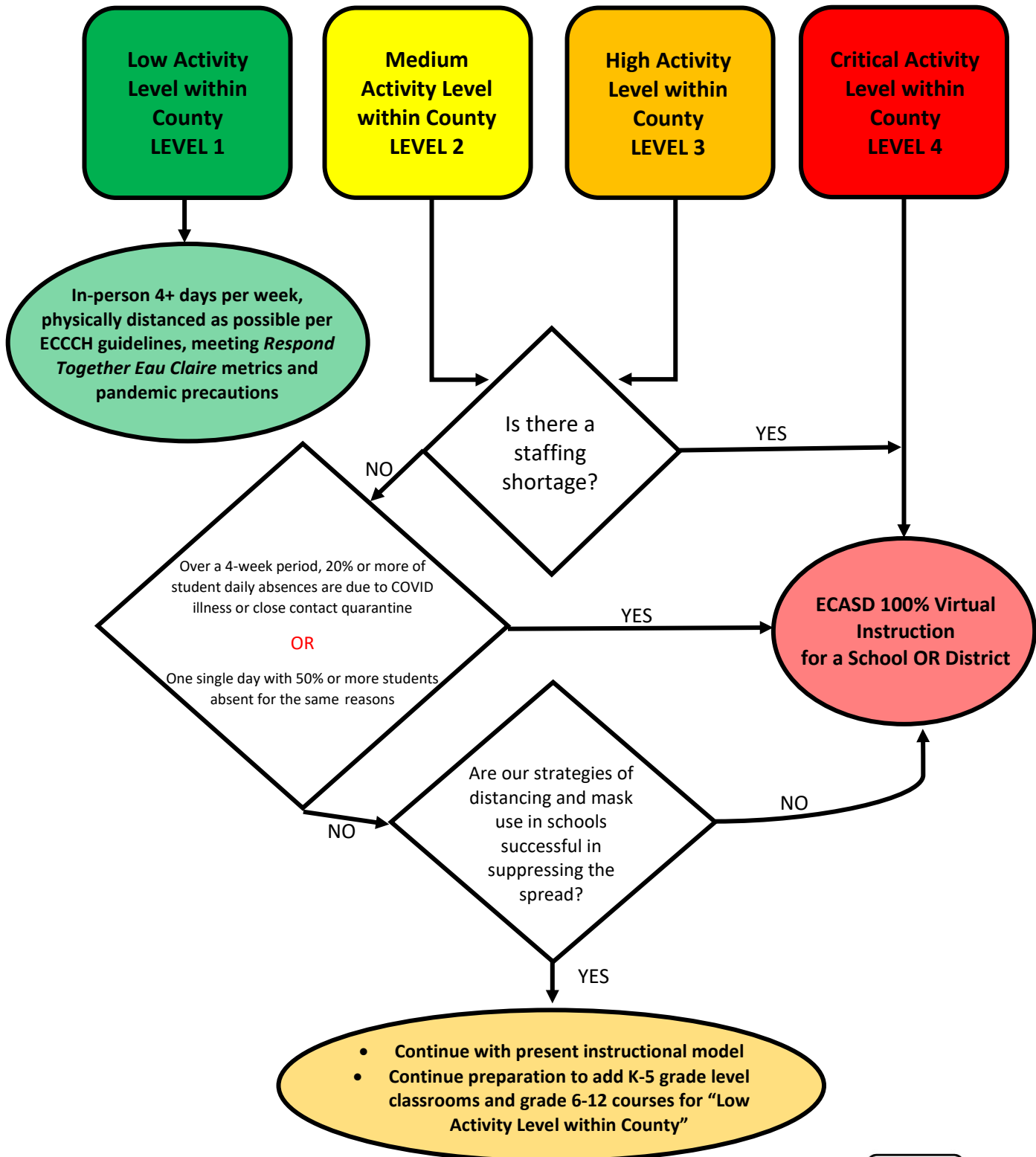


COVID-19 Instructional Model Decision-Making Process School OR District Level

- “Activity levels” are determined in collaboration with Eau Claire City-County Health Department and based on school, community, and UW-Eau Claire positive COVID and quarantine data.

