our students, staff, and our community. Going to this mode at this moment would be part of the problem rather than the solution.

I feel it would be much more difficult to isolate groups and we would have to shut everyone down if there was a positive case, because that person would be in contact with everyone in the

building. The current model minimizes our impact to everyone. However, I would like to see expanding the current model to MORE in-person, but I do not think 100% in-person is the best.

Based on the closures we are seeing in area schools that have larger in person student learning than our district currently has, I am confident that the hybrid schedule we have is working well to discourage the spread of COVID. I would prefer to have 100% in person learning, but feel at this time what we are doing is best for our community. I miss seeing students in person every day, but thanks to our ability to conduct class via zoom we are able to connect with them in other ways.

It is also my belief that we are better preparing students for higher education and the world of work with having to learn to manage their own schedules, take ownership in their learning, and problem solve. They are developing skills desired and expected by employers.

As a teacher who just spent the last five years learning online to earn my ____certification, I took classes from several institutions all of which used different Learning Management Systems (Schoology, Desire2Learn, Canvas, and Blackboard). Each of these systems was very different in how the learner accessed content and submitted work. Online learning required time management, ownership of learning, problem solving skills, persistence, ability to work independently, and the ability to search for resources. These are critical skills for our students to learn which will benefit them in their futures.

As a parent of a second year college student who was very successful at MPHS, he would have benefited greatly from more online instruction and the challenges it poses. In his first year he struggled with managing his schedule, taking ownership in his learning, and problem solving at UW Madison. This year is much better, but he did tell me that he wished he had been forced to have these skills more developed prior to attending college.

I think going 100% in person would be premature at this point. Other schools around have been forced to full virtual, Barneveld, Iowa Grant, and Monore high school. We are entering cold and flu season and with the symptoms all being the same as covid, I believe the blended approach is keeping everyone as safe as we can be while offering students virtual support if they have cold, flu, allergy, or covid symptoms and need to be out for a period of time.

What is the transition look like for staff that are doing different roles than their regular positions?

We cannot social distance with 100% in person. An outbreak will be more likely, and if there is an outbreak, we won't be able to isolate specific students or cohorts, and it will be more likely that we will have to shut the whole thing down. With the hybrid model, we can create some consistency which students also need. I want to be back 100%, but not at the expense of the health and safety of my colleges, students, or my family.

I do not have any plexi-glass shields that would allow me to work side by side with a student. Also, teaching virtually and in-person simultaneously has been a huge challenge. This demand would likely increase with 100% in-person instruction. Elementary students are doing the very best they can with social distancing. Despite our best efforts, it is extremely challenging to explain to an 8 year old why they can't play with other friends at recess, or sit by friends at lunch, in the classroom, etc.

Cases continue to climb locally and state-wide. I feel our hybrid model is doing a good job of keeping students and staff safe. I would not feel safe with all students and staff in the building together five days per week with social distancing limited.

I see kids getting together outside of school. They are mixing for sports, work and to socialize. I think it's nuts to hold back their education. I would like to see 100% in person with possibly a Wednesday off to deep clean the schools.

We do not have enough room and staff to keep class sizes smaller and social distance. If we come back 100% we will have to go back to our normal model and have 18-20+kids in a classroom. Then my fear is that some families will choose to go all virtual.

I feel we can't look at 100% in person until we know we have plans for appropriate distances in all circumstances. We have to be able to keep the cohort model even if we expand the number of cohorts in the building. If we can't, we will likely be pivoting between in person and virtual which will majorly disrupt instruction.

I would love to have all students back in the building. I currently teach in-person four days a week. I think our building is too small and we don't have enough staff to cover the lunch, recess, and dismissal in a way to spread out the students. With the current cohorts, staff receive little prep while the students are in the building. If students are in the building 100%, we don't have the encore teachers available to teach any additional sections because they are already teaching in-person four days a week. This would mean that teachers would only have prep time two days a week. I also worry about the cleaning. Cleaning needs to be increased with the bathroom use and high traffic areas in order for us all to be safe. I also worry about the office staff and nurse with all students in the school.

If the above areas could be covered and masks are continued, I am all for 100% in-person. Bringing students back safely is the key!

I feel that at this time, the hybrid model is very effective when it comes to positive cases. It helps that most likely only one class will need to move to virtual for two weeks if there is a positive case in that class.

If we were to go 100% in person, masks should continue to be worn and socially distancing when possible should be followed. I do think it is too premature at this time to move to 100% capacity. It's just too early.

I would also feel safe being 100% in-person learning.

My concern is that so many of the students will go virtual-only and we are finding that there is not enough time in the day to prep for both in-person and virtual-only students. If we go back 100% in-person, teachers will not be able to support all students.

My recommendation is if we go back to 100%, we keep Wednesdays as a virtual day for any students needing help and planning time for teachers.

If everyone is in the building at the same time, it is impossible to spatially distance. This increases the chance of spread at a time when the case numbers in the state are at a high.

I am concerned that 100% in-person learning is not a model that will last in the long run. There will be cases at school, but with the current model only the cohort will need to go all virtual. Other schools in our area that started all in person have had to shift to all virtual. I would rather have students in school in person part of the time rather than not at all. I feel safe under the current model, but am concerned for my health with coming back 100% because I have an _____ condition.

While obviously a better educational model, with cases in surrounding counties having spikes in cases, and some southern Wisconsin districts having to close for a period and reset, I do not feel that this is a safe or viable option at this time. I worry that interruptions in the routines of kids would be worse for them than the current model is for their learning.

With the COVID numbers as high as they are, I think it's too early to jam each and every student in the school. Socially distancing would be impossible.

Teaching the students in the classroom along with 3 to 5 virtual students at the same time is often challenging.

My biggest concern is how I will be able to teach my virtual students. Right now, I feel like I'm working every night and all weekend meeting my students' needs, but if I have students in-person all week, I'm not sure how it's feasible to help students who are virtual also. It's so much more than live-streaming a class (which I am currently doing). And if we go back 100%, I'm sure more will want to switch to virtual.

Of my students who are struggling, almost all parents have expressed a feeling of helplessness in motivating their children to complete virtual work. My heart breaks for these parents.

I think we need to wait more time to see if this works. A lot of schools are having scares, and we have not had to deal with that yet.

Safety - what safety guidelines are okay for us to no longer follow in order to open fully?

Workload - there is a good chance that we will have more students going fully virtual if we open fully. We will then be teaching in person every day while also teaching virtual students. How do we do both? If we switch things around and move one teacher per grade level to be a virtual only teacher, then we will have more students in each classroom. If a student in one of those classrooms becomes sick, then they move to virtual with a different teacher than their own teacher and that is a lot of ins and outs for the virtual teacher and hard for students as well.

Opening fully will increase our chances of Covid spreading and not being able to track it as well. This will increase our chances of going fully virtual as a district and then we will not have any in person days at all each week. After two weeks, we open back up and then possibly be shutdown again. The back and forth is not good for anyone!

I would love to see us in school fulltime.

I do not feel this would be the safest option for myself or my students. If we went 100% in person I think we would be more likely to get shut down more often and jeopardize opportunities for learning.

The more people in the building at one time the more likely we will end up shut down by the health department. Additionally, it is difficult to keep current cohorts separated at lunch and recess. How will that be even remotely possible with 2-4 times the number of kids? Will they even be able to leave the classroom then?

I feel numbers are going up all over the state, may have to wait just a while yet

Concern regarding mixing all the kids and teachers back together and potentially increasing the rate at which the virus could be spread.

My concern is about whether we will be constantly changing from in person to virtual due to a lower ability to contact trace and quarantine small groups. This type of inconsistency is more challenging than the hybrid model

Please let our kids go to school full time in person. They need this. The trauma and mental health decline is far worse than covid will ever be. Covid is here to stay. We can't keep living like this. Quality of life has to be taken into consideration. Individuals with conditions or high risk can go virtual. The teachers that don't want to come to school, can teach virtual.

We must move forward like surrounding districts. Even look at other countries like Germany, France, etc. Wear masks if you want. We cannot let fear outweigh reason just look at the facts honestly!!

I would not feel comfortable bringing everyone 100% back at this time. I think the only reason hybrid has worked so far is because of how safe it is. I would not feel comfortable or safe if students could not socially distance in my classroom.

We are only in phase 1 at the moment, so 100% in-person doesn't seem like the next logical step to the next phase of our reopening. The fact that COVID is still active and we are just seeing the impacts on students/staff, I don't think it's a good idea to jump into 100% in-person yet. I'm not sure what the next phase should look like...

Elementary- 100% in-person learning is not possible while maintaining our smaller cohort setup that allows social distancing in classrooms. There is not enough classroom space and enough "support staff" able for all classes to be here at the same time. The only way the elementary can be here at the same time is to drop the cohort model, which moves 60-75 kids into other teachers' classrooms where they cannot socially distance enough. I don't know how to have an equitable response for the Kindergarten- would you ask those teachers to have Kindergarten classes of 20+ for the whole day?

As a teacher, I know it'll be impossible to keep kids properly spaced if we went to 100% in person. The cleaning in between classes is hard at times and with double the students (if we went back 100%) and spaces to clean will be very time consuming and cut into much of the teaching (5-10 minutes).

Classrooms and hallways would become much more congested, closer contact with each other.

