2019 ACT 185 Survey - Data Collection for Virtual Instruction Report

Wisconsin Department of Public Instruction
Policy and Budget
8/6/2020

Please enter the name and contact information of the person DPI staff should contact if there are questions about, or additional information is needed for, the school district's responses to the survey. It is likely that multiple school district staff will be involved in gathering the data for the Act 185 Survey; thus, school districts are asked to delegate a primary contact for the school district, recognizing that the individual will need to be able to reach out to school district staff who have assisted in responding to the survey.

Name of primary contact (lead for completing the Act 185 Survey):

_____

Email of primary contact:

_____

Phone number of primary contact:

_____

The purpose of this survey is to allow the Department to collect data to provide a more comprehensive picture of how districts have been impacted by and responded to the public health emergency.

This survey is a mandatory reporting requirement under 2019 Act 185, Section 105, par. (3), "Virtual Reports and Guidance." The deadline for school boards to report to the department is November 1, 2020.

The Department is required to report the information from this survey provided by school boards to the Legislature, due on January 1, 2021.

Survey responses will be provided to the public upon request.

Definitions under 2019 Act 185**:**

"Department" means the Department of Public Instruction.

"Public health emergency" means the period during the 2019-20 school year when schools were closed by the Department of Health Services under s. 252.02 (3), from March 12th through June 30th.

"Virtual instruction" means instruction provided through means of the Internet if the pupils participating in and instructional staff providing the instruction are geographically remote from each other.

Additional definition:

"Non-digital remote instruction" means instruction where pupils participating in and instructional staff providing the instruction are geographically remote from each other, through means other than virtual instruction. Examples include instruction offered over the telephone and use of hardcopy work packets in students' homes.

Q1 Did the school district implement virtual instruction during the public health emergency? Later survey questions will ask about non-internet based remote instruction.

"Virtual instruction" means instruction provided through means of the Internet if the pupils participating in and instructional staff providing the instruction are geographically remote from each other.

- ○ Yes
- ○ No

If not, please indicate why the school district did not implement virtual instruction.

"Virtual instruction" means instruction provided through means of the Internet if the pupils participating in and instructional staff providing the instruction are geographically remote from each other.

- ☐ Lack of internet access
- ☐ Lack of internet devices
- ☐ Lack of software
- ☐ Lack of teacher training
- ☐ Difficulties coordinating content delivery systems and expectations for staff
- ☐ Other (please describe):

_____

Q2 In which grades was virtual instruction implemented?

"Virtual instruction" means instruction provided through means of the Internet if the pupils participating in and instructional staff providing the instruction are geographically remote from each other.

- ☐ 4K
- ☐ Kindergarten
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

Q3 What was the process for implementing virtual instruction? What steps were required?

"Virtual instruction" means instruction provided through means of the Internet (digitally) if the pupils participating in and instructional staff providing the instruction are geographically remote from each other.

Examples of steps your district may have had to take to implement virtual learning:

☐ Communicate with families and students about the implementation of virtual instruction in the district, expectations for students and teachers, where families could access resources to help them help their students as they learn at home, etc.

☐ Create schedules (e.g., for classes, checking attendance, arranging for pick-up of materials, regular communications with staff, students, & families, etc.)

☐ Identify learning priorities

☐ Coordinate with English Language, special education, and advanced learning staff to ensure all students were served during school closures

☐ Provide professional learning/training for staff on delivering instruction remotely

☐ Review and modify policies (e.g., attendance and grading)

☐ Survey parents or otherwise assess the technology needs of students and their households

☐ Purchase software platform (for district) so that staff could deliver instruction online

☐ Purchase laptops or other one-to-one devices for students

☐ Purchase hot spots so students could access Wi-Fi

☐ Upgrade filtering software to protect against students accessing internet sites they should not access

☐ Other steps taken not listed above:

_____

Q4 What do you recommend as best practices for transitioning to and providing virtual instruction when schools are closed? In other words, what worked best for your district in implementing virtual instruction?

"Virtual instruction" means instruction provided through means of the Internet if the pupils participating in and instructional staff providing the instruction are geographically remote from each other.

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_____

Q5 Describe the challenges or barriers the school district faced related to implementing virtual instruction during the public health emergency (for example, a lack of internet access at home, teacher training, or devices).

"Virtual instruction" means instruction provided through means of the Internet if the pupils participating in and instructional staff providing the instruction are geographically remote from each other.

Examples of challenges your district may have faced in implementing virtual instruction:

☐ Limited caregiver support in the home

☐ Stress from the health emergency (e.g., parents/caretakers working at home, health issues, food access, other responsibilities of caretakers, family separation, etc.)