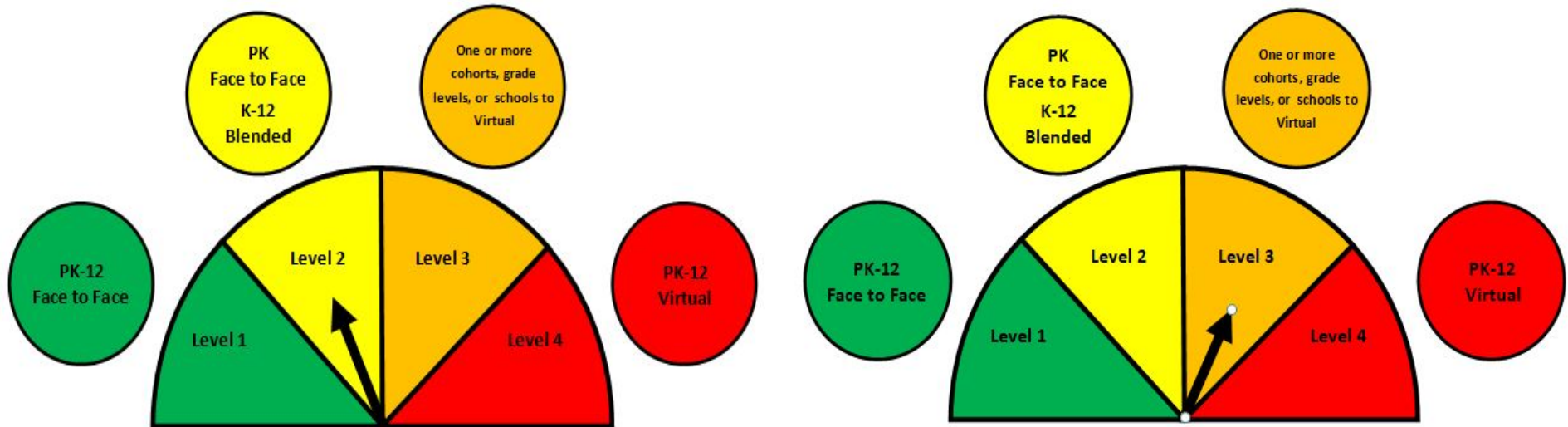


KEY READINESS INDICATORS LEVEL 2 and LEVEL 3

2020-21 ECASD DASHBOARD AT A GLANCE



ECASD Safe Learning Plan Levels (LEVELS 2 and 3)



(PK=Pre-K*)

The 2020-2021 school year began in a Blended Model (Level 2) for most students and could continue with a continuum of options including face-to-face, blended (our present model), one or more cohorts/grade levels/schools to Virtual, and 100% Virtual. We must prepare to move in and out of these models throughout the year in response to our readiness based on a set of key indicators including building readiness, staffing coverage, health and safety, state guidance, and virus activity. In addition, the school district had offered an optional 100% Virtual Learning Option for families.

***Level Three could occur due to a significant, sudden change in student attendance or staff absence at a school, grade level or cohort. This would not require Board action.**

Please note: This information is subject to change throughout the school year as state or county guidance changes in response to virus activity.

KEY READINESS INDICATORS LEVEL 2 and LEVEL 3

2020-21 ECASD DASHBOARD AT A GLANCE



Assumptions that will Inform Decisions to Change Learning Models:

- Staffing will continue to be a challenge in the ECASD and school districts across the state through this fall and winter, and it may become more challenging if case counts rise.
- This could be a framework for a district level, a case-by-case school level, or a classroom or cohort level change for health and safety reasons.
- Moving to greater degrees of in-person learning requires more time for data gathering and readiness assessment than changing from in-person learning models to the full distance learning model.
- Case counts could fluctuate this fall and winter (both in our broader communities and among our staff, students and families).
- Our districtwide decisions will be based on a unified, aligned approach to avoid confusion, to aid in preparedness, and to seek equity across the district.
- While the progression of the virus will create uncertainty, we will strive for clarity and consistency during this turbulent time.