I am scared to have that many students in my class at a time.

From my perspective as a staff employee, the students seem very excited to be here and look forward to their time with the teacher. I have worked with a few students who have anxiety about being back in person and others who have anxiety because the schedule is not "normal."

In general I worked with a population of students who needs additional supports and I feel our department has found ways to meet the needs of our students through additional virtual 1:1 meetings or additional 1:1 in person instruction so that we can maximize the students in-person learning time when their peers are also present.

I would feel very uncomfortable with 100% in person at this time- especially with health conditions of my own.

I believe our current situation allows for safe conditions, but I do fear that that will not be the case with 100% in person learning. There is no room in my classroom to keep students appropriately spaced if more than the current 10 students are in there.

I also believe that the current model at the high school allows for very smooth transitions if the need for a school shut down were to arise. I think this will be a significantly more challenging if we are 100% in person and then have to be 100% virtual.

I also believe that it is too early to change course at this point for high school students. With the athletic seasons just starting, I believe that the likelihood of cases spiking is only going to increase.

I have no concerns. I am ready to get kids back full time. We will all be or have been exposed whether in school or in our free time. It is our job to provide education, not to hold complete responsibility for stopping the spread of Covid. We have precautions in place to do what we can to help. I have concerns about the student's mental health being at home. Only children/home responsibilities/lack of structure and guidance/lack of interaction with peers.

I don't think it is in anyone's best interest to shift to 100% in person learning. Schools that have been 100% in person around us have had to shift to virtual due to cases and yet with hybrid, we were able to contain the spread (for now)

My concerns are that social distancing is not practical in the classroom, hallways, or lunchrooms. Given the size of my classroom students would only be a couple of feet apart and multiple students would need to be at the same table. Also, seeing local school have to shut down and go totally virtual makes me uneasy that 100% in person is possible right now.

How we will implement any sort of CDC recommended guidelines for limiting contact and social distance. Worried about having to start over with students, especially scheduling with staff, for special education.

I worry that if we go 100% face to face we will end up 100% virtual.

With 100% in person learning it would be impossible to keep the CDC guidelines in tact. As much as we would love the students to all be back at school in-person 100%, I would not be comfortable with being at school if this were to happen.

Without increased financial support and creative ideas for adhering to the guidelines, I don't think it can be done safely.

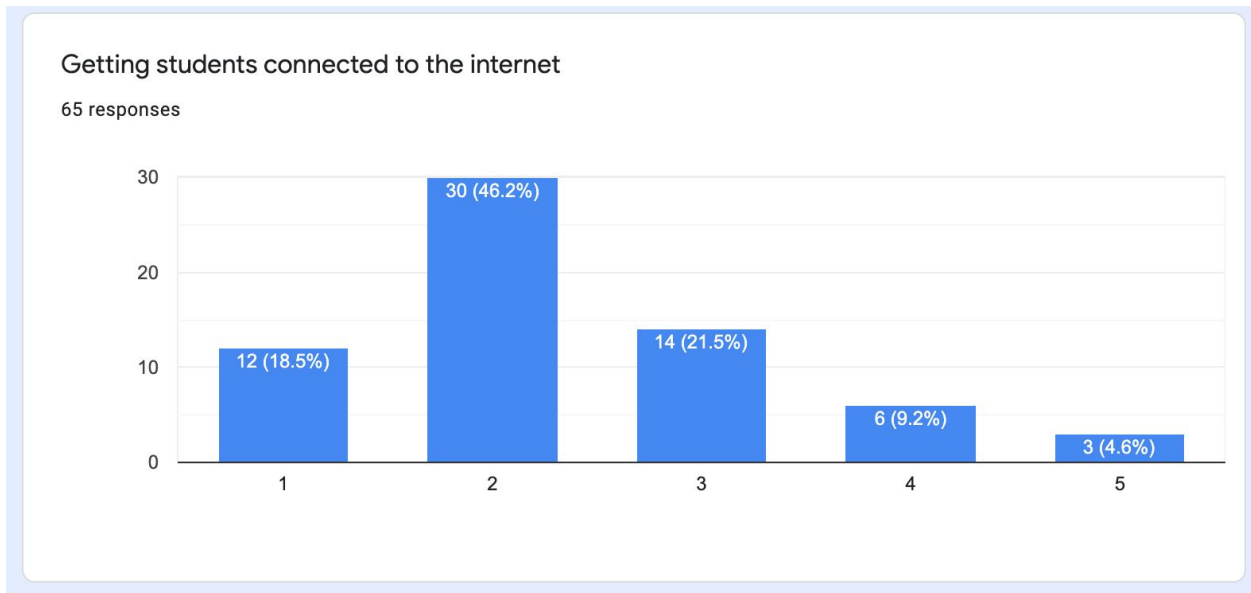
I'm concerned about student academic growth if we don't return to a percentage closer to 100% in-person soon. Under the current model we have been told that there are no academic goals and that we should pare down our curriculum. Most teachers around the country I've talked to are not paring down their curriculum or drastically lowering academic expectations. This means our students will not have comparable academic experiences to their peers in the area or across

the nation. We are focusing on students' mental/social health and trying to get them to learn on their own. Kids can learn content knowledge independently if you can get them to an independent level, but the students who don't get to this point fall even further behind. Additionally, most kids don't learn foundational skills independently, they need explicit, guided, and direct instruction from someone.

I am very much in favor of first graders attending 4 or 5 days. Even if the older students are still on a hybrid model I would like to see these younger students attend in-person as virtual learning is more difficult for these students.