☐ Students and families do not have enough experience with virtual platforms and tools

☐ No access to laptops or other one-to-one devices for students (neither family nor district can obtain)

☐ No access to reliable WiFi/internet (neither family nor district can obtain)

☐ Delivery and return of instructional materials, e.g. technology resources or packets

☐ Lack of access to regular/reliable communication with students and families

☐ Lack of childcare services, which caused older students in households with parents who are performing essential services and/or with multiple children in the household, to have to perform caretaking duties, e.g., babysitting during school hours

☐ Competition for internet resources from other family members, e.g., multiple people accessing broadband, including other students in the household or adults needing to access the internet to complete unemployment compensation applications or perform job searches

☐ Bottlenecks in bandwidth or slowdowns from so many people in a community trying to be online at once, leaving students with speeds too slow to be adequate to be online virtually for class

☐ Other challenges not identified in the list above:

_____

Q6 Did the school district implement non-digital remote instruction during the public health emergency?

"Non-digital remote instruction" means instruction where pupils participating in and instructional staff providing the instruction are geographically remote from each other, through means other than virtual instruction. Examples include instruction offered over the telephone and use of hardcopy work packets in students' homes. Do not include virtual instruction.

    o Yes

    o No

If not, please explain why the school district did not implement <u>non-digital</u> remote instruction.

"Non-digital remote instruction" means instruction where pupils participating in and instructional staff providing the instruction are geographically remote from each other, through means other than virtual instruction. Examples include instruction offered over the telephone and use of hardcopy work packets in students' homes. Do not include virtual instruction.

_____

_____

_____

_____

_____

Q7 In which grades was <u>non-digital</u> remote instruction implemented?

"Non-digital remote instruction" means instruction where pupils participating in and instructional staff providing the instruction are geographically remote from each other, through means other than virtual instruction. Examples include instruction offered over the telephone and use of hardcopy work packets in students' homes. Do not include virtual instruction.

- ☐ 4K
- ☐ Kindergarten
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

Q8 What was the process for implementing <u>non-digital</u> remote instruction? What steps were required?

"Non-digital remote instruction" means instruction where pupils participating in and instructional staff providing the instruction are geographically remote from each other, through means other than virtual instruction. Examples include instruction offered over the telephone and use of hardcopy work packets in students' homes. Do not include virtual instruction.

- ☐ Identify/select non-digital instructional materials that could be completed remotely
- ☐ Arrange for the distribution of instructional materials to students' homes
- ☐ Arrange for students to turn in completed instructional materials
- ☐ Communicate with families and students about the implementation of non-digital remote instruction in the district, expectations for students and teachers, where families could access resources to help them help their students as they learn at home, etc.
- ☐ Create schedules (e.g., for classes, checking attendance, arranging for pick-up of materials, regular communications with staff, students, & families, etc.)
- ☐ Identify learning priorities
- ☐ Coordinate with English Language, special education, and advanced learning staff to ensure all students were served during school closures
- ☐ Provide professional learning/training for staff on delivering instruction remotely
- ☐ Review and modify policies (e.g., attendance and grading)
- ☐ Other steps taken not listed above:

    _____

Q9 What percent of the 2019-20 school year curriculum was provided to pupils in the district? When responding, count the total amount of curriculum that was delivered during the school year (September 2019 through June 2020). <u>This should include instruction delivered through the school year, whether delivered to students in-person/at school, and/or as virtual/remote instruction</u>. Report the average percent of the curriculum delivered by grade level as applicable to the district. If the district does not include one or more grades do not enter a response for those grades.

This may be a challenging question to answer at the district level. One way to respond is to assume that because the school year was about 75% complete when school buildings closed this means that 75% of the curriculum was completed at that time. Determine approximately what percent of curriculum was completed while school buildings were closed and add that percent to 75% to get a response.

o Percent provided in 4K:

_____

o Percent provided in Kindergarten:

_____

o Percent provided in grade 1:

_____

o Percent provided in grade 2:

_____

o Percent provided in grade 3:

_____

o Percent provided in grade 4:

_____

o Percent provided in grade 5:

_____

o Percent provided in grade 6:

_____

o Percent provided in grade 7:

_____

o Percent provided in grade 8:

_____

o Percent provided in grade 9:

_____

o Percent provided in grade 10:

_____

o Percent provided in grade 11:

_____

o Percent provided in grade 12:

_____

Q10 Please enter any information you would like to include about the percent of curriculum that was provided to pupils. For example, if some grades received a lower percent of curriculum it may be helpful to explain why that was.