Key Indicators that will Inform Decisions to Change Learning Models

- Staffing Coverage
- Instructional Preparedness
- Digital/Classroom Enablement
- Service Readiness (Nutrition, Buildings and Grounds, and Transportation)
- Eau Claire County COVID statistics – noting the influence of UW-Eau Claire positive cases
- Consultation with the WI Department of Public Instruction, WI Department of Health Services and Eau Claire City-County Health

ECASD Learning Model Decision-Making Framework

In order to make decisions for changing learning models, as well as to inform improvements to the learning models already implemented, ECASD leadership is applying the following decision-making framework:

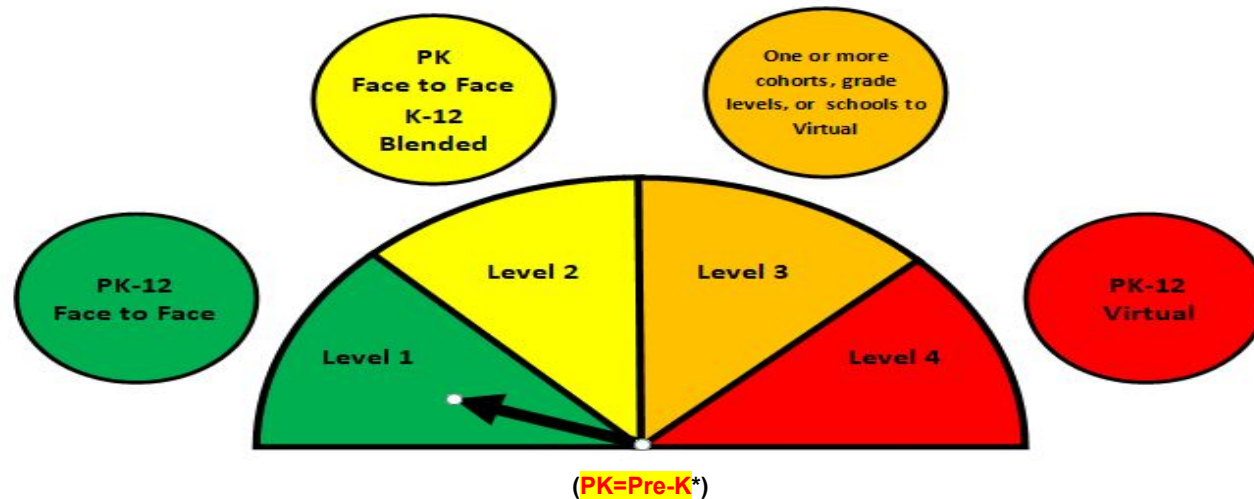
Review of Data and Key Indicators	ECASD Dashboard, ECCCH COVID case counts, Stakeholder data, COVID Team assessment
Consultation Required	Wisconsin DPI, Wisconsin DHS, ECCCH
Consultation Desired	District and School Leadership, ECCCH, ECAE Leadership, Staff, Families and Students
Development of Recommendations	District Administration designs/develops informed recommendation to keep or change learning model
Choice Making	District Administration, School Board considers recommended options at a District level; District Administration determines school level, System Leaders' input and survey data
Communication/Refinement	Updating stakeholders on status of learning model, implement change if needed, refine implementation in current model as feedback indicates

KEY READINESS INDICATORS: PK-12 FACE to FACE 2020-21 ECASD DASHBOARD AT A GLANCE



ECASD Learning Model Decision-Making Tools

ECASD Safe Learning Plan Levels (Level 1)



The 2020-2021 school year began in a Blended Model for most students and could continue with a continuum of options including face-to-face, blended (our present model), one or more cohorts/grade levels/schools to Virtual, and 100% Virtual. We must prepare to move in and out of these models throughout the year in response to our readiness based on a set of key indicators including building readiness, staffing coverage, health and safety, state guidance, and virus activity. In addition, the school district had offered an optional 100% Virtual Learning Option for families.

Please note: This information is subject to change throughout the school year as state or county guidance changes in response to virus activity.