Getting students connected to the internet

1 Easy, 5 Hard

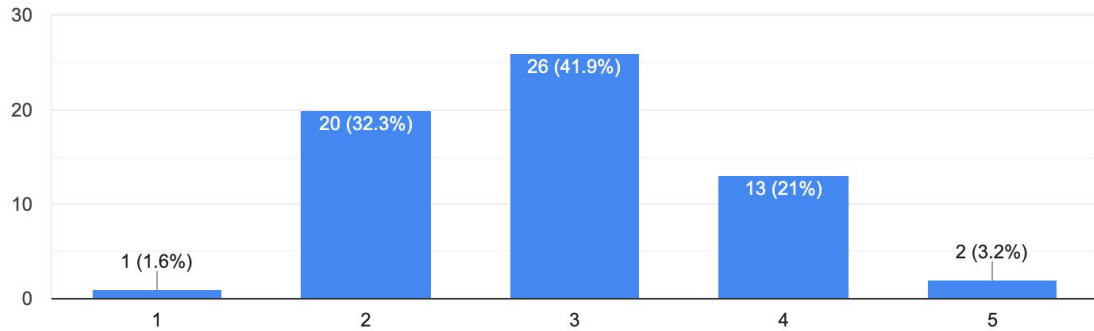


Getting students to complete work on virtual days

1 Easy, 5 Hard

Getting students to complete work on virtual days

62 responses

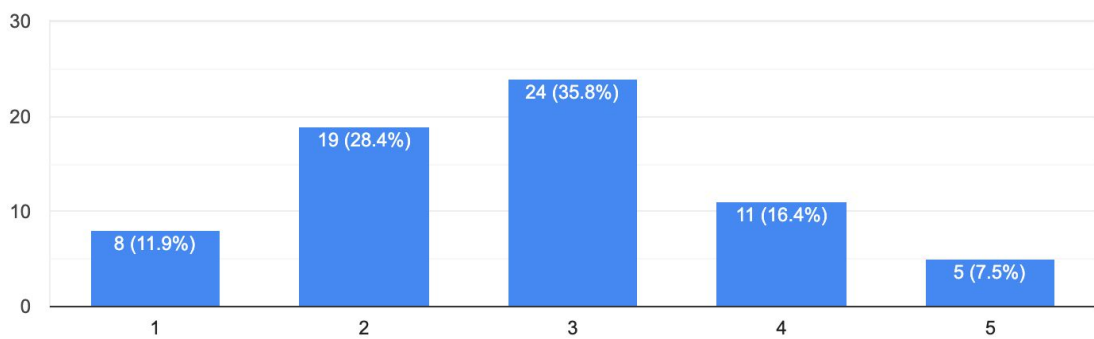


Forming relationships with students

1 Easy, 5 hard

Forming relationships with students

67 responses

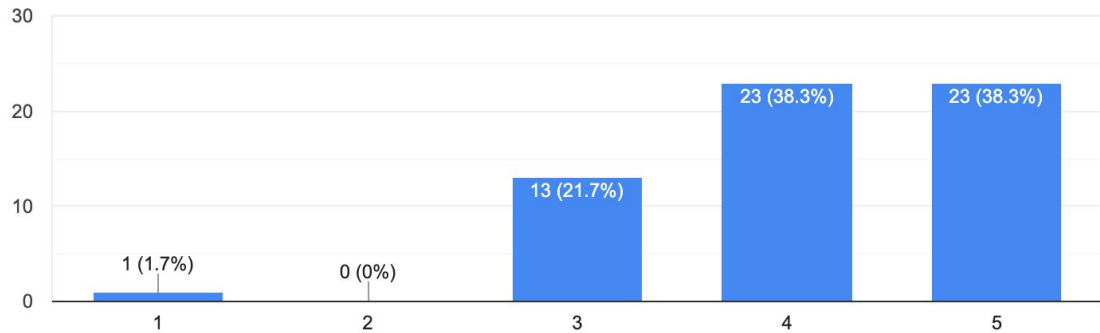


Workload of getting everything prepared for virtual days

1 Easy, 5 Hard

Workload of getting everything prepared for virtual days

60 responses

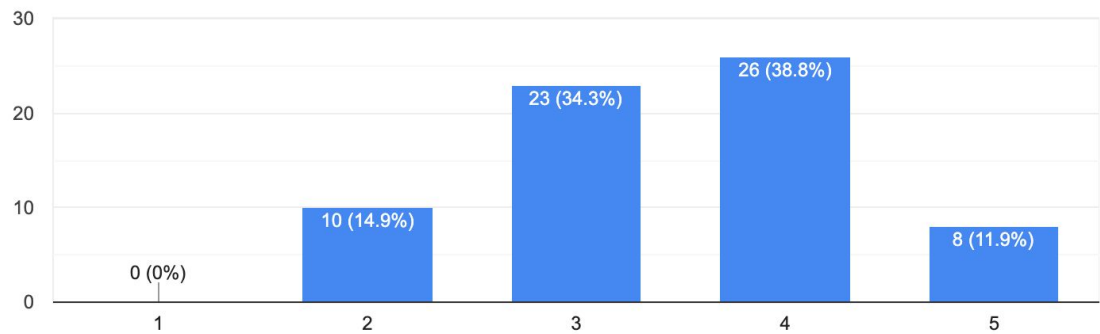


Learning how to support students in an online environment

1 Easy, 5 Hard

Learning how to support students in an online environment

67 responses

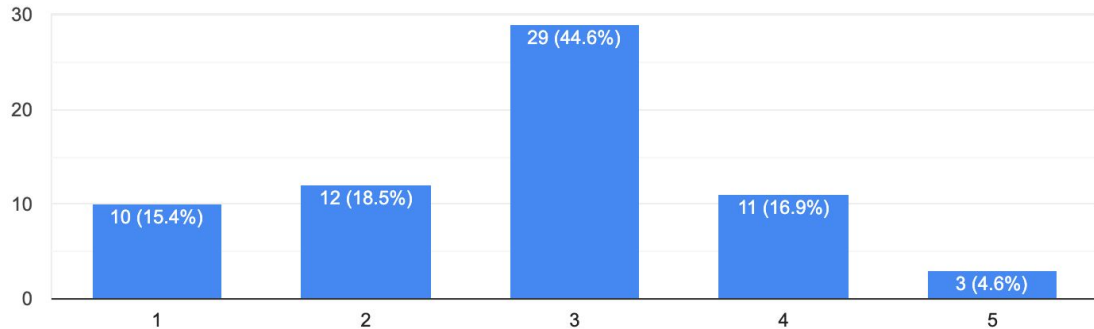


Access to technology/training needed to support virtual learning needs

1 Easy, 5 Hard

Access to technology/training needed to support virtual learning needs

65 responses

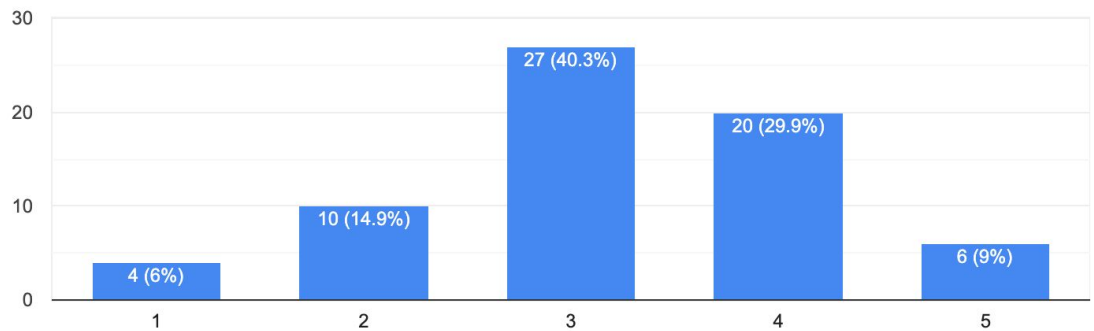


Supporting family needs

1 Easy, 5 Hard

Supporting family needs

67 responses



Other: Please explain

Tech issues, schedules, broken devices, mental health, late work...this is so time consuming.

It is difficult to know how much work for virtual days is just enough to challenge students without them feeling overwhelmed, and still offer the knowledge and experience they would have had in-person. Reading the students' survey comments was very helpful, and we as a staff have already started to implement changes based on this data collection.

I would love to see more social connection opportunities and therapeutic resources for the student body to be offered through the school, even virtually, based on the student survey comments.

The biggest hurdle right now is trying to keep track of grades and where students are in the gradebook vs. where they actually are in each cohort. Additionally, keeping track of who is supposed to be joining virtually and when is difficult to sort out and organize. It is easier for the "all virtual" section, but these random kids that are virtual due to quarantine are more difficult to remember to have them jump on Zoom.

So many ideas as to what virtual looks like. Some families want more, some say it's just perfect, and others would like less.

It's not ideal but I think it's getting better each week. We have to stop holding on to how it has been and embrace how it is so we can make it as successful as possible for everyone.

We are having connectivity issues at school with the internet. I spend part of each day communicating with families about device needs, device issues, and internet connections.

With each teacher being an expert in their field, a lot of what we are doing isn't so much "hard" it's just EXTREMELY time-consuming. I find myself doing three times the amount of work I've done in the past.

Because students learn in so many different ways, teachers are figuring out how to teach the in-person students and then researching techniques to put all that information online to reach the virtual students (and sometimes the family needs come in to play, making it more difficult.) Like I said... TIME-CONSUMING!!

It is demoralizing when it seems that everything I'm doing is still not enough.

There are far fewer problems with connecting to students, and in getting them to complete work during virtual days than in the spring. While there are still some students that are a challenge to get into this routine, it has gone surprisingly well overall.

About 3/4 of my students are doing a fairly good job of completing activities and assignments. It's the other 1/4 that I am incredibly worried about. They are struggling in a hybrid model, and their parents don't know how to help them when they are home.

Supporting family needs has been difficult due to the high demands and what seems like a lack of understanding from families of how busy and hard our jobs are as teachers due to the hybrid schedule. It takes longer and it is more difficult to support students online, however it is doable. It is also challenging trying to support students mental health and well-being, while at the same time receiving pressure from families that "students aren't getting enough learning" or are "falling behind academically". Students need to learn at an appropriate pace and a factor to that

pace is the mindset they are in. Students will not be able to learn, if they are not in a healthy mindset to begin with.

I have been arranging additional supports for our students including providing additional services, access to the meal program, and transportation. Families have been thankful for these programs but all of these are evolving and change on an almost daily basis. I find myself returning to the projects (meal program, transportation, schedules for support staff) a lot more than I typically do because our plans and programs are constantly shifting and changing and we are trying to be responsive to what our families need or share with us.

Interpreting for students is challenging online-It is hard for them to look at notes, while watching the interpreter and teacher simultaneously. The picture is also very small to pick up on facial communications with my students.

I have difficulty balancing my in person classroom while having virtual students. Students are not getting the full attention during life skill classes where students are in person and virtual. I would prefer that either I teach all in person or all online. Balancing the two feels like I am multitasking and I am not sure if virtual students should be able to sit in on guidance classes- due to confidentiality reasons, which may be tricky to uphold in a virtual setting.