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_____

_____

_____

_____

Q11 Report the number of staff, by position type, who were laid off for the entire period of the public health emergency, from March 12th through June 30th. (Note: a response must be entered, even if zero).

o Teachers (WUFAR function 100000):

_____

o Paraprofessionals (WUFAR function 100000):

_____

o Other Instructional Staff (any remaining WUFAR function 100000):

_____

o Pupil Services (WUFAR function 210000):

_____

o Instructional Services (WUFAR function 220000):

_____

o Administrators (WUFAR functions 230000, 240000, and 251000):

_____

o Administrative Support (WUFAR functions 230000, 240000, 251000, and 252000):

_____

o Buildings & Grounds (WUFAR functions 253000 and 254000):

_____

o Transportation (WUFAR function 256000):

_____

o Food Service (WUFAR function 257000):

_____

o Other Support Staff (any remaining WUFAR function 200000):

_____

Q12 Report the number of staff, by position type, who were reassigned to other work outside of their usual position and assignment during the public health emergency, from March 12th through June 30th. (Note: a response must be entered, even if zero).

o Teachers (WUFAR function 100000):

_____

o Paraprofessionals (WUFAR function 100000):

_____

o Other Instructional Staff (any remaining WUFAR function 100000):

_____

o Pupil Services (WUFAR function 210000):

_____

o Instructional Services (WUFAR function 220000):

_____

o Administrators (WUFAR functions 230000, 240000, and 251000):

_____

o Administrative Support (WUFAR functions 230000, 240000, 251000, and 252000):

_____

o Buildings & Grounds (WUFAR functions 253000 and 254000):

_____

o Transportation (WUFAR function 256000):

_____

o Food Service (WUFAR function 257000):

_____

o Other Support Staff (any remaining WUFAR function 200000):

_____

Q13 How many breakfasts were provided during the public health emergency (from March 12th through June 30th) through each of the United States Department of Agriculture (USDA) Child Nutrition Programs listed below? Please use the same numbers that were reported for purposes of federal claims reporting. Meals that were provided outside of one of the USDA programs should be reported in the "Other" category, including meals provided by districts that do not participate in these programs.

o National School Lunch Program's Seamless Summer Option:

_____

o Summer Food Service Program:

_____

o Child and Adult Care Food Program (CACFP):

_____

o Afterschool Snack Program:

_____

o CACFP Snacks:

_____

o CACFP At-Risk Suppers:

_____

o Other:

_____

Q14 How many lunches were provided during the public health emergency (from March 12th through June 30th) through each of the below programs? Please use the same numbers as were provided for federal reporting. Meals that were provided outside of one of the USDA programs should be reported in the "Other" category, including meals provided by districts that do not participate in these programs.

- o National School Lunch Program's Seamless Summer Option:
  _____

- o Summer Food Service Program:
  _____

- o Child and Adult Care Food Program (CACFP):
  _____

- o Afterschool Snack Program:
  _____

- o CACFP Snacks:

  _____

- o CACFP At-Risk Suppers:
  _____

- o Other:

  _____

Q15 How many dinners were provided during the public health emergency (from March 12th through June 30th) through each of the below programs? Please use the same numbers as were provided for federal reporting. Meals that were provided outside of one of the USDA programs should be reported in the "Other" category, including meals provided by districts that do not participate in these programs.

o National School Lunch Program's Seamless Summer Option:

_____

o Summer Food Service Program:

_____

o Child and Adult Care Food Program (CACFP):

_____

o Afterschool Snack Program:

_____

o CACFP Snacks:

_____

o CACFP At-Risk Suppers:

_____

o Other:

_____

Q16 How were meals provided to pupils during the public health emergency (from March 12th through June 30th)? For example, meals may have been delivered to students or offered for pickup.

_____

_____

_____

_____

_____

Q17 Report the amounts by which expenditures in each of the following categories were increased or reduced due to the public health emergency (from March 12th through June 30th), compared to what was projected on or before March 11, 2020 for the remainder of the 2019-20 school year budget, before the public health emergency began.

Enter a positive amount for increased expenditures, or a negative amount for decreased expenditures. (Note: a response must be entered, even if zero).

o Utilities:

_____

o Transportation (including both day to day transportation of pupils, and transportation for extracurricular activities):

_____

o Food service:

_____

o Personnel (including expenditure reductions resulting from layoffs):

_____

o Contract terminations (for operations other than those noted above):

_____

o Other (include an amount and description):

_____

Q18 Estimate the amounts by which expenditures in each of the following categories are planned or anticipated to increase or decrease in the 2020-21 school year, compared to what would have been planned or anticipated had there not been a public health emergency.

Enter a positive amount for increased expenditures, or a negative amount for decreased expenditures. (Note: a response must be entered, even if zero).

o Utilities:

_____

o Transportation (including both day to day transportation of pupils, and transportation for extracurricular activities):

_____

o Food service:

_____

o Personnel (including expenditure reductions resulting from layoffs):

_____

o Contract terminations (for operations other than those noted above):

_____

o Other (include an amount and description):

_____

Q19 Who provides daily transportation to and from school in your district?

○ District

○ Contractor

○ Both district and contractor

Q20 Did you and your contractor for daily transportation to and from school reach an agreement, addendum, or contract revision on payments during the public health emergency?

○ Yes

○ No

Q21 What did your original transportation contract for the 2019-20 school year specify for payment on days school was closed, in lieu of payment for daily transportation provided to and from school?

_____

_____

_____

_____

_____

Q22 What did you actually pay your contractor for the days school was closed due to the public health emergency, in lieu of payment for daily transportation provided to and from school?

_____

_____

_____

_____

_____

[END OF SURVEY]