KEY READINESS INDICATORS: PK-12 FACE to FACE

2020-21 ECASD DASHBOARD AT A GLANCE



LEVEL 1 AT RISK; REQUIRES INTERVENTION(S) OR DELAY



LEVEL 2 PROGRESSING; NOT YET ON PACE



LEVEL 3 ON TRACK

Assumptions that will Inform Decisions to Change Learning Models:

- Staffing will continue to be a challenge in the ECASD and school districts across the state through this fall and winter, and it may become more challenging if case counts rise.
- This could be a framework for a district level, a case-by-case school level, or a classroom or cohort level change for health and safety reasons.
- Moving to greater degrees of in-person learning requires more time for data gathering and readiness assessment than changing from in-person learning models to the full distance learning model.
- Case counts could fluctuate this fall and winter (both in our broader communities and among our staff, students and families).
- Our districtwide decisions will be based on a unified, aligned approach to avoid confusion, to aid in preparedness, and to seek equity across the district.
- While the progression of the virus will create uncertainty, we will strive for clarity and consistency during this turbulent time.

Key Indicators that will Inform Decisions to Change Learning Models

- Staffing Coverage
- Instructional Preparedness
- Digital / Classroom Enablement
- Service Readiness (Nutrition, Buildings and Grounds, and Transportation)
- Eau Claire County COVID statistics – noting the influence of UW-Eau Claire positive cases
- Consultation with the WI Department of Public Instruction, WI Department of Health Services and Eau Claire City-County Health

ECASD Learning Model Decision-Making Framework

In order to make decisions for changing learning models, as well as to inform improvements to the learning models already implemented, ECASD leadership is applying the following decision-making framework:

Review of Data and Key Indicators	ECASD Dashboard, ECCCH COVID case counts, Stakeholder data, COVID Team assessment
Consultation Required	Wisconsin DPI, Wisconsin DHS, ECCCH
Consultation Desired	District and School Leadership, ECCCH, ECAE Leadership, Staff, Families and Students
Development of Recommendations	District Administration designs/develops informed recommendation to keep or change learning model
Choice Making	District Administration, School Board considers recommended options at a District level; District Administration determines school level, System Leaders' input and survey data
Communication/Refinement	Updating stakeholders on status of learning model, implement change if needed, refine implementation in current model as feedback indicates

KEY READINESS INDICATORS: PK-12 FACE to FACE

2020-21 ECASD DASHBOARD AT A GLANCE



LEVEL 1 AT RISK; REQUIRES INTERVENTION(S) OR DELAY



LEVEL 2 PROGRESSING; NOT YET ON PACE



LEVEL 3 ON TRACK

ECASD Calendar for Potential Shifts in Learning Models

This calendar provides a schedule for reviewing data and conditions regarding learning model implementation, plus potential dates to shift toward learning models with greater degrees of in-person learning. Recommendations to shift to distance learning from a hybrid or in-person model due to health and safety reasons may be made, communicated, and implemented rapidly through a special board meeting – especially for a district-level decision. Shifting toward greater degrees of in-person learning will require more time to gather data, prepare buildings, and ensure readiness.

COVID Planning Team Review Dates	Update on Implementation & Potential Action to Shift District Model	District Model Change Takes Effect (If decision is made to shift toward a less restrictive model)
November 6 and November 20, 2020	December 7, 2020 - Board Meeting	January 18, 2021 (Start of Semester Two/Quarter Three)
February 5 and February 19, 2021	March 1, 2021 - Board Meeting	April 5, 2021 (Week Two of Quarter Four)

KEY READINESS INDICATORS: PK-12 FACE to FACE

2020-21 ECASD DASHBOARD AT A GLANCE



▼ **LEVEL 1 AT RISK; REQUIRES INTERVENTION(S) OR DELAY**
- **LEVEL 2 PROGRESSING; NOT YET ON PACE**
▲ **LEVEL 3 ON TRACK**