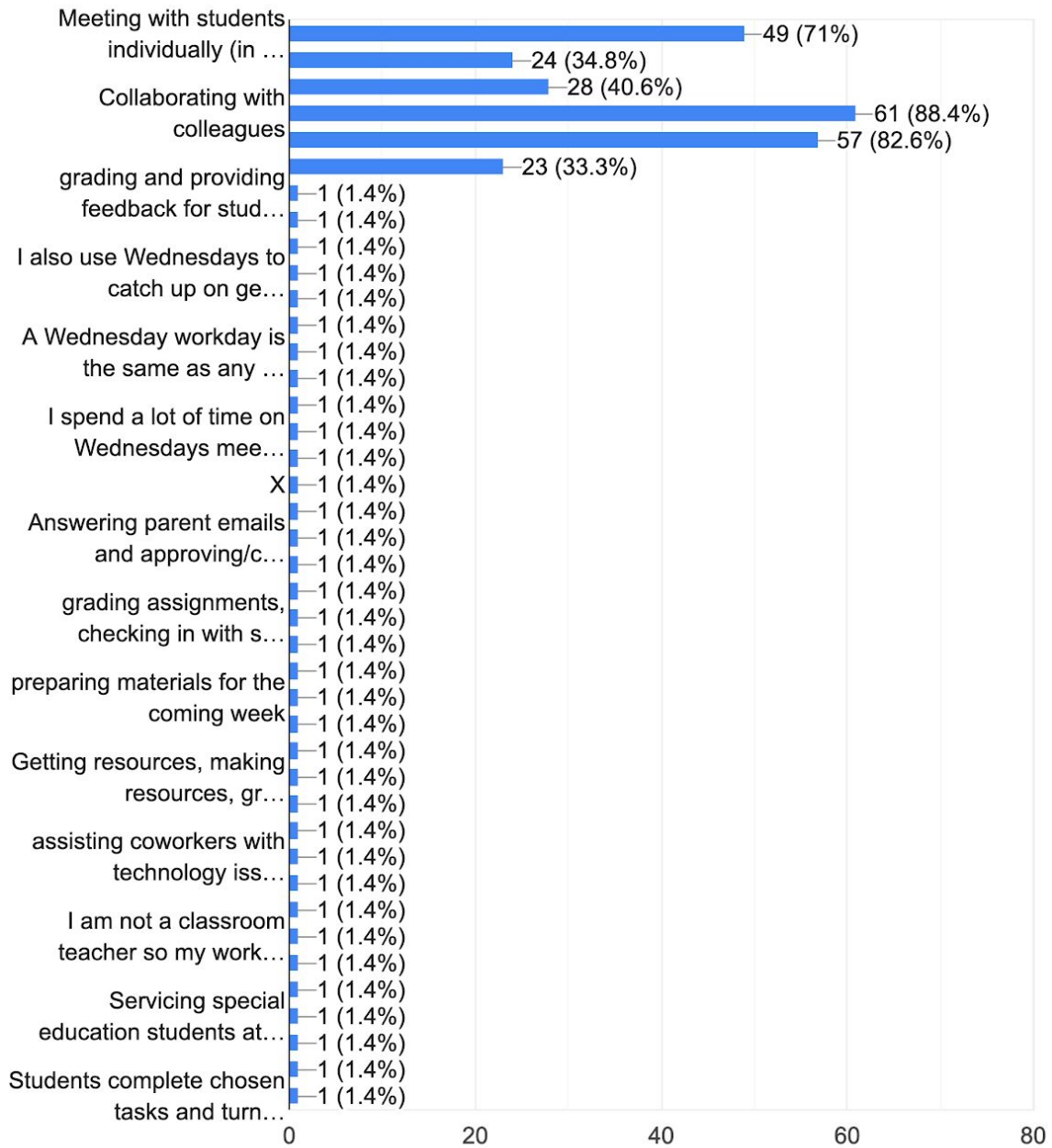
It has been difficult to establish the same type of rapport that I have with students in other years. I would also say being unable to use teaching practices that are proven to work (small group work, reading conferring, etc.) has made things more challenging also.

It's very difficult for working families to get their child connected/present for virtual meetings and we're counting them "present" in attendance even when they are missing lessons. They are counted present if they tell us they had technical difficulties, even though they missed the lesson. They are counted present if they miss meetings but turn in one worksheet, show an interaction on our platform, or attend one partial meeting out of multiple scheduled for the day. It's difficult to get some students to focus or even listen during a Zoom, and sometimes their parents even struggle to get their child to attend for 2 minutes even when they're sitting next to the child. In working families, older siblings are burdened with helping younger ones AND trying to complete their own class work and instruction.

I have access to everything I need in terms of technology needs but the biggest obstacle I have found is simply the developmental needs of my students. Teaching beginning reading is a hands on, multiple pathways, type of instruction. I believe students acquiring beginning literacy skills is the key to their future success and we can't expect most students to acquire those skills unless they have direct, structured instruction.

How are you utilizing your time on Wednesdays? Please check all that apply.

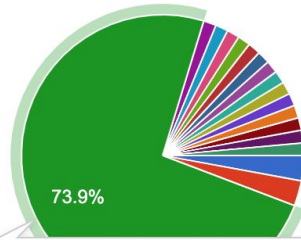
69 responses



As this school year is unlike any other, what do you feel you need more of in order to be best supported in your position? (Choose your top answer)



69 responses



Kindness and understanding as we all work to figure out the unknowns
51 (73.9%)

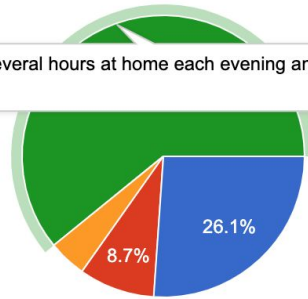
- Professional development to support...
- Clarity on virtual day expectations for I...
- Clarity on in-person day expectations f...
- Kindness and understanding as we all...
- More access to technology
- Appreciation and kindness and for the...
- Time
- Trust and understanding that we are p...

▲ 1/3 ▼

In comparison to other years, how has your workload changed?



69 responses



I'm working more, several hours at home each evening and on weekends
42 (60.9%)

- I'm working similar to other years
- I'm working more, several hours at school each evening
- I'm working more, several hours at home each evening
- I'm working more, several hours at home each evening and on weekends
- I'm working less than other years
- This is my first year so I don't have anything to compare it to

If you are working more hours per week, how many extra hours are you working?

5-10

10

60+

As an assistant, I'm trying not to work extra time. I don't work several hours at home/school but I am putting in extra time to assist students needs. Although the hours may be similar to other years, it is a whole different work. More intense as there is only so much time in the day to see students or to zoom students. Every teacher wants their students to get their work done and turned in on time.

10-15 hours between school & home over previous years

about 8

I have always worked extra hours after school and sometimes on weekends.

6 hours

On average, eight more hours per week; this has been worse - the beginning of this school year was much closer to twelve more hours per week as we were preparing schedules, curriculum, online platforms, resources, rosters, family communications, safety measures in classrooms, etc.

15-25

10-15

I don't track my time. I do what it takes to complete the task regardless of how long it takes. This is no different than any of the past six years that I have been here at MPUSD. Some days in this year as well as the past years, I have worked 12 hours and others 8 hours. I put the time in to provide the best content and delivery that I can for my students and I don't stop looking for even more resources/ways to improve.

After school I am working at least two hours more each night and 2-3 hours on Sundays.

20-25

I have always spent lots of extra time at school, but this year extra time is spent preparing for the following day as there is very little time during the day to prepare anything.

I am at school until 4:30 - 5 nightly and then usually another couple of hours at home.

I put 11 hour days in, on average.

Five to ten

During the week I would say about 5-7 hours (at least 1-1.5 hours/day), and then at least 2-3 hours on the weekends. I am at school on a Sunday to get classes recorded (four per day) and grading my 136 students who get an assignment four days a week! That's almost 450 things to grade each week. It can't be done during the school day.

20

I'm going to say approximately 20 more hours a week.

At least 10-15 extra hours per week.

8-10 hours more

I think that if I were not on the _____ grade team that does almost everything together, I would be putting in at least 5 extra hours a week. It is tough to compare in my situation.

5-10 hrs.

+20 hours a week

6 or so

I would estimate that I am putting in at least 15, sometimes 20 extra hours per week. Since the start of our professional and work days, I have had only one day where I have not had to do work for my classes. It is overwhelming at times.

It's hard to say, but approximately 8 additional hours per week.

25 to 30

I would say on average 20-30 extra hours a week.

4-5

15-20 additional hours than previous years

approximately 10 hours on top of a regular workweek, which for me is already 50+ hours

I am working the same hours but I am often not taking breaks and full lunches in order to complete tasks at hand. There is also frequently higher intensity as far as hustling harder and faster to get things done

As many as 20 some weeks

2-3 hours/week

10-12 hours

I spend on average 4 hours each weekend preparing video lessons for the week and catching up on grading.

5-15 depending on the week (some from home, some from school)

Easily 10 hours more. Some weeks 20.

5-7 hours

My hours remain the same as other years, it's all the extra things we do now during the day.

Example picking up and dropping off students.

I am not working more hours, but I am being asked to do much more of a variety of things.

4-5 hours extra per week

8-10

Anywhere from 5-7 hours

about 10-12

While I chose the "similar" option, I do want to emphasize that this does include several hours at home and/or school on evenings and weekends.

The amount of school time has been appropriate for my workload.

5-8

I am prioritizing my time and not working more hours if possible

8-10 extra hours per week

5; this is including before school time, too. Prioritizing my mental health and wellness, however, is my top priority.

16 hours

15 hours morning, evening, and weekends

At least 15 hours a week in addition to all of the hours spent before school starting trying to figure out how to meet student needs in this new schedule.

At least 15.

If you are spending more time, what are you spending time on?

I am making sure my lessons are spot on with my virtual kids and that lessons can be accessed from Google Classroom. The prep work for virtual students needs to be done days in advance so that the material can be picked up class on Monday. I also am working with technology to make sure the delivery of virtual lessons can be seen and heard well at home. We have had much difficulty with the internet almost everyday.

Preparing and revising lessons for the virtual environment. Grading and providing more specific feedback.

Helping students understand their homework and working to help them complete their work to get it turned in on time or not too long after the deadline.

Creating lessons that can be completed in both settings, Mentoring a non-classroom teacher, prepping for two classrooms, assisting with gathering materials for quarantine group, communicating with families, deciding what's essential, and worrying about kids.

preparing for both methods of instruction, learning new technologies, prioritizing the curriculum to make sure the most essential things are covered well, helping new team members, following up on missing work (especially from virtual days)

Preparing the virtual lessons.

Responding to and researching information for colleagues, students, and staff

Brainstorming, researching, creating, and promoting new curriculums, at-home projects, online study tools and resources for students, virtual quizzes, individualized activities, methods of grading and assessing comprehension, and expectations since our performances cannot guide our deadlines and standards delivery this year, many of my past activities require sharing physical tools between students, and I have such little in-person time with all of my students to still teach a similar set of state standards.

