



Teaching & Learning

Instructional Models

Group 1	Group 2		
<p data-bbox="310 643 558 678">Virtual Academy</p> 	<p data-bbox="743 651 915 686">In-Person</p> 	<p data-bbox="1213 651 1344 686">Hybrid</p> 	<p data-bbox="1629 651 1759 686">Virtual</p> 
<p data-bbox="249 946 604 1068">This group's meeting format is virtual only and will NOT change in response to public health recommendations.</p>	<p data-bbox="737 976 1776 1036">This group's meeting format will change in response to public health recommendations and stakeholder input. (transition, fluid)</p>		
<p data-bbox="249 1114 604 1393">This path may be selected by families. K-6 and 9-12 students will use DASD curriculum, staffed by DASD teachers. Grades 7-8 will use Apex curriculum. Wisconsin e-School courses may be used in grades 9-12 if not offered at DAHS.</p>	<p data-bbox="669 1114 978 1203">Students and staff follow a schedule similar to pre-pandemic.</p>	<p data-bbox="1108 1114 1423 1300">Students attend a shortened schedule and/or the number of students in the building is limited. Social distancing and other precautions are in place.</p>	<p data-bbox="1535 1114 1843 1268">Students and teachers attend class virtually. Even though classes are virtual, there is still synchronous instruction.</p>
<p data-bbox="669 1365 1843 1425">You may have heard the term "blended learning". This type of instruction might be used in any of these 3 models and allows students to pivot between all three models.</p>			

What does this look like for students?

Group 1	Group 2		
<p data-bbox="310 402 550 435">Virtual Academy</p> 	<p data-bbox="739 409 911 441">In-Person</p> 	<p data-bbox="1213 409 1344 441">Hybrid</p> 	<p data-bbox="1625 409 1755 441">Virtual</p> 
<p data-bbox="247 698 579 727">Your schedule won't change.</p>	<p data-bbox="1024 701 1482 730">The way you attend school may change.</p>		
<p data-bbox="247 769 604 828">I attend school virtually and my schedule doesn't change.</p> <p data-bbox="247 857 592 951">Grades K-6: I work with DASD teachers and might work with students in adjacent grades.</p> <p data-bbox="247 980 596 1101">Grades 7-8: I work with DASD teachers, but might work with others in the WI eSchool Network.</p> <p data-bbox="247 1140 600 1260">Grades 9-12: I work with DASD teachers, but might work with others in the WI eSchool Network.</p>	<p data-bbox="667 769 978 860">Students and staff follow a schedule similar to pre-pandemic.</p>	<p data-bbox="1100 769 1440 1049">I go to school all week, but not always in the building. On some days, I'm in my classroom working with my teacher. On other days, I'm working on assignments from my teachers. They are available for questions at defined times.</p>	<p data-bbox="1537 769 1835 954">I attend classes virtually. Although I'm not in my classroom, there are still scheduled times when I'm in class and my teacher is teaching.</p>

Instructional Programs and Adjusted Return: Definitions & School Schedule Options

<p>In-Person</p>	<p>Students and staff follow a schedule similar to pre-pandemic.</p>
<p>Hybrid Learning</p>	<p>Students attend a shortened schedule and/or the number of students in the building is limited. Social distancing and other precautions are in place.</p> <p>Students are split in half (a purple and a gold group) as determined by their last name. Two-day in-person instruction for each group is either M/T or Th/F. Wednesday is online learning for all with individual check ins and opportunities to access teachers for virtual work. Therefore, there are a total of three days of virtual learning for students. This allows for students to access their originally planned courses with some modifications to programming. It also allows students to have access to their teachers in-person two days a week with physical distancing.</p>
<p>Virtual Learning</p>	<p>When School Buildings are Closed</p> <p>Students and teachers attend class virtually. Even though classes are virtual, there is still synchronous instruction. Students will follow a schedule that allows them to focus on core subjects and give them access to Encore, Allied Arts, and the comprehensive High School courses over the year. The course schedule for Hybrid and Virtual Learning (When School Buildings are Closed) is built intentionally so that students can move between the models without disruption to learning.</p>
<p>Virtual Academy</p>	<p>For Families Making this Selection</p> <p>This path is virtual only and may be selected by families. For grades K-6 and 9-12, students will use the DASD curriculum. Grades 7-8 will use Apex curriculum. All Virtual Academy paths are staffed by DASD teachers. (WI eSchool may access some teachers from outside of the district for some necessary courses at the high school level.) The K-6 DASD teaching may be delivered within a multi-age format, due to numbers. This choice will require a commitment from families and students for at least one semester or trimester (depending on level). Moving between these choices outside of the semester or trimester is not encouraged because it is a switch in instructors and potential curriculum pacing.</p>
<p>Blended Learning</p>	<p>This is a framework of instruction that is the foundation of our instructional approach. It is similar to workshop instruction in that it provides resources to students whether with their teacher or not. The components of the instructional framework are a launch of the lesson, a work focused time, and a closing. The framework must be fluid to be able to shift from “in-person”, hybrid, or full virtual.</p>

Operations

Healthy Buildings

Students & Staff	<ul style="list-style-type: none">• Face coverings will be required• Required self-monitoring and reporting for COVID-19 symptoms• Physical distancing practices• Prevention and hygiene policies, training, and communications
Limiting Exposure	<ul style="list-style-type: none">• Modified schedules to create smaller cohorts of students and minimize transition• No nonessential visitors• Defined traffic patterns in hallways• Occupancy limits in common spaces• Food service delivery model adjusted to allow for social distancing• Reduction of the number of bus riders per route to improve physical distancing
Enhancing cleaning & disinfection protocol	<ul style="list-style-type: none">• Clean and disinfect high touch surfaces daily (i.e. desktops, doorknobs, etc.)• Use of EPA-approved disinfectants• Frequent cleaning of high touch areas• Added disinfecting equipment (electrostatic sprayers, ozone machines, UV-light, etc.)
Modifications of physical spaces	<ul style="list-style-type: none">• Plexiglass/Germ barriers in main offices• Increased outdoor air circulation• Rearrange & remove furniture to improve physical distancing
Allocation of Resources	<ul style="list-style-type: none">• Increased supplies of hand sanitizer, PPE, and cleaning supplies• Sanitation/Cleaning kit for each classroom and office space• Increased custodial staffing for cleaning and sanitization needs• Additional technology resources to prevent sharing of devices

Transportation

- Due to the confinements of school buses it can be difficult to maintain social distancing on a school bus. Although the DeForest Area School District and Kobussen Bus Company are taking measures to reduce the number of bus riders and proactive cleaning practices, we will need student and parent assistance to help minimize the risk of COVID-19. To help reduce the number of riders on school buses we ask any parent/guardian who is able to transport their child to and from school to do so.
- Students who do require bus transportation to and from school will need to abide by the bus rider protocols to help minimize the risk of COVID-19.
 - [COVID-19 Bus Rider Protocols](#)

Supports & Culture

Social Emotional Learning

- Universal, for all students and staff
- Skills we are teaching and learning (SEL competencies) NOT character traits
- Objective, culturally responsive

Transformational SEL: DASD commits to centering students’ humanity and voice to improve their experiences in our schools. We commit to more equitable learning environments to ensure educational equity through use of Transformative SEL. Transformative SEL is defined as an approach “...to effectively address issues such as power, privilege, prejudice, discrimination, social justice, empowerment, and self-determination (p.163 Jagers, Rivas-Drake, & Williams, 2019).”

Self-Awareness, Emotional Development, and Social Competence are part of the Collaborative for Academic, Social, and Emotional Learning (CASEL)/DPI Social Emotional Learning Competencies aligned with the premise of Transformative SEL. Professional development for staff can be found listed below each [category](#).

Universal screening	<ul style="list-style-type: none">• Students will be provided a universal screener in effort to provide additional social emotional support to students who may need them. <i>(These documents will be accessible soon)</i><ul style="list-style-type: none">◦ Student Self-Report (grades 5-12)◦ Family Student Report (grades K-4)
Goals for staff professional development	<ul style="list-style-type: none">• Educators understand their role in supporting students• Educators feel equipped to talk and respond to a variety of need/topics and are able to engage in conversations in an empathetic, culturally responsive manner

	<ul style="list-style-type: none"> • Educators demonstrate self-awareness, self reflection, recognition of biases, and the ability to understand multiple perspectives
Student curriculum	<ul style="list-style-type: none"> • Inclusion of Race and Social Justice Lessons • Focus on relationship building
Staff supports	<ul style="list-style-type: none"> • Multiple offerings to support staff wellness and social emotional health <ul style="list-style-type: none"> ○ Compassion Resilience ○ The Rooted School Partnership ○ Employee Assistance Program (EAP) Offerings • Development of Racial Incident Response Protocol

Special Education

Primary Provider Model: The primary provider model allows one person to be the primary contact for the child’s services (with consultation from the full IEP team). For more information, click [here](#).

Universal Design for Learning: is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Please refer to the guidelines [here](#).

Guidelines	<ul style="list-style-type: none"> • Guidelines for special education staff in hybrid and virtual environments • Guidelines for educational assistants in hybrid and virtual environments
Best practices	<ul style="list-style-type: none"> • Best practices for virtual and hybrid special education delivery
Resources for staff & families	<ul style="list-style-type: none"> • Ongoing professional learning communities among staff <ul style="list-style-type: none"> ○ FAQs ○ Legal guidance ○ Best practices • Ongoing communication with parent/families of students with disabilities support group <ul style="list-style-type: none"> ○ Ongoing partnership with parent liaison ○ Family/student feedback surveys (district-wide)