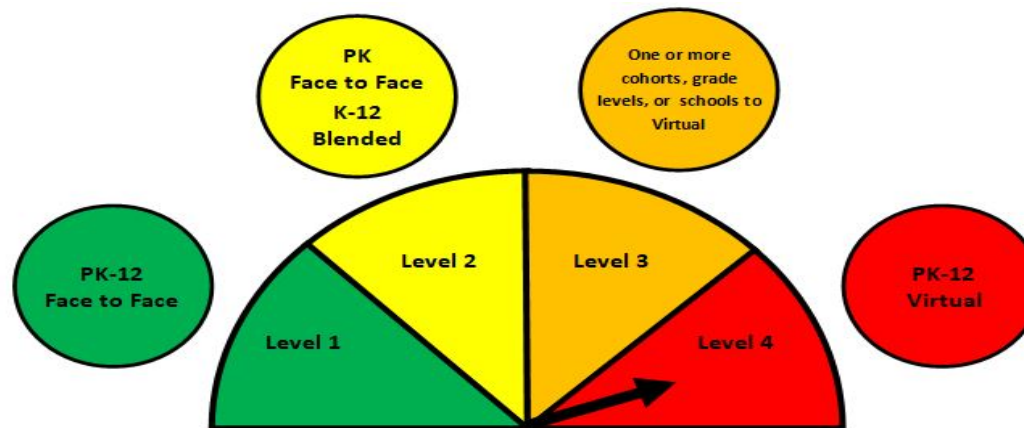
Face to Face 1	Staffing Coverage: Maintain necessary staff coverage at school or District level (including teachers, administrators, support staff and transportation) due to return to PK-12 Face to Face.	▲
Face to Face 2	Instructional Preparedness/Guidance: Provide instructional guidance and professional development for a move to PK-12 Face to Face.	▲
Face to Face 3	Instructional Preparedness/Content: Instructional content is prepared and organized across all sites and levels for a move to PK-12 Face to Face.	-
Face to Face 4	Instructional Preparedness/Student Supports: Student support system is in place based on need and balanced approach for a move to PK-12 Face to Face.	▲
Face to Face 5	Classroom Enablement: Enable students and staff to be successful by ensuring classroom equipment, furniture, and instructional supplies are in place to accommodate students in the classroom.	▲
Face to Face 6	Service Readiness: Service departments like Transportation, Buildings and Grounds, and Food and Nutrition Services are staffed and prepared for PK-12 Face-to-Face according to updated safety procedures.	▲
Face to Face 7	Meets State and County Requirements: Discussion of and determination based on case levels over specific time periods, with key data about the ECASD, consultation with Wisconsin Department of Health Services, Eau Claire City-County Health Department, and influence of on-campus and off-campus UW-Eau Claire student COVID positive cases.	▼

KEY READINESS INDICATORS: 100% VIRTUAL 2020-21 ECASD DASHBOARD AT A GLANCE



ECASD Learning Model Decision-Making Tools

ECASD Safe Learning Plan Levels (Level 4)



(PK=Pre-K*)

The 2020-2021 school year began in a Blended Model for most students and could continue with a continuum of options including face-to-face, blended (our present model), one or more cohorts/grade levels/schools to Virtual, and 100% Virtual. We must prepare to move in and out of these models throughout the year in response to our readiness based on a set of key indicators including building readiness, staffing coverage, health and safety, state guidance, and virus activity. In addition, the school district had offered an optional 100% Virtual Learning Option for families.

Please note: This information is subject to change throughout the school year as state or county guidance changes in response to virus activity

KEY READINESS INDICATORS: 100% VIRTUAL 2020-21 ECASD DASHBOARD AT A GLANCE



LEVEL 1 AT RISK; REQUIRES INTERVENTION(S) OR DELAY



LEVEL 2 PROGRESSING; NOT YET ON PACE



LEVEL 3 ON TRACK

Assumptions that will Inform Decisions to Change Learning Models:

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- This could be a framework for a district level, a case-by-case school level, or a classroom or cohort level change for health and safety reasons.
- Moving to greater degrees of in-person learning requires more time for data gathering and readiness assessment than changing from in-person learning models to the full distance learning model.
- Case counts could fluctuate this fall and winter (both in our broader communities and among our staff, students and families).
- Our districtwide decisions will be based on a unified, aligned approach to avoid confusion, to aid in preparedness, and to seek equity across the district.
- While the progression of the virus will create uncertainty, we will strive for clarity and consistency during this turbulent time.

Key Indicators that will Inform Decisions to Change Learning Models

- Staffing Coverage
- Instructional Preparedness
- Digital/Classroom Enablement
- Service Readiness (Nutrition, Buildings and Grounds, and Transportation)
- Eau Claire County COVID statistics – noting the influence of UW-Eau Claire positive cases
- Consultation with the WI Department of Public Instruction, WI Department of Health Services and Eau Claire City-County Health

ECASD Learning Model Decision-Making Framework

In order to make decisions for changing learning models, as well as to inform improvements to the learning models already implemented, ECASD leadership is applying the following decision-making framework:

Review of Data and Key Indicators	ECASD Dashboard, ECCCH COVID case counts, Stakeholder data, COVID Team assessment
Consultation Required	Wisconsin DPI, Wisconsin DHS, ECCCH
Consultation Desired	District and School Leadership, ECCCH, ECAE Leadership, Staff, Families and Students
Development of Recommendations	District Administration designs/develops informed recommendation to keep or change learning model
Choice Making	District Administration, School Board considers recommended options at a District level; District Administration determines school level, System Leaders' input and survey data
Communication/Refinement	Updating stakeholders on status of learning model, implement change if needed, refine implementation in current model as feedback indicates

KEY READINESS INDICATORS: 100% VIRTUAL

2020-21 ECASD DASHBOARD AT A GLANCE



LEVEL 1 AT RISK; REQUIRES INTERVENTION(S) OR DELAY



LEVEL 2 PROGRESSING; NOT YET ON PACE



LEVEL 3 ON TRACK

ECASD Calendar for Potential Shifts in Learning Models

This calendar provides a schedule for reviewing data and conditions regarding learning model implementation, plus potential dates to shift toward learning models with greater degrees of in-person learning. Recommendations to shift to distance learning from a hybrid or in-person model due to health and safety reasons may be made, communicated, and implemented rapidly through a special board meeting – especially for a district-level decision. Shifting toward greater degrees of in-person learning will require more time to gather data, prepare buildings, and ensure readiness.

COVID Planning Team Review Dates	Update on Implementation & Potential Action to Shift District Model	District Model Change Takes Effect (If decision is made to shift toward a more restrictive model – Level 4)
October 23 and October 30, 2020	November 2, 2020 - Board Meeting	November 9, 2020
November 6 and November 13, 2020	November 16, 2020 - Board Meeting	November 23, 2020
November 27 and December 4, 2020	December 7, 2020 - Board Meeting	December 14, 2020
December 11 and December 18, 2020	December 21, 2020 - Board Meeting	January 4, 2021

KEY READINESS INDICATORS: 100% VIRTUAL

2020-21 ECASD DASHBOARD AT A GLANCE



Virtual 1	Staffing Coverage: Maintain necessary staff coverage at school or District level (including teachers, administrators, support staff and transportation) due to COVID infections or quarantine.	▲
Virtual 2	Instructional Preparedness/Guidance: Provide instructional guidance and professional development for a move to 100% Virtual.	▲
Virtual 3	Instructional Preparedness/Content: Instructional content is prepared across all sites and levels for a move to 100% Virtual.	-
Virtual 4	Instructional Preparedness/Student Supports: Student support system is in place based on need and balanced approach for a move to 100% Virtual.	▲
Virtual 5	Digital Enablement: Enable students to be successful by providing devices, access to internet, an effective Learning Management System, and technology supports.	▲
Virtual 6	Service Readiness: Service departments like Transportation, Buildings and Grounds, and Food and Nutrition Services are staffed and prepared for 100% Virtual according to updated safety procedures.	▲
Virtual 7	Meets State and County Requirements: Discussion of and determination based on rising case levels over a specific period, with key data about the ECASD and COVID impact, consultation with Wisconsin Department of Health Services, Eau Claire City-County Health Department and influence of on-campus and off-campus UW-Eau Claire student COVID positive cases.	▼