I am absolutely spending more time than ever before chasing students for virtual homework submissions, grading and re-entering grades into two virtual grading systems, and answering guardian questions regarding missing work, resources that I offer, and general class expectations.

In the last few weeks, I have also been developing weekly social meetings and have prematurely started planning extra curricular opportunities for my students as these have been major components in the rebuilding of this program and department, and are still missing in these students' school year experience.

Grading, creating engaging learning experiences for virtual and in person learning, and reviewing curriculum.

Recording videos, converting assignments to digital, answering emails, grading

Converting materials to work with online delivery, learning and using new apps and resources, pacing content and instruction, scheduling online work/resources in the Google Classroom LMS, answering student questions via email-- most student questions come in the evening and on weekends

Researching new ideas, putting those ideas into practice, creating for students, recording read alouds, responding to student work, responding to parents, and preparing for the week to get everything ready for virtual and in person students.

Preparing lessons, review lessons, grading.

Preparing for following day...and approving posts and work online. Also, correcting.

Prepping for class, answering emails-which I have a lot more of now, project based learning is the best course for remote learning that takes more time to plan and a lot more time to grade. Learning online apps to better provide instruction to all students. I am working a lot more on communication with families including developing a website. Conferences happen at odd times these days if a kid needs help.

Lesson planning, Google Classroom management, correcting work, organizing book clubs, communicating with families and students, designing virtual lessons, sorting out technology issues, researching new ways of teaching virtually.

It's hard to set boundaries because I want to be accessible and responsive to families' needs, but I also don't want to be "connected" 24/7 for my own mental health. This school year is requiring more of that, however.

Recording lessons to post to Classroom and grading.

Grading

I get a lot of parent and teacher questions during the day. Much of my time during the school days is spent helping provide solutions and materials for parents, teachers, and students as well as teaching a full load. My weekends are then spent lesson planning and researching additional technologies and instructional technology ideas.

Grading and giving feedback
Parent Communication
Student Communication (missing work)
Lesson plans
Planning for virtual students
Planning virtual assignments
Professional Development
and much more

Building a website, lesson planning, and connecting/communicating with parents

Answering parent emails and checking student work on Seesaw rather than in person work checks and feedback.

Figuring out what projects would be appropriate to complete from home, and how to put it all online so that EVERY student understands and learns the objectives of the lesson.

Most of my past lessons and units are not appropriate for virtual learning. I'm spending most of my time researching and developing all new lessons for this year.

Also, reaching out to students who are needing extra help and support is where I find myself when I have any free time.

Preparing lessons and materials

Figuring out the technology pieces and how to use them, lesson planning of how to teach virtually and what lessons are best taught in person vs. online, correcting work

I essentially have two full time jobs - a very full in-person schedule, with fewer prep periods than most of my colleagues, along with several zoom virtual classes during normal school hours. On top of that, I have to create all new materials that are digital and shareable for virtual days, and for students that are full time virtual students. I also have to prepare virtual lessons to share online for the student's virtual learning days. Normally, we would correct and discuss assignments in person during classtime, but in this model, I have to correct each question on each assignment, and give timely and valuable feedback to students to further their learning. I am spending more time on planning, grading, preparing materials, answering emails from students, etc.

Lesson preparation, bookkeeping (determining each week what students have missing work, checking work, contacting parents regarding missing and incomplete work along with students not attending virtual meetings), meeting the requests/needs of all virtual students/parents, preparing materials a week in advance for all-virtual students to pickup on Fridays

I spend several hours at home every night and at least one entire day on the weekend prepping lessons, creating videos, grading assignments, and contacting students/parents. I truly love my job and working at MP and gladly put in the extra hours, and I understand and appreciate that everyone is doing more now. But if I'm being honest, my own children are the ones who are receiving the short end of the stick from me.

talking to parents; checking in on students independently; talking with parents on a more consistent basis.

Preparing lessons, recording stories/activities, uploading stories/activities, responding to emails, prepping materials, responding to students' virtual work

technology, posting assignments, trouble-shooting, following up

Having materials for virtual instruction and preparing lessons

Virtual prep, grading, sanitizing/cleaning

Designing virtual therapy sessions which is significantly different than providing in person therapy

Grading and updating skyward

Preparing lessons--making them virtual, scheduling posts, answering student emails, making videos, putting content onto platforms that best support student learning and engagement in the virtual setting.

Lesson plans, paperwork and student/parent correspondence. When it's school time, 8-3pm Mon-Fri, I try to solely focus on my students (whether it be in-person or online). My schedule is absolutely booked with my #1 priority: the students and learning, so my lesson planning, paperwork, data-taking, and emails/phone calls, etc. are mostly done after 3pm on the weekdays and on the weekends.

Creating lessons in subjects I haven't taught before, creating/curating online resources for virtual students and hybrid students who are seeking more time in those subject areas.

Preparing lessons, grading and feedback to students, making expectations known and consistent in a timely manner for students and parents, researching avenues for improvements and ideas.

assessing student online work, constantly checking virtual work to update done work/email missing work, updating lessons to being virtual based,

I am working on class materials for full group meetings and converting materials to be done virtually.

meal program, schedules

Lesson Planning, navigating technology, emails, communication

Grading, responding to emails, setting up a zoom call with a student, planning for virtual and in person classes, figuring out how to create what we do in class to make it so that the virtual kids are getting similar instruction so we can stay on the same page.

Creating materials for at home learning (this takes significantly more time than years past).

organizing materials and lessons, scheduling assistants, contacting parents

I would like to spend more time counseling students and supporting teachers and students in the classroom. I am spending most of my time teaching 28 classes.

Creating new ways to deliver the content (including WeVideos, editable Documents, etc.)
scheduling, communicating with parents, planning for what/how we will get work done. keeping up with data and brainstorming ways to better service students to fit this new model.
grading assignments, giving students feedback, preparing lessons

Answering emails with more questions, developing more plans for both approaches to instruction

A LOT of time replying to parents and helping them, providing feedback and support to students, adjusting plans/prepping stuff for students who instantly become virtual because of COVID symptoms, creating materials and turning classroom/in-person lessons into effective virtual lessons, & reading emails from Admin.

Planning lessons, adapting lessons, answering parent concerns, trying out lessons using technology to ensure they are as seamless as possible during instruction

Creating material and planning.

What percentage of curriculum/content are you able to deliver under the current model?

80%

75%

It is still early so difficult to address what bumps in the road may occur but at this point I would say compared to previous years it would be around 85 to 90 percent.

60-65%

65-70%

Middle School: 50%

High School: 80%

80%, but I feel that without more face to face time, it is more difficult to help the kids that are slipping through the cracks.

Too early to tell. So far keeping up with curriculum and am able to offer more extension activities to be done at home with family. Those project and STEM based activities have been great to offer to families.

60

Likely about 50%

I laid out the curriculum on a week by week basis at the beginning, so I am keeping up with it, but what is missing is some of the anticipatory learning and in depth discussion. I might move through some things a little faster than I would have in a normal year.

I am able to deliver all curriculum content...it's just slow going because we are only "in person" one day a week. Face to face instruction makes all the difference. Also, students usually don't have any homework when they are 100% in person because we can do it together in class.

Right now we are at 100%

As a specialist split between three areas, I am only able to cover 33% of the content. However, I am doing more collaborating with colleagues to ensure that every moment that I am with students is applicable and is an extension or introduction to the content being taught in the classroom.

About 80% it just looks different that how it would in a normal year.

At this time I am able to teach all of it because the grade level I teach does not require me to do any virtual instruction at this time. Should this change and schools close because of Covid, that could affect what percentage of the curriculum I am able to deliver to students.

Being in my first year at Mineral Point, it is hard to say.

My hope is 75%

I cant answer this because I am new to this curriculum. I don't know how much would have been delivered under any model.

I am teaching the core concepts (boulders). I am teaching all of the math lessons both in person and virtually. My best guess is about 80%.

I am able to deliver and assess about 80% of my usual curriculum in the current model, and in some ways, am able to deliver and assess learning in ways that may be better than in the traditional model. I feel like I have a better handle on which students may be struggling with content, and try to help them get up to speed before they fall too far behind. Some students have actually thrived in this learning model that previously struggled in the traditional model as well.

Approximately 75%

70 - 75 percent

I have cut out what I consider to be "extras" in my daily work including spelling and vocabulary. While I am still able to deliver more than 90% of the curriculum, my students are not mastering the curriculum under the current model as they usually would. However, I am developing relationships with the smaller cohorts quicker than if I had a larger class.

65-70%

Most

100

Difficult to say because I have to scale it down into smaller "chunks" so students can manage it. Even this is difficult because many just don't invest and commit as they should.

90-95%

80%, but it's very early in the school year, so it's hard to tell yet. We could just have a little bit of a delayed start and then catch up as time goes on as we get used to the hybrid schedule/routine. In a normal year, I would see students one time every three days. Now I am seeing students one time per week (for less time) and I may be teaching them Art, Music, or Phy Ed. Students

will be receiving approximately 3 hours each of Phy Ed, Art, and Music instruction in the first quarter of this year. An "normal" year has been about 10 hours each. I would expect to be able to address one third of the curriculum/content for this year in the current model.

To be clear, nobody feels this is ideal. With our current resources we didn't see any other way we could implement this hybrid model and keep classrooms sizes smaller and safer.

50-100% but the class and students play a huge role.

60-70%

undecided

100%

95%

not as much as I would like!! Would be doing 4-5 lessons a week, but am currently only able to do 2-3(math)

At this point I believe 80-90%. I am trying very hard to keep my pacing as close to what it would normally be as possible. This also then means a challenge for students at home, and I do worry about that.

60% I am teaching character strong, and the content is very high. I go through and select a variety of activities that would be most beneficial. Even though I am delivering less content, students are engaged in the selected activities, making it more intentional.

Too early to tell, but I am a week behind the progress compared to past years without doing all of the same things.

80 to 90%

40%

Likely about 75%

Possible Elementary Phase Two Plan: Four Days a Week In-Person

(Plan would not be recommended if we are unable to adhere to county, state, and CDC health guidelines.)

Big question: Can we bring back more students safely? If yes, how many? (9/28/20)

4K: Currently meeting instructional minutes required by DPI, same as in the past.

K: Bringing back more students would require another teacher for in-person and for virtual instruction. (Also, currently meeting instructional minutes required per DPI.)

1st: Currently at 40 kids in-person, 4 virtual. We could bring in for four days/week with a teacher leading virtual instruction from home.

- We could recommend maintaining the current four cohorts coming four (4) days a week full-time. One cohort would use the library as a classroom. Send home a one question survey to determine how many students will come: “If we transition to four (4) days a week full-time for 1st grade, would you send your child or would you opt for the 100% virtual option?”
- Roadblocks with this option: hire someone to teach 100% virtual students 10 hours per week, and encore & life skills availability. In the current plan we have a life skill and an encore each of the two days. I think that as full as all of the teachers' schedules are there would only be time slots for first grade to have either a life skill or an encore each day. Right now these classes are 30 minutes (other years they were 40) but if students were able to come 4 days, and we wouldn't have to plan for hybrid instruction, and there was an additional staff member who did virtual since we would be in person, four days would be fine with the reduced prep time since we would still have Wednesdays to collaboratively plan.

2nd: Bringing back more students would shift Jessie back to art to manage the increased number of students needing specials.

3rd: Bringing back more students would shift Bridget T. back to EEN to effectively assist students with IEPs in person.

4th: Bringing back more students would shift Benita S. back to EEN to effectively teach students with IEPs in person.

5th: Bringing back more students would shift Tom I. back to PE to manage the increased number of students needing specials.

Other Considerations

- Bringing back more students means the need for opening up specials classrooms (art, music) and finding other learning spaces to accommodate the likely increase in in-person placement. Only idea right now: high school goes 100% virtual.

- There may be a need for an increase in transportation, common area supervision, and medical staffing if we bring back any grade level.
- Indoor recess and other large gatherings are more likely and more risky with more students we bring in full time. Not ideal right now with the current plan, i.e. kids playing games in the hallway, as well as rising cases in Iowa County.

Current Recommendation

We could potentially bring back 1st grade four days a week, accompanied with:

- Board commitment to funding a potential extra bus route, a part time virtual teacher, and plexiglass barriers for lunchroom. Cost unknown; possible range \$40,000 - \$70,000.
- All other grades stay as they are currently set up.

Phase 2 Potential Plan

Option 1: 2 Days a Week 7-12 / 6th Grade 4 Days a Week

High School

9th/12th Graders Monday/Thursday

10th/11th Graders Tuesday/Friday

- Groups would intermix throughout the grade level.
- Class times would be 45 minutes with 5 minute passing times for cleaning.
- Grade levels would be in-person for 2 days a week.
- Groups would be approximately 12 in size, with exceptions for PE.
- Social Distancing and Masks would be required, although social distancing is tougher to do within classrooms with 13 (teacher/12 students) or 14 (teacher/aide/12 students) in the room.
- 8 Period Day, with a 30 minute lunch.

Middle School

6th/8th Graders Monday/Thursday

6th/7th Graders Tuesday/Friday

- Cohort groups would stay the same.
- PE for 7th/8th Graders would be grouped together (Group of 20 total)
- 7th/8th Graders would be in the building for 2 days a week. 6th Graders would be in the building 4 days a week.

MS Bell Schedule		HS Bell Schedule	
Period	Time	Period	Time
1	8:00 - 8:45	1	8:00 - 8:45
2	8:50 - 9:35	2	8:50 - 9:35
3	9:40 - 10:25	3	9:40 - 10:25
4	10:30 - 11:15	4	10:30 - 11:15
5	11:20 - 12:05	Lunch	11:15 - 11:45
Lunch	12:05 - 12:35	5	11:50 - 12:35
6	12:40 - 1:25	6	12:40 - 1:25
7	1:30 - 2:15	7	1:30 - 2:15
8	2:20 - 3:05	8	2:20 - 3:05

High School Advisory Groups

Advisory Groups will meet on Wednesday mornings from 8:00 AM to 8:30 AM. This will happen via Zoom with the waiting room enabled. These will need to be scheduled and use the waiting room. Grade Checks and Check-ins are for this time.

Phase 2 Potential Plan

Positives:

- In-Person time increases by 40 minutes.
- Able to build better relationships with students.
- Direct instruction time increases.
- More opportunities for in-person activities.

Concerns:

- Intermixing of Grade Level with contact tracing - Would most likely need to quarantine a larger group of students rather than just a cohort group.
- New Routine/Schedule for students/staff/families to learn.
- Less distancing during passing time, lunch, and in the classrooms.
- Teacher email response time - most teachers would have students every hour, so it would be more difficult to respond quickly to emails and questions.
- Reset of Tech tools - For some teachers this is based on student groups.
- Zoom times would be limited during the week, if any, due to lack of time for these.
- Lack in prep time for virtual learning and time to provide feedback on work in a timely manner.
- Lunch size would double.
- Amount of screen time increases. Fully virtual students would now be sitting in front of a computer 8 hours a day for 2 days during the week.
- With bigger groups, science lab space is limited so labs would need to be done in partners.
- The zooms would almost be eliminated for 6th-8th grades except for possibly Wednesdays.
- Extra people to cover Study Halls/Independent reading times.

Option 2: 4 Days a Week For Everyone

Positives:

- Able to build better relationships with students.
- Direct instruction time and in-person activities increases.
- Keep Wednesday as a virtual day - Advisory check-ins would still be happening.
- Follow the schedule set on Skyward.

Concerns:

- Big Groups of students in most classrooms.
- Social distancing would not be happening.
- Passing time in the halls would be crowded.
- Intermixing of all students.
- At lunchtime the cafeteria would be full, not enough dividers to separate all students.
- Very limited time to respond to emails/questions for virtual students.
- Virtual students would need to Zoom in for 8 hours each day of the week - technology and the internet would be more of a concern.
- New Routine/Schedule for students to learn.

NONDISCRIMINATION IN DISTRICT PROGRAMS, ACTIVITIES, AND OPERATIONS

Policy 113

Page 1 of 8

The Mineral Point School District prohibits all forms of unlawful discrimination against students, employees, and other persons in all aspects of the District's programs, activities, and operations. The term "unlawful discrimination" encompasses any unlawful policy, practice, conduct, or other unlawful denial of rights, benefits, or privileges that is based on any legally-protected status or classification (e.g., race, national origin, sex, disability, religion, etc.). Various state and federal laws establish the actions that do (and do not) constitute unlawful discrimination with respect to each protected status or classification. Where applicable, unlawful harassment that is based on a legally-protected status is one form of unlawful discrimination.

The District requires and will enforce nondiscrimination in a manner that is consistent with applicable constitutional provisions and with the rights and obligations that are established under all applicable state and federal civil rights laws, including but not limited to the current provisions of the following federal laws, which jointly serve to identify and protect the rights of students, employees, and other persons:

- Title IX of the Education Amendments of 1972 (sex discrimination);
- Section 504 of the Rehabilitation Act (disability discrimination);
- The Americans with Disabilities Act (including both the employment-related provisions of the ADA as well as Title II of the ADA, which broadly prohibits discrimination on the basis of disability in state and local government services);
- Titles IV and VI of the Civil Rights Act of 1964 (addressing discrimination based on race, color, national origin, sex, or religion);
- The Age Discrimination Act of 1975 (age discrimination);
- The nondiscrimination provisions of the Elementary and Secondary Education Act;
- *The civil rights provisions associated with the District's participation in federal nutrition programs.*

There are a significant number of additional state and federal nondiscrimination laws that are not listed above that further establish the rights of students and/or employees. In recognition of such laws, the District maintains additional nondiscrimination policies and rules that specifically and uniquely cover students (see, for example, [\[Policy 411 and Policy 411.1\]](#) within the District's policy manual) and all aspects of employment and personnel administration within the District (see, for example, [\[Policy 511 and Policy 512\]](#)).

Special Statement Regarding Sex Discrimination under Title IX

As mandated by the federal Title IX statutes and the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District's Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at

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the U.S. Department of Education, or to both

Designation and Authorization of Nondiscrimination Coordinator(s)

Any questions concerning the District's nondiscrimination and equal opportunities policies, the application of any nondiscrimination law to the District, or the District's discrimination-related reporting and complaint procedures should be directed to the [insert relevant position title], who is also designated as the District's Title IX Coordinator. The contact information for this position is as follows:

*Angela Klein
Director of Special Education & Pupil Services
Elementary Office: 611 Cothorn Street, Mineral Point, WI 53565
MS/HS Office: 705 Ross Street, Mineral Point, WI 53565
Phone: 608.987.0712
Email: angela.klein@mp.k12.wi.us*

In his/her capacity as a Title IX Coordinator, the above-identified individual is authorized to coordinate the District's efforts to comply with the District's responsibilities under Title IX and the federal Title IX regulations. This same individual also serves as the District's designated Section 504/ADA Coordinator, the District's federal Age Discrimination Act Coordinator, as well as an employee who is designated to receive any student discrimination complaints arising under section 118.13 of the state statutes and Chapter PI 9 of the Wisconsin Administrative Code.

Any Person May Submit a Complaint or Report of Discrimination to the District

The District is committed to the appropriate resolution of complaints and reports that allege (1) unlawful discrimination or a violation of a District nondiscrimination policy, including any form of prohibited harassment that is based on a legally-protected status; or (2) any type of retaliation that is prohibited by a nondiscrimination law or a District nondiscrimination policy.

Accordingly, except as otherwise required by law, **any person** (including a witness or other person who has not been harmed/victimized by the alleged conduct or challenged policy) may report a concern or allegation of prohibited discrimination or prohibited retaliation to the Director of Special Education and Pupil Services/Title IX Coordinator, using the contact information provided above and any of the following methods:

1. By electronic submission within the Safe School Alert Online Tip Reporting; or
2. By U.S. mail, by electronic mail, or by telephone, at any time; or
3. By any other means that results in the Director of Special Education and Pupil Services /Title IX Coordinator actually receiving the person's verbal or written report, including by submitting the report to the Director of Special Education and Pupil

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Services Title IX Coordinator in person (e.g., at an arranged meeting or when the coordinator is otherwise reasonably available during normal working hours).

As an exception to the above reporting procedure, if the report or complaint identifies the Director of Special Education and Pupil Services /Title IX Coordinator as a person responsible for the alleged prohibited conduct, or if the Director of Special Education and Pupil Services/Title IX Coordinator is affected by a conflict of interest or otherwise unavailable, then the person making the report may submit it to the High School Principal either in person, by mail, by telephone, or by electronic mail. The contact information for the High School Principal is as follows:

Matt Austin
High School Principal
Office: 705 Ross Street, Mineral Point, WI 53565
Phone: 608.987.0739 ext. 410
Email: matt.austin@mp.k12.wi.us

Individuals submitting a report or complaint of prohibited discrimination under this policy are strongly encouraged to contact the District to confirm that their report was received as intended.

Except as provided below regarding formal complaints of Title IX sexual harassment or as otherwise required by any law, a report or complaint received under this policy will be processed according to the discrimination complaint procedures that the District has established under its student nondiscrimination policies or under its equal employment opportunities policies, as applicable to the facts and circumstances. For reports or complaints of alleged discrimination that are neither student matters nor employment matters, the District will normally process the matter under the complaint procedures that apply to students.

Filing a Formal Complaint of Title IX Sexual Harassment

An individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX “complainant”), or a parent or guardian who has a legal right to act on behalf of such an individual, may file a “formal complaint” of “sexual harassment,” as those terms are defined in 34 C.F.R. §106.30.

No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for the District to start an investigation of Title IX sexual harassment allegations using the District’s formal Title IX grievance process. Even in the absence of a formal complaint that initiates the formal grievance process, the District still has legal obligations to respond to allegations of Title IX sexual harassment whenever the District has sufficient notice of the allegations (i.e., from any source).

All of the following apply to a formal complaint of Title IX sexual harassment:

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1. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District (including through employment).
2. The formal complaint must be in the form of a document or an electronic submission (e.g., an electronic mail message or a file attached to an email) that:
 - a. Alleges sexual harassment against a respondent (if the identity of the respondent is not known, it is not necessary to identify the respondent by name);
 - b. Requests that the District investigate the allegation(s) of sexual harassment; **and**
 - c. Contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
3. The formal complaint must normally be **filed with the District's Title IX Coordinator** by submitting the document or electronic submission either **in person, by U.S. mail, or by electronic mail**, using the District-designated contact information listed above in this policy. However, if the formal complaint identifies the Title IX Coordinator as a respondent (i.e., a person reported as a perpetrator of the alleged sexual harassment), or if the Title IX Coordinator is affected by a conflict of interest or is otherwise unavailable, then the complainant may file the document or electronic submission directly with the High School Principal, either in person, by mail, or by electronic mail using the contact information above.

When a formal complaint is not filed in person, complainants are strongly encouraged to contact the District to confirm that their complaint was actually received as intended.

If a complainant files a formal complaint of Title IX sexual harassment, or if a Title IX Coordinator signs such a formal complaint on behalf of the District, then:

1. The formal complaint must be resolved according to the federal regulations and District processes that specifically apply to such formal complaints; and
2. Unless otherwise directed by the School Board or this policy, the District Administrator or his/her administrative-level designee is expected to designate and assign qualified individuals to perform the roles that are defined for District agents within the District's grievance process for formal complaints of Title IX sexual harassment. In addition:
 - a. The District Administrator may assign one or more of the roles to a qualified individual who is not an employee of the District, including an outside attorney or other contracted service provider, with notice to the Board.
 - b. The Title IX Coordinator and the District Administrator shall ensure that the individual(s) assigned to perform such roles have completed any training required by the federal Title IX regulations.

- c. If the District determines that a person assigned to such a role is unavailable, disqualified by a conflict of interest or bias, or otherwise unable to perform the responsibilities of the role, the administration shall assign another qualified individual to perform the role
- d. The Board or a person designated by the Board shall assign such roles with respect to any formal complaint in which the District Administrator is alleged to be the perpetrator of conduct that could constitute Title IX sexual harassment. The Title IX Coordinator and the District Administrator shall inform the Board of any such need to assign the roles.

Filing a formal complaint of Title IX sexual harassment is one way to report such harassment. However, if a Title IX complainant or other person is not eligible to file a qualifying formal complaint, or if they choose not to do so, the person may still submit a report of the allegations to the District as further described above within this policy (i.e., a report that is **not** a formal complaint for purposes of Title IX). Moreover, **any** report of conduct that could constitute sexual harassment under Title IX that causes the District to have actual knowledge of the relevant conduct/allegations requires an appropriate response by the District, even if the reporting procedures defined in this policy were not followed and even if no formal complaint has been or ever is filed.

Deadline for Filing an Initial Report or Complaint

There is no absolute deadline for the initial filing of a report or complaint of discrimination under this policy. The District always has an interest in being made aware of potential concerns with prohibited discrimination, harassment, or retaliation. However, any person who has a complaint or concern involving such a matter is encouraged to notify the District or pursue a complaint as soon as reasonably possible after the occurrence of the relevant events. A material gap in pursuing a complaint or concern can affect the extent to which it is practical to investigate the matter, and a delay may also limit the range of remedies and resolutions that are reasonably available.

The following apply to any report or complaint of discrimination that has been filed under this policy, except for formal complaints of Title IX sexual harassment (which are instead subject to the dismissal and appeal provisions of the grievance process that the District has adopted for such complaints):

1. At least one of the following administrators, acting in consultation as needed with District legal counsel, must authorize the dismissal or other alternative disposition of a report or complaint due to a lack of timeliness: District Administrator, Director of Special Education and Pupil Services.
2. Any actual party in interest to the allegations raised by the report or complaint (i.e., any alleged victim or any person alleged to be responsible for the discrimination) may appeal a decision authorized under the previous paragraph to the District Administrator.

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Or, if the District Administrator authorized the initial decision, the party may request reconsideration.

Confidentiality of Reports and Complaints

Although absolute confidentiality cannot be assured, the District will maintain the confidentiality of discrimination reports and complaints to the extent required by any applicable law, and the District will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately process and respond to the report or complaint. Nonetheless, investigating a matter often involves disclosing (directly or indirectly) the identity of persons involved in the particular events/issues. Individuals who have specific concerns about confidentiality should arrange to discuss those concerns with the District as early as possible in the process.

Retaliation Prohibited

No official, employee, or agent of the District or any other person may intimidate, threaten, coerce, or unlawfully discriminate against any individual (1) for the purpose of interfering with any right or privilege secured by any nondiscrimination statute or related regulation, or (2) because the individual has made a report or complaint, or testified, assisted, participated, or exercised a legal right to refuse to participate in any manner in an investigation or proceeding conducted under this policy or any other District nondiscrimination policy.

Prohibition on Bad Faith Conduct/Abuse of Process

To the extent permitted by law, the District prohibits and reserves authority to appropriately address and impose consequences for bad-faith conduct by individuals who make a report or complaint, testify, assist, or participate in any manner in an investigation or proceeding conducted under this policy or any other District nondiscrimination policy. For example, the District may impose lawful consequences for making a materially false statement in bad faith in the course of any proceeding that is conducted under this policy or any other District nondiscrimination policy. Examples of abuse of process include, but are not limited to, the pursuit of allegations that the complaining party knows to be wholly frivolous or the use of dilatory tactics that have the purpose or reasonably foreseeable result of unreasonably interfering with a prompt and equitable resolution of alleged discrimination or retaliation.

Consequences for Violations

Any person who is determined to be responsible for any form of unlawful discrimination, any act of prohibited retaliation, or other violation of this policy is subject to appropriate disciplinary action and/or other appropriate consequences that are within the District's lawful authority.

In addition, any employee or authorized agent of the District who, considering the duties, responsibilities, and expectations established for their position/role, fails to reasonably respond to

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complaints or reports of alleged discrimination or retaliation, or who otherwise fails to reasonably act on their knowledge of a possible violation of a nondiscrimination law or a District nondiscrimination policy, is also subject to possible disciplinary action.

Nondiscrimination Notices; Dissemination of Policy and Complaint/Reporting Procedures

The District Administrator and the District's designated nondiscrimination coordinators share joint responsibility for ensuring that the District prepares and issues, on a timely basis, all legally-required general notices of (1) the rights of students, employees, and other persons under the state and federal nondiscrimination laws; (2) the District's nondiscrimination policies; and (3) applicable reporting and complaint procedures. Beyond meeting legal requirements and any local policy requirements, the administration is encouraged to further disseminate such information using such methods as the administration deems appropriate.

Maintenance of Complaint Records; Report Preparation

The District Administrator and the District's designated nondiscrimination coordinators share joint responsibility for ensuring that the District maintains adequate records of reports and complaints of discrimination and retaliation, including records of the District's response and disposition. Such records shall meet applicable legal requirements for documentation and records retention. The District Administrator and the applicable coordinators shall also direct and oversee the timely preparation of all annual or other reports and evaluations regarding nondiscrimination initiatives/compliance that the District is required to provide to the Department of Public Instruction or to any other oversight entity.

Legal References:

Wisconsin Statutes

Subch. III of Ch. 106	[state equal rights programs, some of which can apply to school districts in at least some circumstances]
Subch. II of Ch. 111	[the state fair employment and nondiscrimination statutes, including specific prohibited bases of discrimination (sections 111.31 to 111.395)]
Section 118.13	[student nondiscrimination; policy/procedures required]
Section 118.134	[race-based nicknames, logos, mascots]
Section 118.195	[discrimination against teachers with disabilities]
Section 118.20	[teacher/administrator discrimination prohibited]

Wisconsin Administrative Code

PI 9	[student nondiscrimination; policy, procedures, notices, and reporting required]
PI 41	[accommodating student religious beliefs; policy required]

Federal Laws

20 U.S.C. §1681 et seq.	[Title IX of the Education Amendments of 1972, as amended, prohibiting sex discrimination in federally-supported educational]
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20 U.S.C. § 1400 et seq.	programs; implementing regulations at 34 C.F.R. Part 106] [The Individuals with Disabilities Education Act, providing for programs. Services, and rights for students with disabilities; implementing regulations at 34 C.F.R. Part 300]
20 U.S.C. § 6312(e)(3)(D)	[addressing nondiscrimination in admission to federally-assisted education programs on the basis of surname or language-minority status]
42 U.S.C. § 2000e et seq.	[Title VII of the Civil Rights Act of 1964, as amended, prohibiting employment discrimination based race, color, national origin, sex, pregnancy, and religion; implementing regulations at 29 C.F.R. Ch. XIV]
42 U.S.C. § 2000d et seq.	[Title VI of the Civil Rights Act of 1964, as amended, prohibiting discrimination on the basis of race, color, or national origin in any program or activity that receives federal funds; implementing regulations at 28 C.F.R. Part 42, Subpart C]
42 U.S.C. § 12111 et seq.	[The Americans with Disabilities Act, Title I, as amended, prohibiting employment discrimination based on a qualifying disability; implementing regulations at 29 C.F.R. Part 1602 and Part 1630]
42 U.S.C. § 12131 et seq.	[The Americans with Disabilities Act, Title II, as amended, nondiscrimination based on disability by state and local governments; implementing regulations at 28 C.F.R. Part 35]
29 U.S.C. § 794 et seq.	[Section 504 of the Rehabilitation Act of 1973, as amended, prohibiting discrimination based on a qualifying disability by recipients of federal funds; implementing regulations at 34 C.F.R. Part 104 , 28 C.F.R. Part 42, Subpart G , and 29 C.F.R. Part 1640]
29 U.S.C. § 621 et seq.	[Age Discrimination in Employment Act, as amended; implementing regulations at 29 C.F.R. Parts 1625 to 1627]
8 U.S.C. § 1324b(a)	[prohibiting employment discrimination based on national origin and citizenship status; implementing regulations at 28 C.F.R. Part 44]

Cross References:

[Insert appropriate cross references to the policy as applicable to your district.]

Adoption Date:

BOARD POLICY ADOPTION AND REVIEW

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Policymaking is the primary method by which school boards exercise their statutory authority and broad powers. Therefore, the School Board shall adopt written policies to guide the actions of those to whom it delegates authority and to serve as the basis for school district operations and decision making. These policies shall be in line with the District's mission and goals and with applicable legal requirements. Board policies shall be organized according to a standard policy manual codification system.

Policy changes or additions may be proposed by any Board member, staff member or community member through the District Administrator or School Board member. The District Administrator shall review the policy proposals in collaboration with the Policy Committee and consider their merit before making any recommendation that the Board consider a proposal for possible adoption. The submission of a policy proposal does not guarantee consideration of the proposal by the full Board. At any point in the policy review and adoption process, the Board may make such amendments to proposed policies as the Board deems necessary or appropriate.

New proposed policies and policy revisions shall be initially presented at one Board meeting and brought to a vote for adoption at a subsequent meeting to allow time for review, input and possible changes. On matters of unusual urgency, and following a unanimous Board vote to set aside and waive the standard two-meeting adoption process, a new proposed policy may be introduced and acted upon at the same meeting.

Formal adoption of policies shall be recorded in the minutes of the Board meeting and only those policies so recorded shall be official Board policies of the District.

The Board policy manual shall be maintained electronically and shall be accessible to Board members, administrators, staff members, parents and guardians, and other interested members of the public via the District's website. District policies are public records and shall be available for inspection and copying through the District Office. Board policies shall also be further disseminated through other appropriate means as may be required by law or determined by the District Administrator.

Board policies shall be reviewed and updated on a regular basis in order to keep them up-to-date.

Legal References:

Wisconsin Statutes

[Section 120.13](#) [board power to do all things reasonable for the cause of education, including making rules for the organization, gradation and government of the schools]

Adoption Date: 05/08/2017

The Board of Education is mindful of the evolving need for emergency measures to respond to the COVID-19 pandemic. In consideration of the recommendations issued by the Centers of Disease Control and Prevention and the Iowa County Health Department, the Board is adopting this emergency policy for all students, employees, volunteers, and visitors of Mineral Point School District. Every individual shall wear a face covering if both the following apply:

- a. The individual is indoors or in an enclosed space.
- b. Another person or persons who are not members of an individual's household or living unit are present in the same room or enclosed space.

STUDENTS

Until further action of the Board, all students shall be required to wear a mask or face covering:

- (a) While attending school or a school function in any school building, facility or other area of a school campus; and
- (b) When riding in school-provided transportation.

All mask or face coverings must cover the nose and mouth of the student. This policy applies to students waiting outside school buildings before and after school, and to students waiting at bus stops on school premises. Students shall wear masks or face coverings at all times except for the following:

- Students may remove mask or face covering for eating or drinking.
- Students may be exempted from this policy by a review with the medical advisor and school nurse. Must provide recent medical condition and recommendation from student care provider of reasoning of not being able to wear a face mask.
- Students may remove masks or face coverings on a case-by-case basis for specific instructional needs and other activities, if approved by school principal or school nurse, in which case the teacher will utilize appropriate social distancing measures.

Students who refuse to wear a mask or face covering at school or at a school function under this policy shall be required to leave the school campus consistent with Handbook Student Dress Codes. Students who refuse to wear a mask or face covering on a school bus shall be subject to Board Policy 443.2 Student Conduct and Student Transportation.

EMPLOYEES and VOLUNTEERS

Until further action of the Board, all employees of the Mineral Point School District shall be required to wear a mask or face covering while working or attending a school function in any school building, facility or other area of a school campus. All masks or face coverings must cover the nose and mouth of the employee. Employees shall wear masks or face coverings at all times, except for the following:

- Employees may remove mask or face coverings for eating and drinking.
- Employees may be exempted from this policy by a review with the District Administrator, medical advisor, and school nurse. Employees must provide recent medical condition and recommendation from their care provider of reasoning of not being able to wear a face mask.
- Employees may remove masks or face coverings on a case-by-case basis for specific instructional needs and other activities. Keep in mind to utilize social distancing of 6 feet.

Employees who refuse to wear a mask or face covering at school or at a school function under this policy shall be subject to Board Policy 538 Professional Staff Evaluation and state laws regarding the evaluation of employees contracts.

VISITORS

Until further action of the Board, all visitors to the Mineral Point School District shall be required to wear a mask or face covering while present in any school building, facility or other area of a school campus.

CROSS REFERENCE: Elementary Parent-Student Handbook
 MS Handbook
 HS Student Assignment Book
 443.2 Student Conduct and Student Transportation
 538 Professional Staff Evaluation

APPROVED: