

Report on Virtual Instruction and School Operations during the Public Health Emergency (2019-2020 School Year)

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Section I. Background and Summary of School District Responses

Background

On March 12, 2020, Governor Tony Evers declared a public health emergency in response to the COVID-19 pandemic ([Executive Order 72](#)). The following day, March 13, 2020, the Wisconsin Department of Health Secretary-designee Andrea Palm issued an [Order for Statewide School Closure](#). The order required all public and private K-12 schools across the state to close (for in-person instruction) beginning on March 18, 2020. While the initial order anticipated schools would reopen on April 6, subsequent orders closed all K-12 schools statewide to in-person instruction through June 30, 2020.

In response to the COVID-19 public health emergency, 2019 Assembly Bill 1038 was introduced on April 13, 2020, to address the pandemic. Governor Evers signed AB-1038 into law on April 15, 2020, as [2019 Wisconsin Act 185 \(Act 185\)](#). Under Act 185 [Section 105 (3)], school boards were required to report to the Department of Public Instruction (DPI), by November 1, 2020, information about the delivery of virtual instruction to students by public schools during the period of school closures. Additionally, Act 185 requires school boards to report data pertaining to meals served to students during the school closures, as well as the fiscal and staffing impacts of the public health emergency and school closures on school district operations.

DPI developed a survey instrument to collect information from school districts to fulfill the reporting requirements included under Act 185. The survey was distributed to all school districts; all school districts completed the required report to DPI.

Act 185 also requires the department to report to the Legislature on this information by January 1, 2021. This report fulfills that requirement.

Summary

Act 185 required school districts to respond to several questions about virtual instruction offered during the period in which all schools in the state were closed to in-person instruction under the statewide order. Districts were also required to respond to questions about the number of meals served and the impact of the school closures on staffing and expenditures.

Section II of this report contains the DPI's analysis of the data reported by school districts. Below is a summary of the analysis.

Virtual Instruction

For purposes of reporting, Act 185 defines "virtual instruction" as "instruction provided through means of the Internet if the pupils participating in and instructional staff providing the instruction are geographically remote from each other". The term, "non-digital remote instruction," refers to instruction where pupils participating in and instructional staff providing the instruction are geographically remote from each other through means other than virtual instruction. Examples of non-digital remote instruction include instruction offered over the telephone and use of hardcopy work packets in a student's home.

Almost all school districts (97 percent) reported offering virtual instruction during the period of school closures. Of the 13 districts that reported not offering virtual (digital) instruction, as defined under Act 185, all offered *non-digital* remote instruction for students. Further, many school districts reported using both digital and non-digital means to deliver instruction to students during the period of school closure. Among districts that reported using *only* non-digital remote instruction, all reported lack of internet access within students' homes as a reason, along with a lack of access to devices (10), lack of teacher training (9), and difficulties coordinating content delivery systems, and expectations for staff (8).

Districts were asked to report delivery of virtual (or non-digital remote) instruction by grade level. The percent of districts that indicated using virtual instruction by grade level varied from 69 percent for 4K, 85 to 95 percent for elementary grades, and up to 100 percent for middle and high school grades. For districts that reported using non-digital remote instruction, the pattern was reversed. The highest rates were for the lower grades from 84 to 97 percent for 4K through grade two; rates decreased consistently to about 50 percent for grades seven through 12.

Districts were asked to report the percentage of the curriculum delivered in the 2019-20 school year by grade level. Most districts responded they were able to deliver 80 to 100 percent of the curriculum for the year; less than one percent reported an amount less than 60 percent. The public health emergency that closed schools to in-person instruction was effective as of March 18, 2020, for all schools in the state. Thus, schools had been operating normally for roughly 75 percent of the school year when the school closures became effective.

The survey also asked districts to: describe processes and steps taken to implement virtual or non-digital remote instruction, identify challenges and barriers to virtual instruction, and, make recommendations for best practices in transitioning to virtual instruction. Several types of responses were provided and are described in Section II of this report, but common themes are noted below.

Processes and steps taken to implement:

- Surveying and communicating with students and their families
- Providing professional development and training on delivering virtual/remote instruction
- Identifying learning priorities and coordinating services for students with disabilities and English language learners
- Purchasing hotspots, hardware, personal devices, and software

Challenges and barriers:

- Balancing at-home schooling commitments with caregiving, employment, and household responsibilities (teachers' and students' families)
- Lack of experience with online learning platforms (teachers, students, and families)
- Lack of adequate, reliable internet service and/or bottlenecks in bandwidth
- Lack of consistent communication with students' families
- Lack of child care, for both teachers and for families
- Getting devices and other materials to students

Recommendations for best practices:

- Adequate and reliable infrastructure (e.g., high-speed internet access)
- Consistency in use of platforms and class scheduling
- Professional development/training
- Setting clear expectations

See Section II for additional information about the responses to the survey questions related to delivery of virtual and/or non-digital remote instruction during the period of school closures.

Staffing

Act 185 required districts to report on the number of staff that were laid off directly as a result of the public health emergency and school closures. A total of 347 districts (82 percent) reported no layoffs, and 22 districts (five percent) reported layoffs of one to five employees. Another 27 districts (six percent) reported layoffs of six to 20 employees, while 25 districts (six percent) reported layoffs of more than 20 employees. Section II of this report contains a breakdown of reported layoffs by school district size and by position type: Administrators, Administrative Support, Buildings and Grounds, Food Service, Instructional Service, Other Instructional Staff, Other Support Staff, Paraprofessionals, Pupil Services, Teachers, and Transportation.

The department also asked school districts to report the number of staff reassigned to different responsibilities during the time of school closures. Roughly one half of all districts (206) reported no staff were reassigned; accordingly, a greater number of districts reported reassigning (as opposed to laying off) employees: 68 districts (16 percent) reassigned one to five employees, 99 districts (24 percent) reassigned six to 20 employees, and 48 districts (11 percent) reassigned more than 20 employees. The analysis provided in Section II of this report breaks down reported reassignments in a similar manner as for reported layoffs.

See Section II for additional information about the responses to the survey questions pertaining to the impact of the COVID-19 pandemic and school closures on staffing.

Meals Served

Act 185 required school districts to report on the number of lunches served during the period of school closures. The survey also asked school districts to report additional meals (breakfast and supper) served during the public health emergency (from March 12 through June 30) through each of the following [United States Department of Agriculture \(USDA\) Child Nutrition Programs](#):

- Summer Food Service Program (SFSP)
- National School Lunch Program's Seamless Summer Option (NSLP/SSO)
- Afterschool Snack Program
- Child and Adult Care Food Program (CACFP)
- Child and Adult Care Food Program Snacks (CACFP Snacks)
- Child and Adult Care Food Program At-Risk Suppers (CACFP Suppers)
- Other Programs

The USDA has granted states significant program flexibilities and contingencies to best serve program participants across nutrition programs, including programs serving school age children, through the 2020-21 school year. The flexibilities include allowing meals to be served:

- Outside traditional times, to maximize flexibility for meal pick up
- In non-group settings, to support social distancing
- As pick-up meals, to be brought to children at home

The responses from districts indicate that the greatest number of meals were served under the SFSP, reporting approximately 7.3 million breakfasts, 7.4 million lunches, and 584,000 suppers. Under the NSLP/SSO, districts served approximately 3.6 million breakfasts, 4.1 million lunches, and 48,000 suppers. School districts can participate in more than one of these programs, and survey responses indicate that 193 districts participated in the SFSP and 203 participated in the NSLP/SSO. Section II of this report contains further analysis of the number of meals served by meal type and by program.

The department also asked districts to report on the method of providing meals to students during the period of school closures. The percent of districts reporting the method it used are shown below; each district reported all applicable methods so the percentages do not sum to 100 percent:

- Meals were picked up (71 percent)
- Meals were delivered (60 percent)
- Meals were provided every day (18 percent)
- District provided a full week of meals at a time (seven percent)
- District provided a half week of meals at a time (five percent)
- District worked with community partners to distribute meals (four percent)

See Section II for additional information about the responses to the survey questions about meals provided by school districts during the period of school closures.

Expenditure Variances

Act 185 required districts to report the amounts by which expenditures were increased or reduced due to the public health emergency (from March 12 through June 30) compared to what was projected on or before March 11, 2020 (before the public health emergency began) for the remainder of the 2019-20 fiscal year budget. Districts were provided with the following expenditure categories, as specified in Act 185: contract terminations, food service, personnel, transportation, and utilities. The survey included a category for other expenditures and gave school districts the opportunity to provide details on amounts reported in the “other” category.

Districts reported both lower and higher expenditures, as compared to budgeted amounts, for the 2019-20 school year. With respect to the impact of the public health emergency on total 2019-20 expenditures, 110 districts (26.1 percent) reported increases, 299 districts (71 percent) reported decreases, and 12 districts (2.9 percent) reported no change in expenditures due to the ongoing pandemic.

In terms of individual district responses, the greatest reported increases in expenditures occurred in the personnel and food service categories; the greatest reported decreases in expenditures occurred in the transportation category. The median (mid-point) reported expenditure variance was \$0 for the contract terminations, food service, and personnel categories; for transportation, the median reported variance was a decrease of \$25,195; and, for utilities, a decrease of just \$8,000. The mean average variances for each category are reported in the detailed analysis (Section II) of this report.

The department also asked districts to report on the anticipated impact of the ongoing COVID-19 pandemic on expenditures for the 2020-21 school year using the same categories of expenditures used for reporting of the 2019-20 data for reporting purposes. With respect to the impact on total 2020-21 expenditures, 343 districts (81.5 percent) reported that they anticipated increases, 30 districts (7.1 percent) reported anticipated decreases, and 48 districts (11.4 percent) reported they anticipated no change to expenditures due to the ongoing pandemic.

On an individual district basis, the greatest increases in projected expenditures due to the ongoing pandemic were reported in the personnel and food service categories. However, the greatest projected decrease in expenditures due to the pandemic was also reported in the food service category (followed by personnel and transportation) – indicating a wide variety of expected impacts of the pandemic on district expenditures. Yet, the median (mid-point) for changes to expenditures due to the ongoing pandemic was \$0 for all categories except for personnel (median of \$50,000). The mean average variances for each category are reported in the detailed analysis (Section II) of this report.

Finally, for both questions, districts were given the opportunity to provide information about variances in expenditures that did not fall into one of the categories. The two most common themes in these responses were: “to enable remote learning” and “COVID-19 mitigation” (e.g., cleaning services and supplies, personal protective equipment). Districts also reported costs related to professional development and training on virtual instruction, as well as for legal fees.

The survey gave districts the opportunity to provide open-ended responses for the “other” expenditures category. The responses varied in format across districts. Some districts provided a list of categories with specific amounts for each, others provided a list with an overall amount, and some districts provided just a total dollar amount with no explanation. While the survey did not ask districts to report revenue data, some districts included revenue changes, or netted revenue changes against expenditure changes, when describing “other” expenditures; but some districts reported no revenue data. Finally, some districts mentioned they saved money in one area and used the savings to offset spending in another area.

Due to the varied nature of the responses, the total amounts reported for expenditures reported as “other” are not presented here. However, the percent of districts reporting various types of “other” expenditures is contained in the detailed analysis (Section II) of this report.

See Section II for additional information about the responses to the survey questions for variances in district expenditures.

Transportation

The department asked additional questions specifically about transportation costs for school districts, including a question about who provides daily transportation for students in the district:

- 272 districts (65 percent) reported contracting for student transportation services.
- 108 districts (26 percent) reported the district provides student transportation.
- 41 districts (10 percent) reported using both contracted and district-based services.

Those school districts that indicated they contracted for transportation services were asked whether the district and their contractor reached an agreement, addendum, or contract revision on payments during the public health emergency. Of the 313 districts with contracts, 242 (77 percent) indicated this was the case.

These districts were also asked what the original transportation contract for the 2019-20 school year specified for payment on days school was closed in lieu of payment for daily transportation provided to and from school: 167 districts (54 percent) indicated their contract for transportation did include a provision for payment, and 124 districts (40 percent) indicated their contract did not. Other responses included:

- Contract was paid in part or as a percentage: 89 (28 percent)
- Contract specified no payment for no use of transportation: 59 (19 percent)
- Full price of contract was paid: 55 (18 percent)
- Contract was based on the minimum number of days school used transportation: 47 (15 percent)

Finally, districts were asked to characterize what they actually paid their 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: 171 districts (55 percent) indicated the contract was paid according to usage or according to contract percentage terms, 82 districts (26 percent) indicated the full price of the contract was paid, and 23 districts (seven percent) indicated they did not pay the contractor.

See Section II for additional information about the responses to the survey questions dealing with transportation costs.

Section II. Analysis of Data Received from School Districts

This section of the report contains the department's analysis of school district responses to questions included in the Act 185 survey. For each question on the survey, the report shows the question asked of school districts and the responses. The response data is aggregated such that results summarize responses for all school districts. A file containing the actual responses from school districts is available on the department's web page for the 2019 Act 185 Survey and can be found here: <https://dpi.wi.gov/policy-budget/2019-act-185-survey>.

The survey questions are divided into five groups:

- Virtual and Remote Instruction
- Staffing Adjustments
- Meals Served by the District
- Expenditure Variances
- Transportation

The following definitions were used for purposes of the reporting on virtual instruction under 2019 Act 185:

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). The specific timeframe was from March 12 through June 30, 2020.

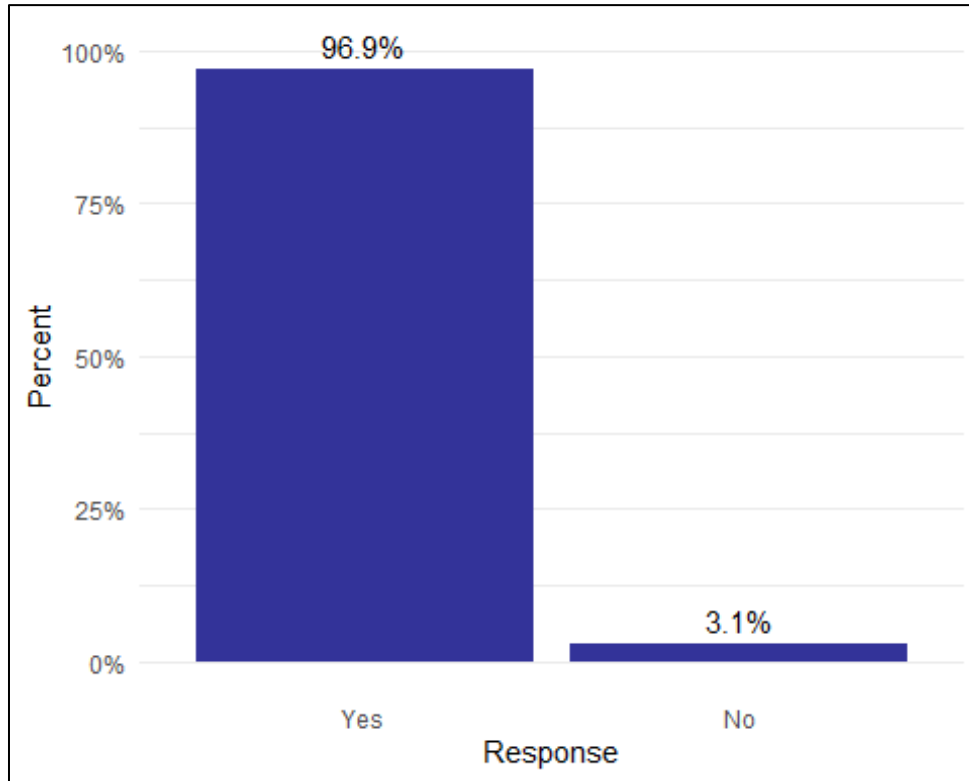
Virtual instruction means instruction provided through means of the Internet if the pupils participating in and instructional staff providing the instruction are geographically remote from each other.

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.

Virtual and Remote Instruction

Q.1a. Did the school district implement virtual instruction during the public health emergency?

Response	Count	Percent
Yes	408	96.9%
No	13	3.1%



Q.1b. If not, please indicate why the school district did not implement virtual instruction.

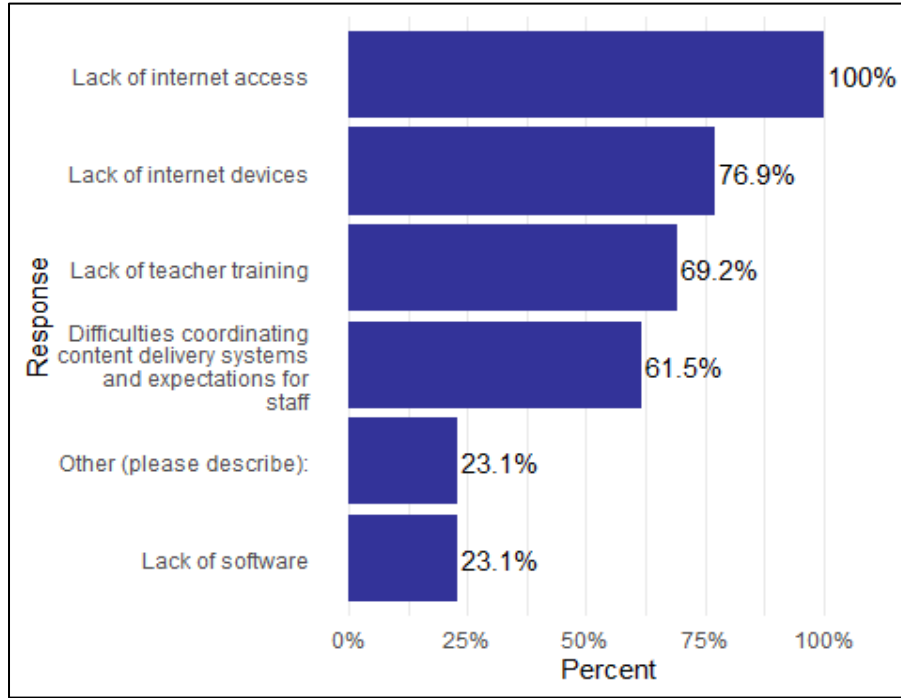
Only the 13 districts that did not implement virtual instruction were asked this question.

Why the school district did not implement virtual instruction:

Response	Count	Percent
Lack of internet access	13	100.0%
Lack of internet devices	10	76.9%
Lack of teacher training	9	69.2%
Difficulties coordinating content delivery systems and expectations for staff	8	61.5%
Lack of software	3	23.1%
Other (please describe)*	3	23.1%

**See additional information below.*

Why the school district did not implement virtual instruction:



*Districts that responded “Other (please describe)” were able to enter the other reasons why virtual instruction was not implemented. To analyze these responses, one or more themes were identified from each district’s response to this question as indicated below.

Other reasons for not implementing virtual instruction:

Theme	Count	Percent
Problems with internet access	3	100.0%
Virtual instruction is not the best method of instruction	1	33.3%

Q.2. In which grades was virtual instruction implemented?

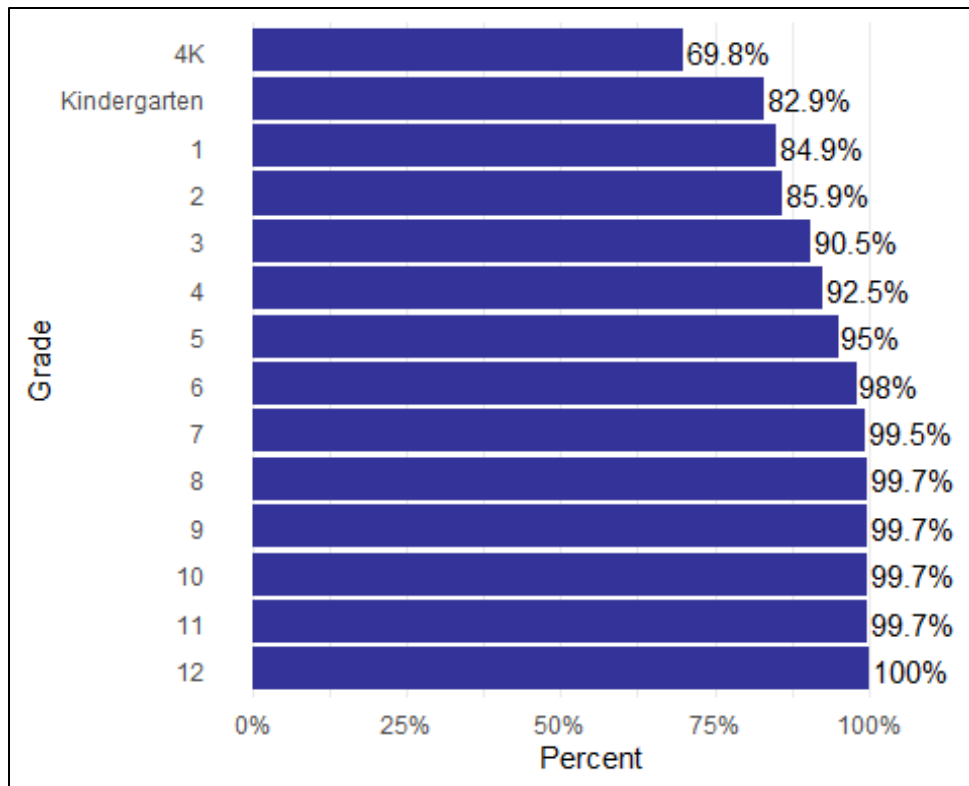
Only the 408 districts that implemented virtual instruction were asked this question.

The design of the survey required districts to respond “Yes” or “No” for grades 4K to 12, but some districts do not have students enrolled in every grade. To account for this, districts were excluded grade-by-grade from the chart and table below if a grade was not present in the district. The “Total Districts” column in the table shows the number of districts that both implemented virtual instruction and included a given grade.

Grades in which virtual instruction was provided:

Grade	Count	Total Districts	Percent	Grade	Count	Total Districts	Percent
4K	277	397	69.8%	6	390	398	98.0%
Kindergarten	330	398	82.9%	7	396	398	99.5%
1	338	398	84.9%	8	397	398	99.7%
2	342	398	85.9%	9	365	366	99.7%
3	360	398	90.5%	10	365	366	99.7%
4	368	398	92.5%	11	365	366	99.7%
5	378	398	95.0%	12	366	366	100.0%

Grades in which virtual instruction was provided:



Q.3. What was the process for implementing virtual instruction? What steps were required?

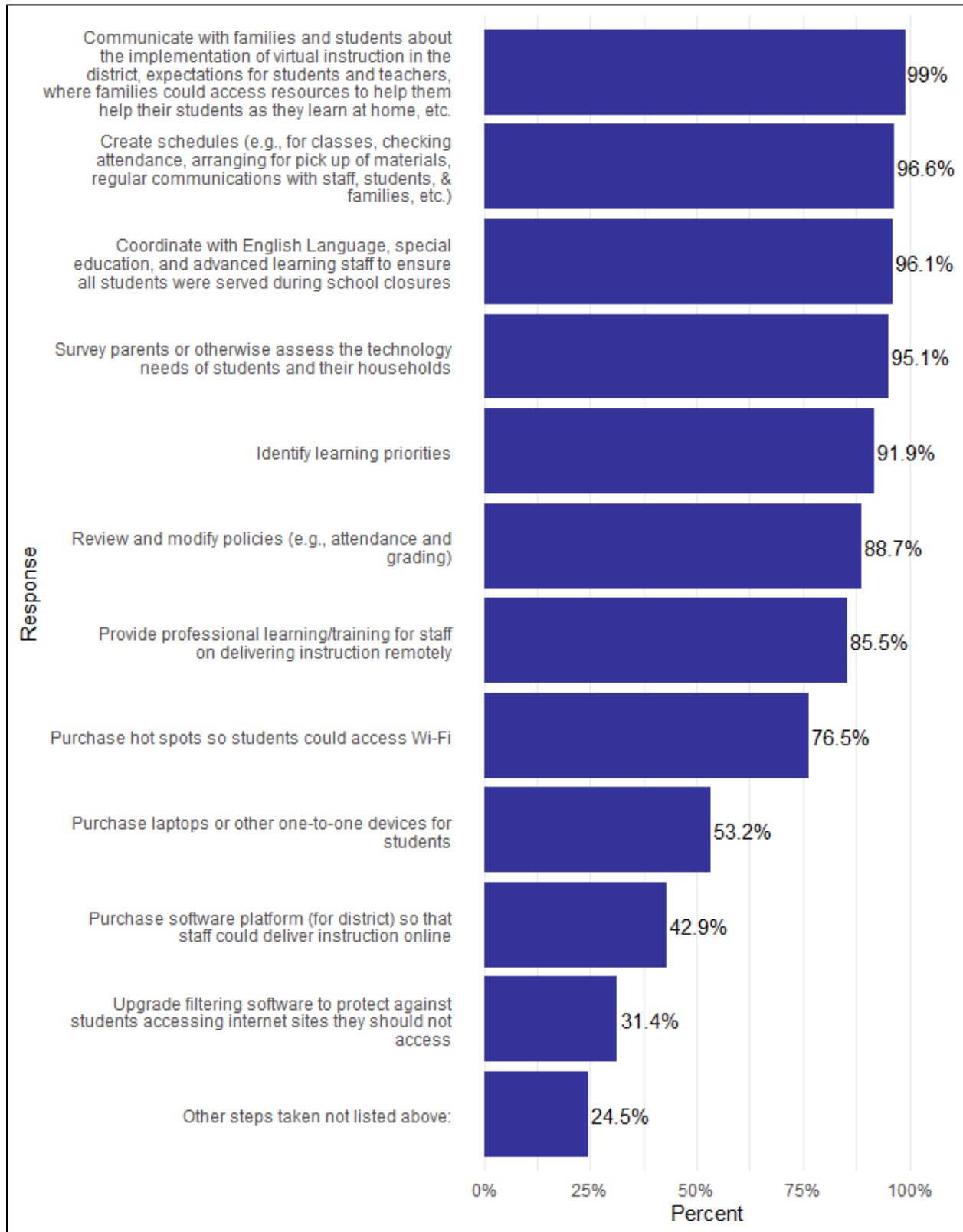
Only the 408 districts that implemented virtual instruction were asked this question.

Process for implementing virtual instruction:

Response	Count	Percent
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.	404	99.0%
Create schedules (e.g., for classes, checking attendance, arranging for pickup of materials, regular communications with staff, students, & families, etc.)	394	96.6%
Coordinate with English Language, special education, and advanced learning staff to ensure all students were served during school closures	392	96.1%
Survey parents or otherwise assess the technology needs of students and their households	388	95.1%
Identify learning priorities	375	91.9%
Review and modify policies (e.g., attendance and grading)	362	88.7%
Provide professional learning/training for staff on delivering instruction remotely	349	85.5%
Purchase hot spots so students could access Wi-Fi	312	76.5%
Purchase laptops or other one-to-one devices for students	217	53.2%
Purchase software platform (for district) so that staff could deliver instruction online	175	42.9%
Upgrade filtering software to protect against students accessing internet sites they should not access	128	31.4%
Other steps taken not listed above*	100	24.5%

**See additional information below.*

Process for implementing virtual instruction:

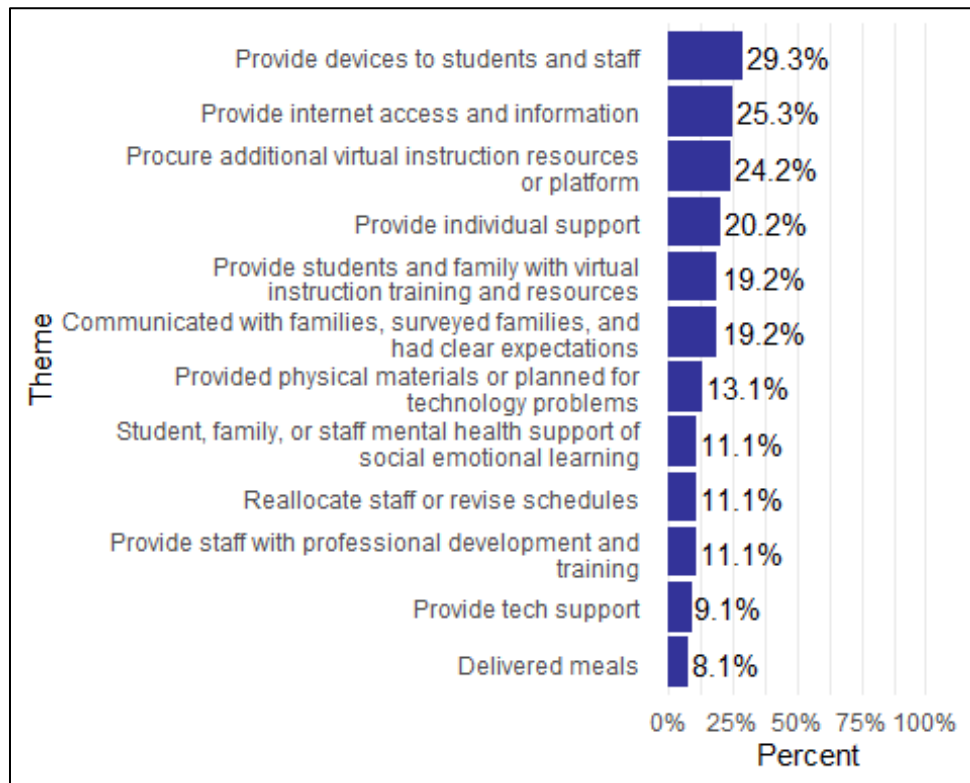


*Districts that responded “Other steps taken not listed above” were able to enter other steps taken to implement virtual instruction in the school district. To analyze these responses, one or more themes were identified from each district’s response to this question as indicated below.

Other steps taken to implement virtual instruction:

Theme	Count	Percent
Provide devices to students and staff	29	29.3%
Provide internet access and information	25	25.3%
Procure additional virtual instruction resources or platform	24	24.2%
Provide individual support	20	20.2%
Communicated with families, surveyed families, and had clear expectations	19	19.2%
Provide students and family with virtual instruction training and resources	19	19.2%
Provided physical materials or planned for technology problems	13	13.1%
Provide staff with professional development and training	11	11.1%
Reallocate staff or revise schedules	11	11.1%
Student, family, or staff mental health support of social emotional learning	11	11.1%
Provide tech support	9	9.1%
Delivered meals	8	8.1%

Other steps taken to implement virtual instruction:



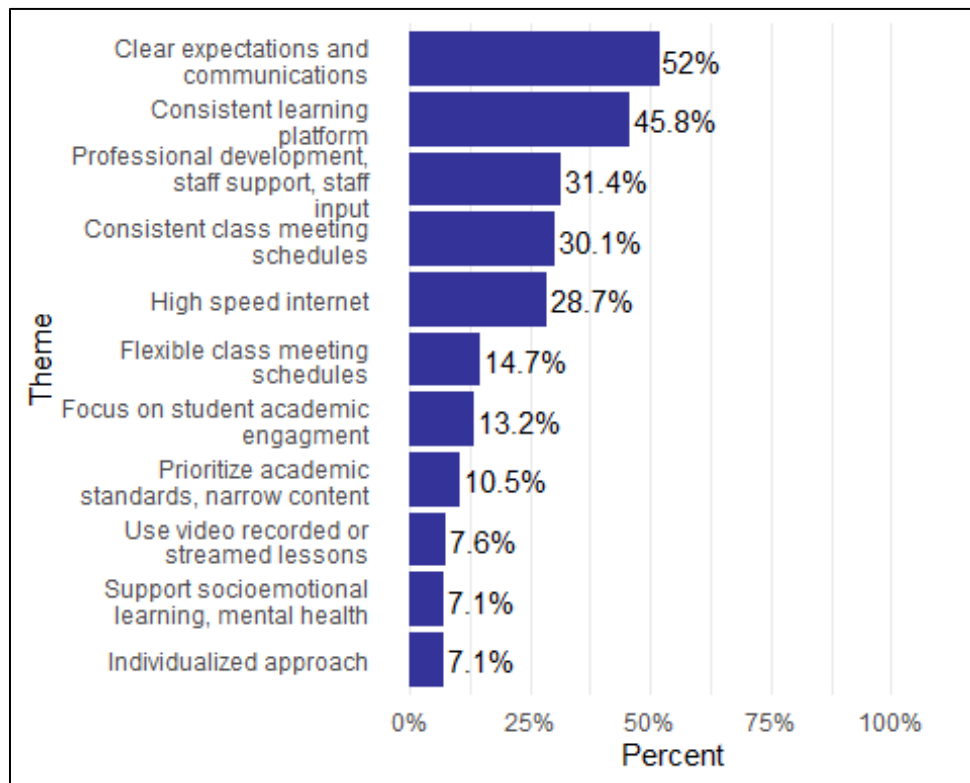
Q.4. What do you recommend as best practices for transitioning to and providing virtual instruction when schools are closed? In other words, what worked best for your district in implementing virtual instruction?

Only the 408 districts that implemented virtual instruction were asked this question.

Recommendations for best practices:

Theme	Count	Percent
Clear expectations and communications	212	52%
Consistent learning platform	187	45.8%
Professional development, staff support, staff input	128	31.4%
Consistent class meeting schedules	123	30.1%
High speed internet	117	28.7%
Flexible class meeting schedules	60	14.7%
Focus on student academic engagement	54	13.2%
Prioritize academic standards, narrow content	43	10.5%
Use video recorded or streamed lessons	31	7.6%
Individualized approach	29	7.1%
Support socioemotional learning, mental health	29	7.1%

Recommendations for best practices:



Q.5. 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).

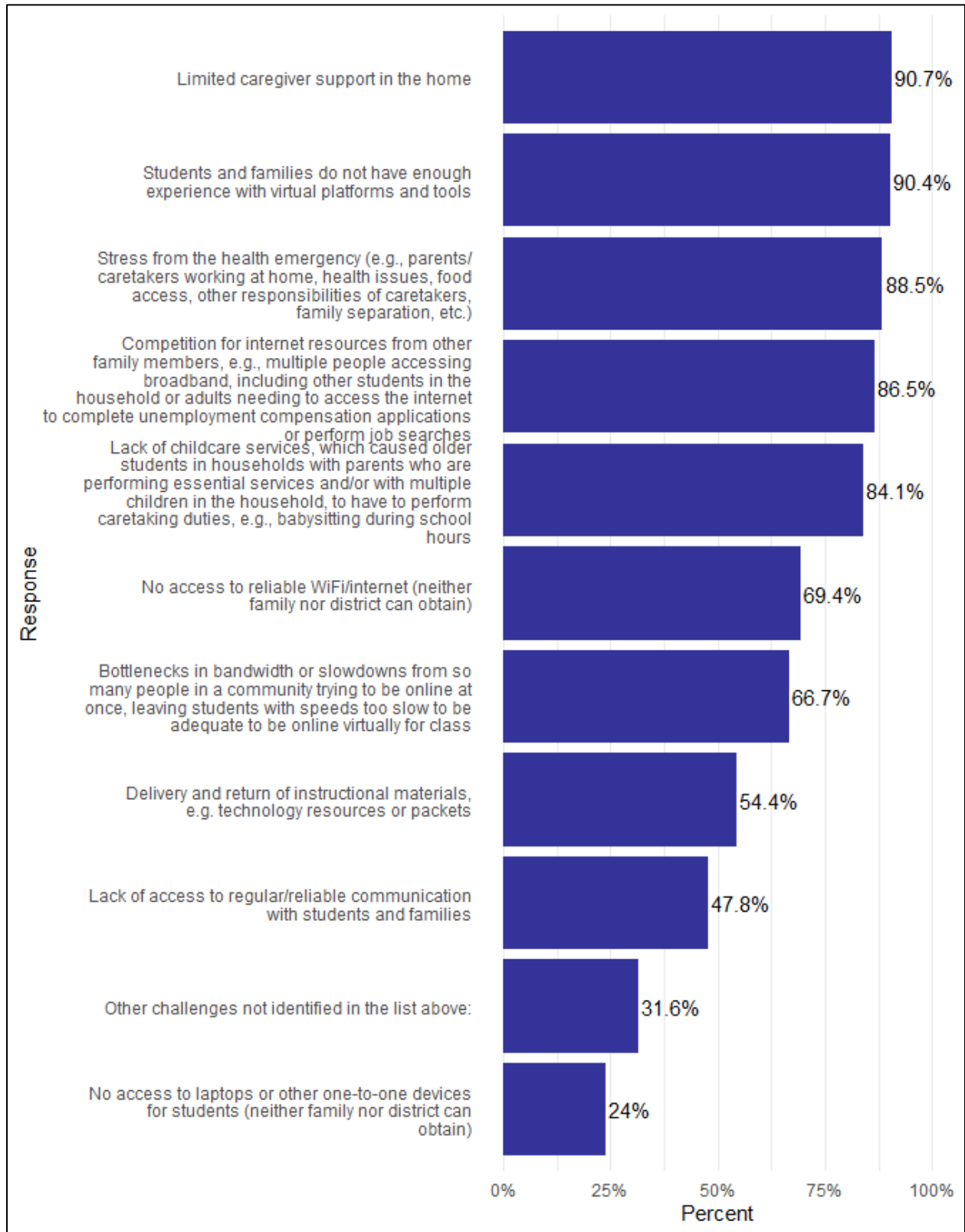
Only the 408 districts that implemented virtual instruction were asked this question.

Challenges or barriers to implementing virtual instruction:

Response	Count	Percent
Limited caregiver support in the home	370	90.7%
Students and families do not have enough experience with virtual platforms and tools	369	90.4%
Stress from the health emergency (e.g., parents/caretakers working at home, health issues, food access, other responsibilities of caretakers, family separation, etc.)	361	88.5%
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	353	86.5%
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	343	84.1%
No access to reliable Wi-Fi/internet (neither family nor district can obtain)	283	69.4%
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	272	66.7%
Delivery and return of instructional materials, e.g. technology resources or packets	222	54.4%
Lack of access to regular/reliable communication with students and families	195	47.8%
Other challenges not identified in the list above*	129	31.6%
No access to laptops or other one-to-one devices for students (neither family nor district can obtain)	98	24%

*See additional information below.

Challenges or barriers to implementing virtual instruction:

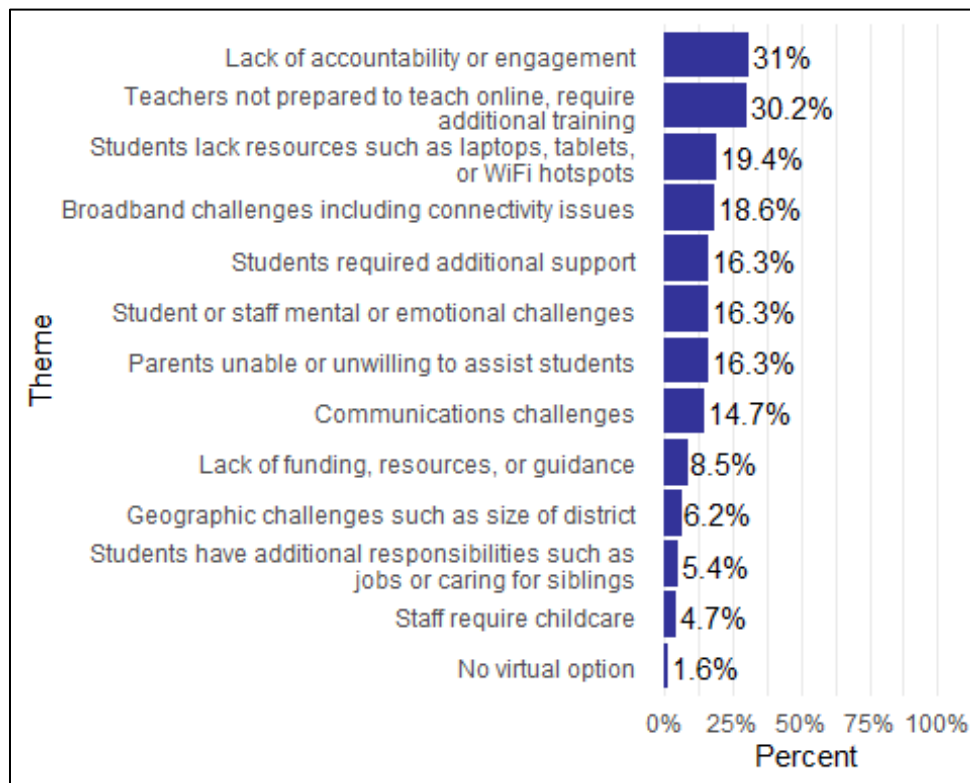


*Districts that responded “Other challenges not identified in the list above” were able to enter those challenges. To analyze these responses, one or more themes were identified from each district’s response to this question as indicated below.

Other challenges not in the list above:

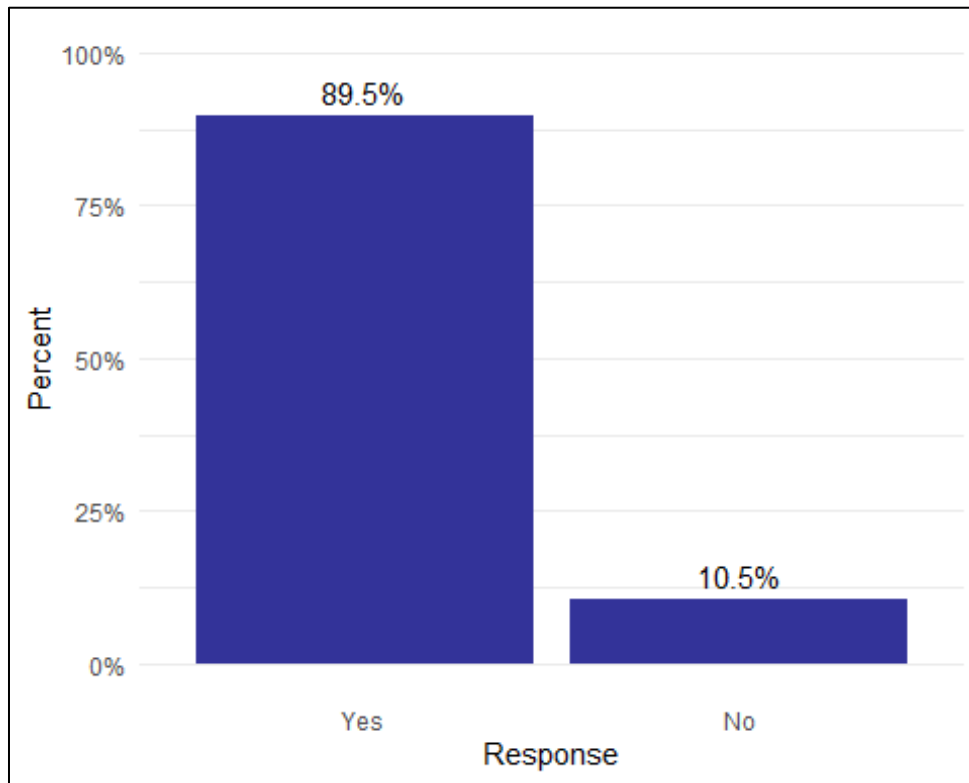
Theme	Count	Percent
Lack of accountability or engagement	40	31.0%
Teachers not prepared to teach online, require additional training	39	30.2%
Students lack resources such as laptops, tablets, or Wi-Fi hotspots	25	19.4%
Broadband challenges including connectivity issues	24	18.6%
Student or staff mental or emotional challenges	21	16.3%
Parents unable or unwilling to assist students	21	16.3%
Students required additional support	21	16.3%
Communications challenges	19	14.7%
Lack of funding, resources, or guidance	11	8.5%
Geographic challenges such as size of district	8	6.2%
Students have additional responsibilities such as jobs or caring for siblings	7	5.4%
Staff require childcare	6	4.7%
No virtual option	2	1.6%

Other challenges not in the list above:



Q.6a. Did the school district implement non-digital remote instruction during the public health emergency?

Response	Count	Percent
Yes	377	89.5%
No	44	10.5%



Q.6b. If not, please explain why the school district did not implement non-digital remote instruction.

Only the 44 districts that did not implement non-digital remote instruction were asked this question. Districts were able to enter those reasons (no predetermined categories for responses for this question). To analyze these responses, one or more themes were identified from each district's response to this question as indicated below.

Why the school district did not implement non-digital remote instruction:

Theme	Count	Percent
Students were provided devices so non-digital instruction was unnecessary	40	90.9%
Students were provided internet access so non-digital instruction was unnecessary	34	77.3%

Q.7. In which grades was non-digital remote instruction implemented?

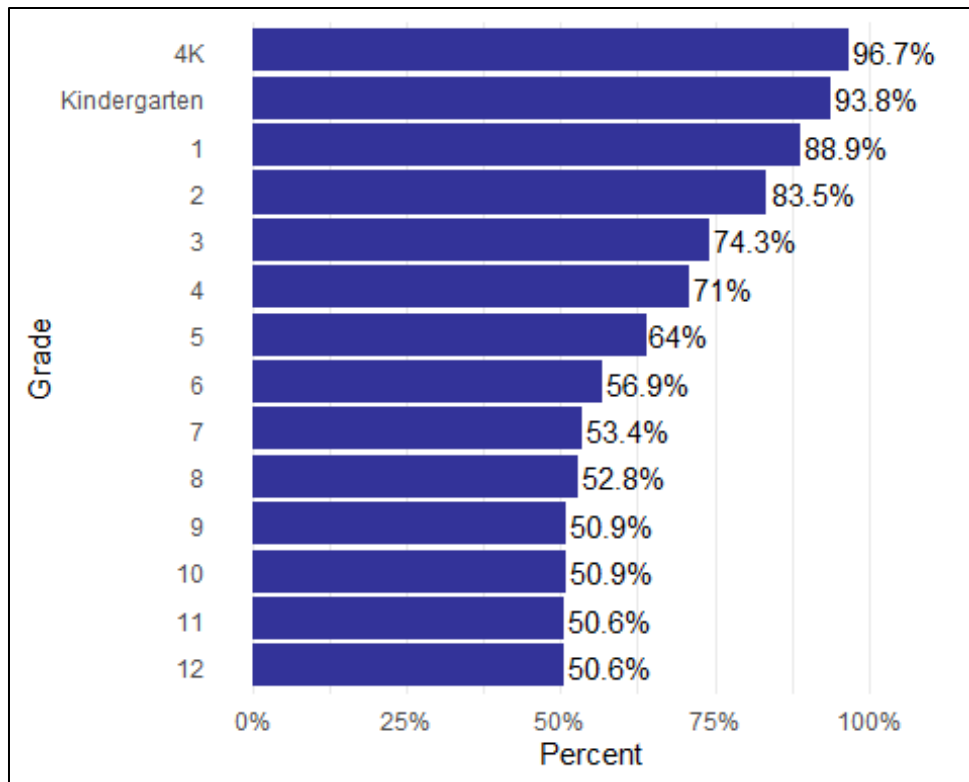
Only the 377 districts that implemented non-digital instruction were asked this question.

The design of the survey required districts to respond “Yes” or “No” for grades 4K to 12, but some districts do not have students enrolled in every grade. To account for this, districts were excluded grade-by-grade from the chart and table below if a grade was not present in the district. The “Total Districts” column in the table shows the number of districts that both implemented non-digital instruction and included a given grade.

Grades in which non-digital remote instruction was provided:

Grade	Count	Total Districts	Percent	Grade	Count	Total Districts	Percent
4K	357	369	96.7%	6	210	369	56.9%
Kindergarten	346	369	93.8%	7	197	369	53.4%
1	328	369	88.9%	8	195	369	52.8%
2	308	369	83.5%	9	173	340	50.9%
3	274	369	74.3%	10	173	340	50.9%
4	262	369	71.0%	11	172	340	50.6%
5	236	369	64.0%	12	172	340	50.6%

Grades in which non-digital remote instruction was provided:



Q.8. What was the process for implementing non-digital remote instruction? What steps were required?

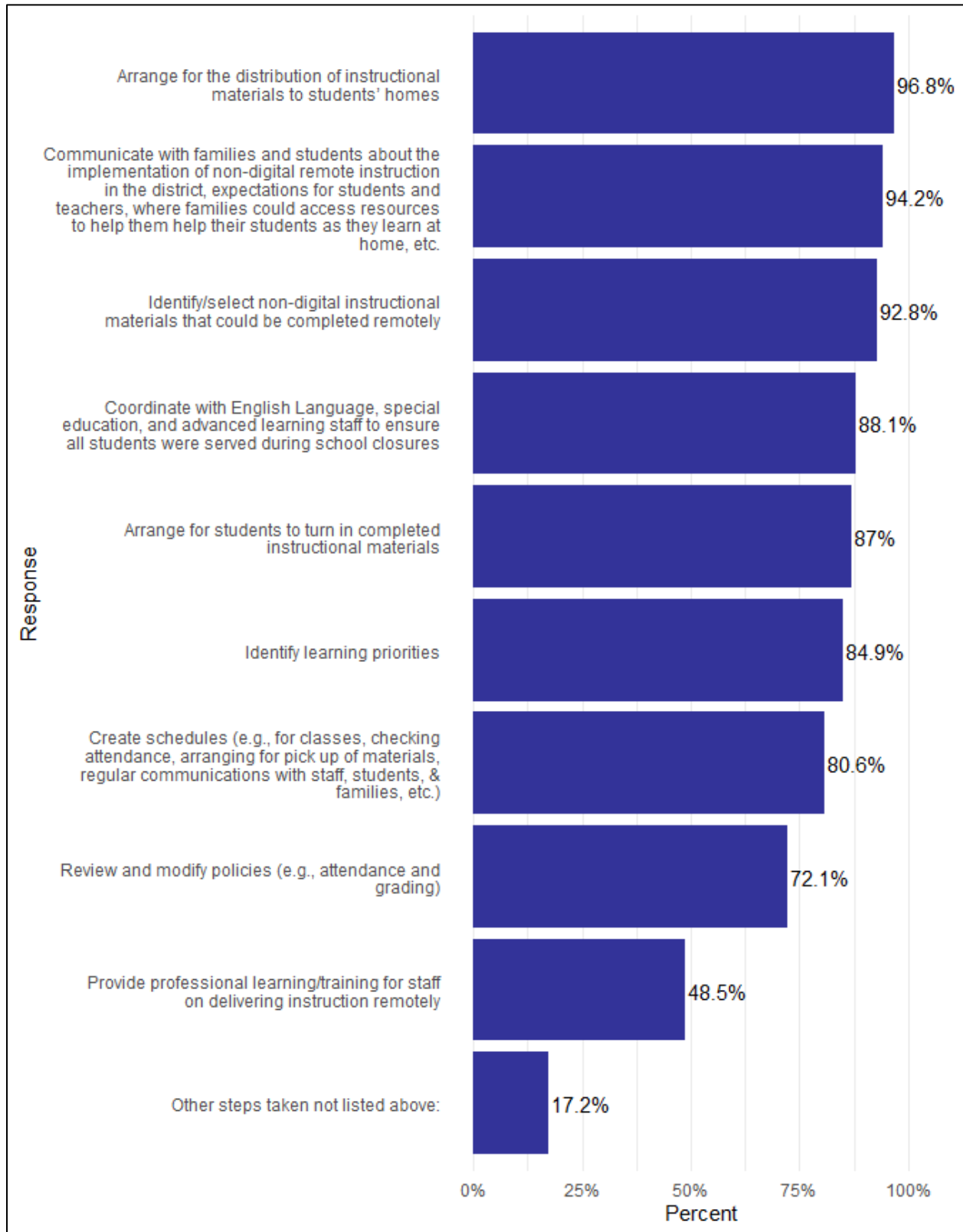
Only the 377 districts that implemented non-digital remote instruction were asked this question.

Process for implementing non-digital remote instruction:

Response	Count	Percent
Arrange for the distribution of instructional materials to students' homes	365	96.8%
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.	355	94.2%
Identify/select non-digital instructional materials that could be completed remotely	350	92.8%
Coordinate with English Language, special education, and advanced learning staff to ensure all students were served during school closures	332	88.1%
Arrange for students to turn in completed instructional materials	328	87.0%
Identify learning priorities	320	84.9%
Create schedules (e.g., for classes, checking attendance, arranging for pick-up of materials, regular communications with staff, students, & families, etc.)	304	80.6%
Review and modify policies (e.g., attendance and grading)	272	72.1%
Provide professional learning/training for staff on delivering instruction remotely	183	48.5%
Other steps taken not listed above*	65	17.2%

**See additional information below.*

Process for implementing non-digital remote instruction:

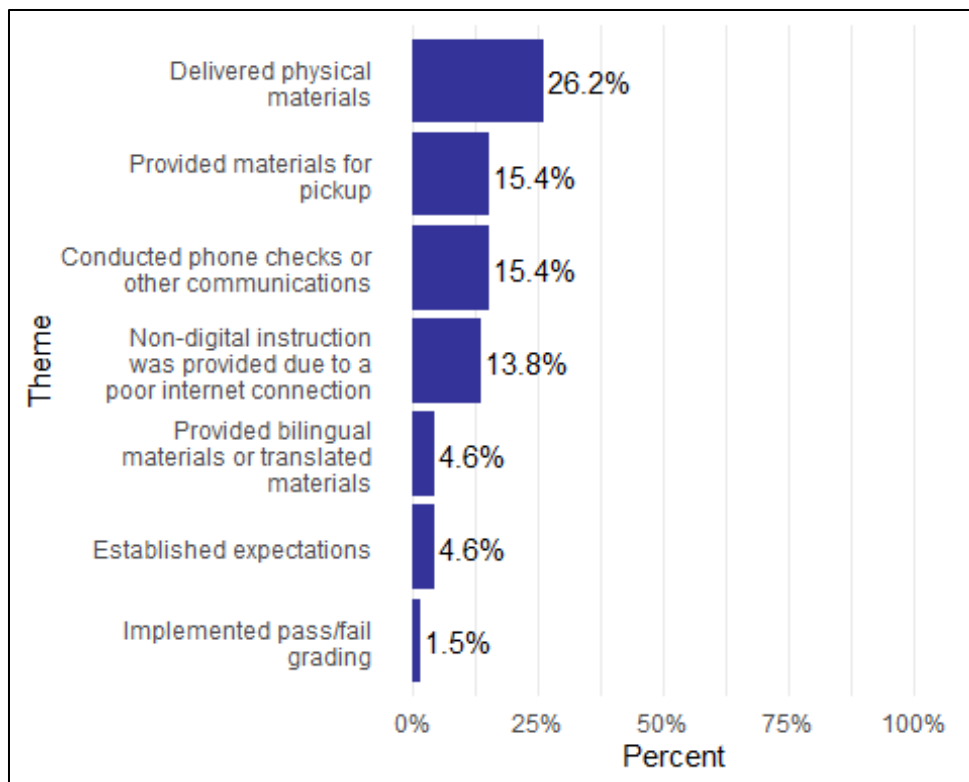


*Districts that responded “Other steps taken not listed above” were able to enter those steps. To analyze these responses, one or more themes were identified from each district’s response to this question. Identified themes are listed in the chart and table below. Some responses were unique and would have resulted in their own theme or themes. These responses are not included in the chart or table below.

Other steps taken to implement non-digital remote instruction not listed above:

Theme	Count	Percent
Delivered physical materials	17	26.2%
Conducted phone checks or other communications	10	15.4%
Provided materials for pickup	10	15.4%
Non-digital instruction was provided due to a poor internet connection	9	13.8%
Established expectations	3	4.6%
Provided bilingual materials or translated materials	3	4.6%
Implemented pass/fail grading	1	1.5%

Other steps taken to implement non-digital remote instruction not listed above:



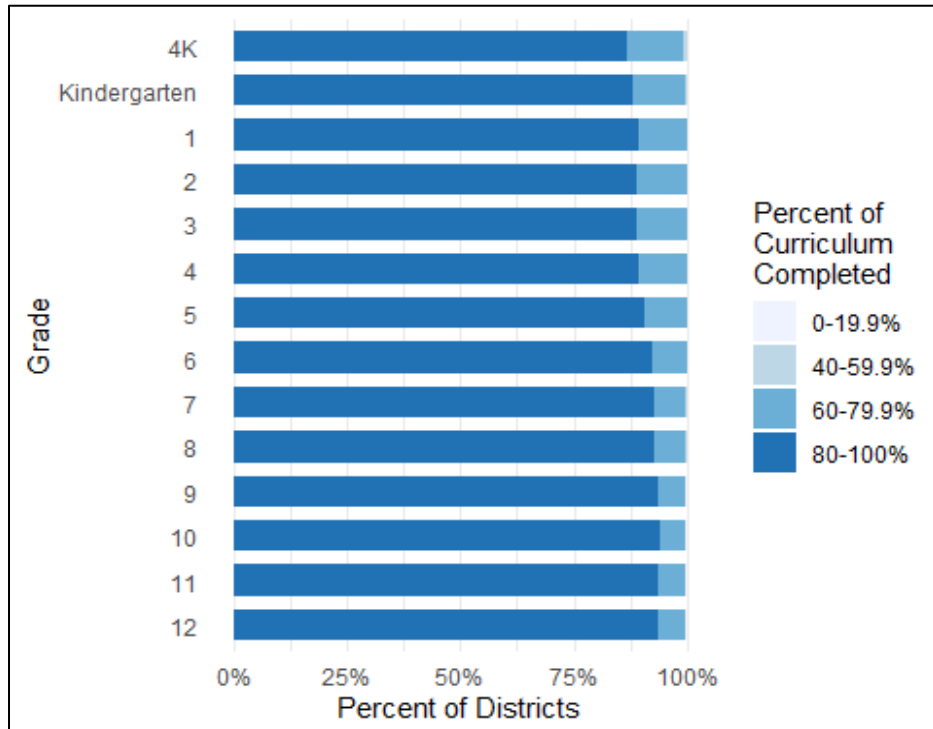
Q.9. What percent of the 2019-20 school year curriculum was provided to pupils in the district?

A small number of districts entered numbers that appeared to be in error for this question. For example, entering 0.90% instead of 90%. These districts were given the opportunity to correct these errors between the time the survey was originally administered and the production of this report. Not all districts corrected the errors.

Percent of 2019-20 school year curriculum provided:

Grade	0-19.9%	20-39.9%	40-59.9%	60-79.9%	80-100%
4K	0.0%	0.0%	0.7%	12.4%	86.8%
Kindergarten	0.0%	0.0%	0.2%	11.7%	88.0%
1	0.0%	0.0%	0.0%	10.5%	89.5%
2	0.0%	0.0%	0.0%	11.0%	89.0%
3	0.0%	0.0%	0.0%	11.0%	89.0%
4	0.0%	0.0%	0.0%	10.5%	89.5%
5	0.0%	0.0%	0.0%	9.3%	90.7%
6	0.0%	0.0%	0.0%	7.8%	92.2%
7	0.0%	0.0%	0.2%	7.1%	92.7%
8	0.0%	0.0%	0.2%	6.8%	92.9%
9	0.3%	0.0%	0.0%	6.1%	93.7%
10	0.3%	0.0%	0.3%	5.5%	93.9%
11	0.3%	0.0%	0.0%	6.1%	93.7%
12	0.3%	0.0%	0.0%	6.1%	93.7%

Percent of 2019-20 school year curriculum provided:



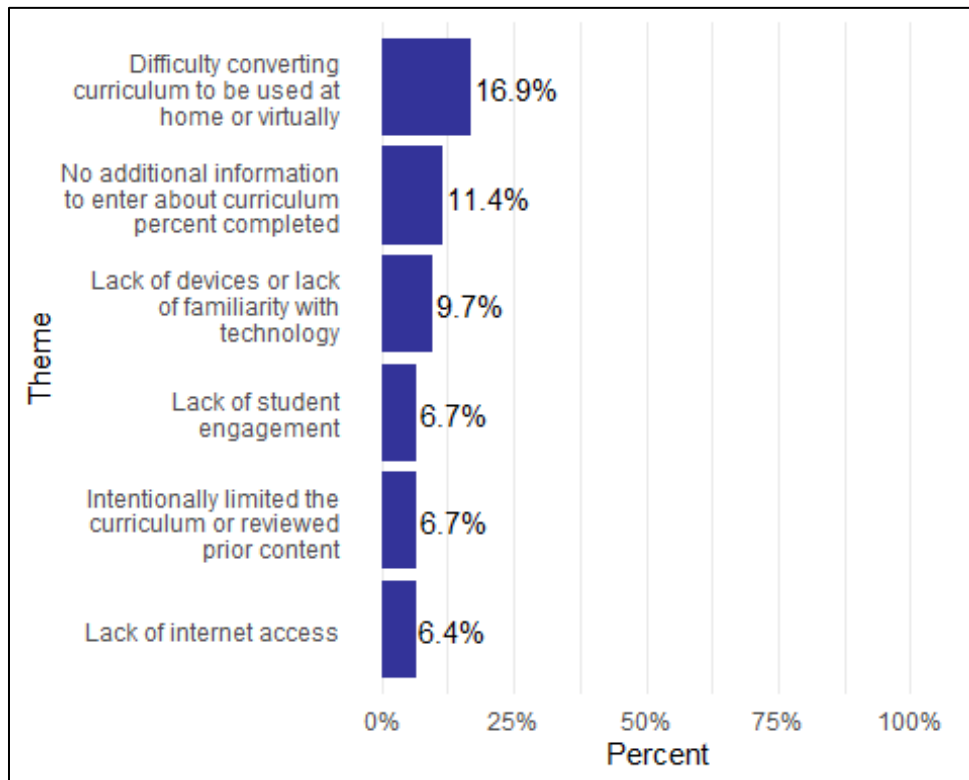
Q.10. Please enter any information you would like to include about the percent of curriculum that was provided to pupils.

To analyze these responses, one or more themes were identified from each district’s response to this question. Identified themes are listed in the chart and table below. Some responses repeated the percentages that were entered in the previous question. Many other responses were unique and would have resulted in their own theme or themes. These responses are not included in the chart or table below.

Additional information (percent of curriculum provided):

Theme	Count	Percent
Difficulty converting curriculum to be used at home or virtually	71	16.9%
No additional information to enter about curriculum percent completed	48	11.4%
Lack of devices or lack of familiarity with technology	41	9.7%
Intentionally limited the curriculum or reviewed prior content	28	6.7%
Lack of student engagement	28	6.7%
Lack of internet access	27	6.4%

Additional information (percent of curriculum provided):



Staffing Adjustments

Q.11. 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.

Percent of school districts reporting staff layoffs by position type:

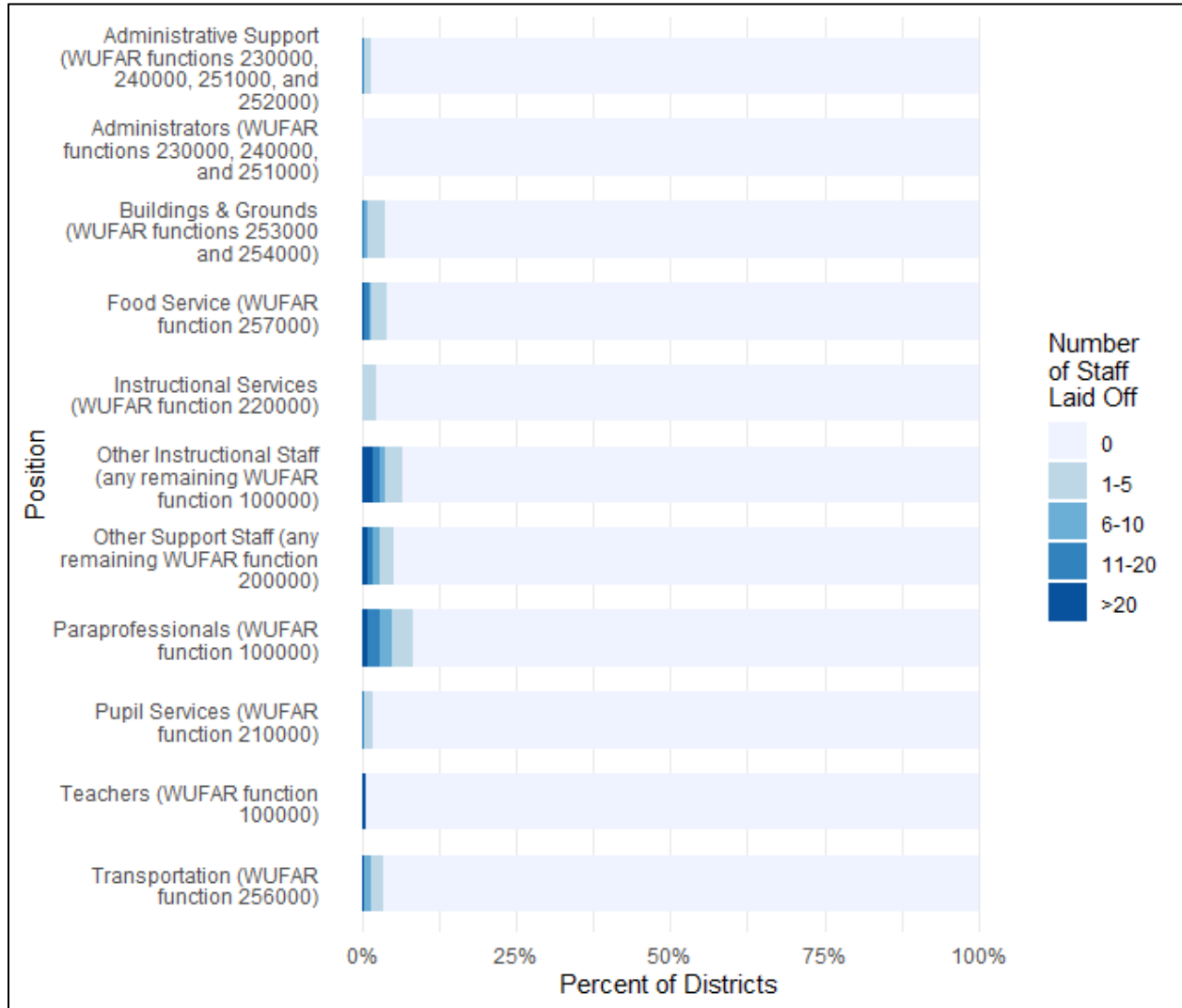
Position	Number of staff layoffs				
	None	1-5	6-10	11-20	>20
Administrative Support	98.6%	1.0%	0.2%	0.2%	0.0%
Administrators	100.0%	0.0%	0.0%	0.0%	0.0%
Buildings & Grounds	96.2%	2.9%	0.7%	0.2%	0.0%
Food Service	96.0%	2.6%	0.2%	1.0%	0.2%
Instructional Services	97.6%	2.4%	0.0%	0.0%	0.0%
Other Instructional Staff	93.3%	2.9%	1.0%	1.0%	1.9%
Other Support Staff	94.8%	2.4%	1.2%	0.7%	1.0%
Paraprofessionals	91.7%	3.3%	2.1%	1.9%	1.0%
Pupil Services	98.3%	1.4%	0.0%	0.2%	0.0%
Teachers	99.3%	0.0%	0.0%	0.0%	0.7%
Transportation	96.4%	2.1%	1.2%	0.0%	0.2%

To provide context for the reported number of staff layoffs, the table below groups the number of staff laid off by district size. The count and percent of districts are shown for each group.

Percent of school districts reporting staff layoffs by district size (enrollment):

District Enrollment	Number of staff layoffs					Number of Districts
	None	1-5	6-10	11-20	>20	
1-500	83 (76.9%)	13 (12.0%)	7 (6.5%)	4 (3.7%)	1 (0.9%)	108
501-1,000	100 (87.7%)	4 (3.5%)	3 (2.6%)	2 (1.8%)	5 (4.4%)	114
1,001-2,000	85 (86.7%)	4 (4.1%)	2 (2.0%)	2 (2.0%)	5 (5.1%)	98
2,001-10,000	71 (77.2%)	1 (1.1%)	3 (3.3%)	4 (4.3%)	13 (14.1%)	92
10,001-30,000	7 (87.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (12.5%)	8
>30,000	1 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1

Percent of school districts reporting staff layoffs by position type:



Q.12. 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.

Percent of school districts reporting staff reassignments by position type:

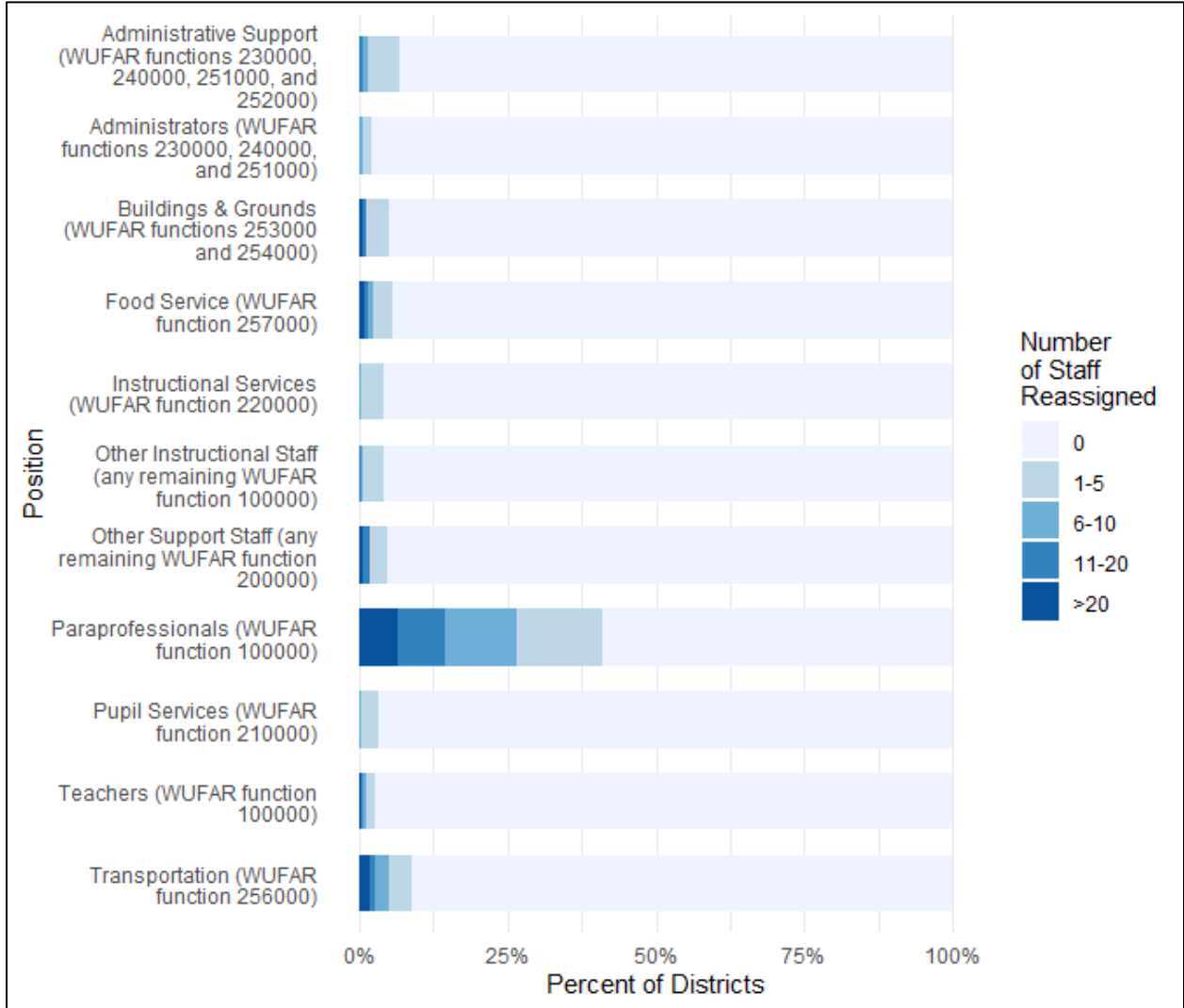
Position	Number of staff reassignments				
	None	1-5	6-10	11-20	>20
Administrative Support	93.3%	5.2%	0.7%	0.7%	0.0%
Administrators	97.9%	1.7%	0.5%	0.0%	0.0%
Buildings & Grounds	95.0%	3.8%	0.0%	0.7%	0.5%
Food Service	94.3%	3.3%	1.0%	0.5%	1.0%
Instructional Services	95.7%	4.0%	0.2%	0.0%	0.0%
Other Instructional Staff	95.7%	3.8%	0.2%	0.2%	0.0%
Other Support Staff	95.2%	2.9%	0.2%	1.0%	0.7%
Paraprofessionals	58.9%	14.5%	12.1%	8.1%	6.4%
Pupil Services	96.7%	3.1%	0.2%	0.0%	0.0%
Teachers	97.4%	1.4%	0.5%	0.5%	0.2%
Transportation	91.2%	3.8%	2.4%	1.0%	1.7%

To provide context for the reported number of staff reassignments, the table below groups the number of reassigned staff by district size. The count and percent of districts are shown for each group.

Percent of school districts reporting staff reassignments by district size (enrollment):

District Enrollment	Number of staff reassignments					Number of Districts
	None	1-5	6-10	11-20	>20	
1-500	48 (44.4%)	27 (25.0%)	20 (18.5%)	7 (6.5%)	6 (5.6%)	108
501-1,000	43 (37.7%)	22 (19.3%)	18 (15.8%)	17 (14.9%)	14 (12.3%)	114
1,001-2,000	51 (52.0%)	13 (13.3%)	6 (6.1%)	12 (12.2%)	16 (16.3%)	98
2,001-10,000	58 (63.0%)	6 (6.5%)	8 (8.7%)	9 (9.8%)	11 (12.0%)	92
10,001-30,000	5 (62.5%)	0 (0.0%)	1 (12.5%)	1 (12.5%)	1 (12.5%)	8
>30,000	1 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1

Percent of school districts reporting staff reassignments by position type:



Meals Served by the District

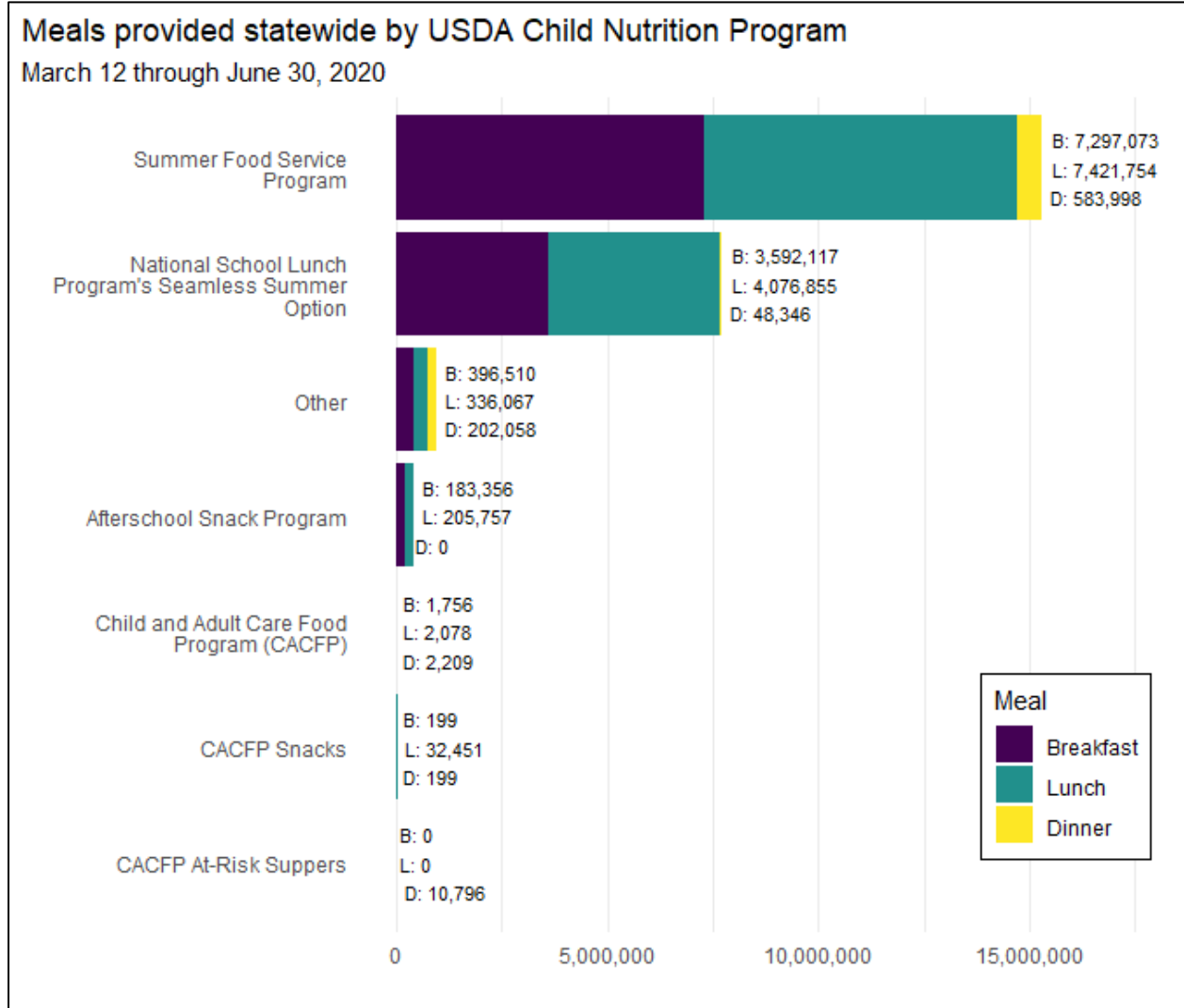
The survey asked school districts to report the number of breakfast, lunch, and dinner meals served during the public health emergency (from March 12th through June 30th) through each of the following [United States Department of Agriculture \(USDA\) Child Nutrition Programs](#):

- Summer Food Service Program (SFSP)
- National School Lunch Program's Seamless Summer Option (NSLP/SSO)
- Afterschool Snack Program
- Child and Adult Care Food Program (CACFP)
- Child and Adult Care Food Program Snacks (CACFP Snacks)
- Child and Adult Care Food Program At-Risk Suppers (CACFP Suppers)
- Other Programs

School were directed to use the same numbers that were reported for purposes of federal claims reporting. Meals provided outside of one of the USDA programs were to be reported in the "Other" category. This includes meals provided by districts that do not participate in the USDA school nutrition programs.

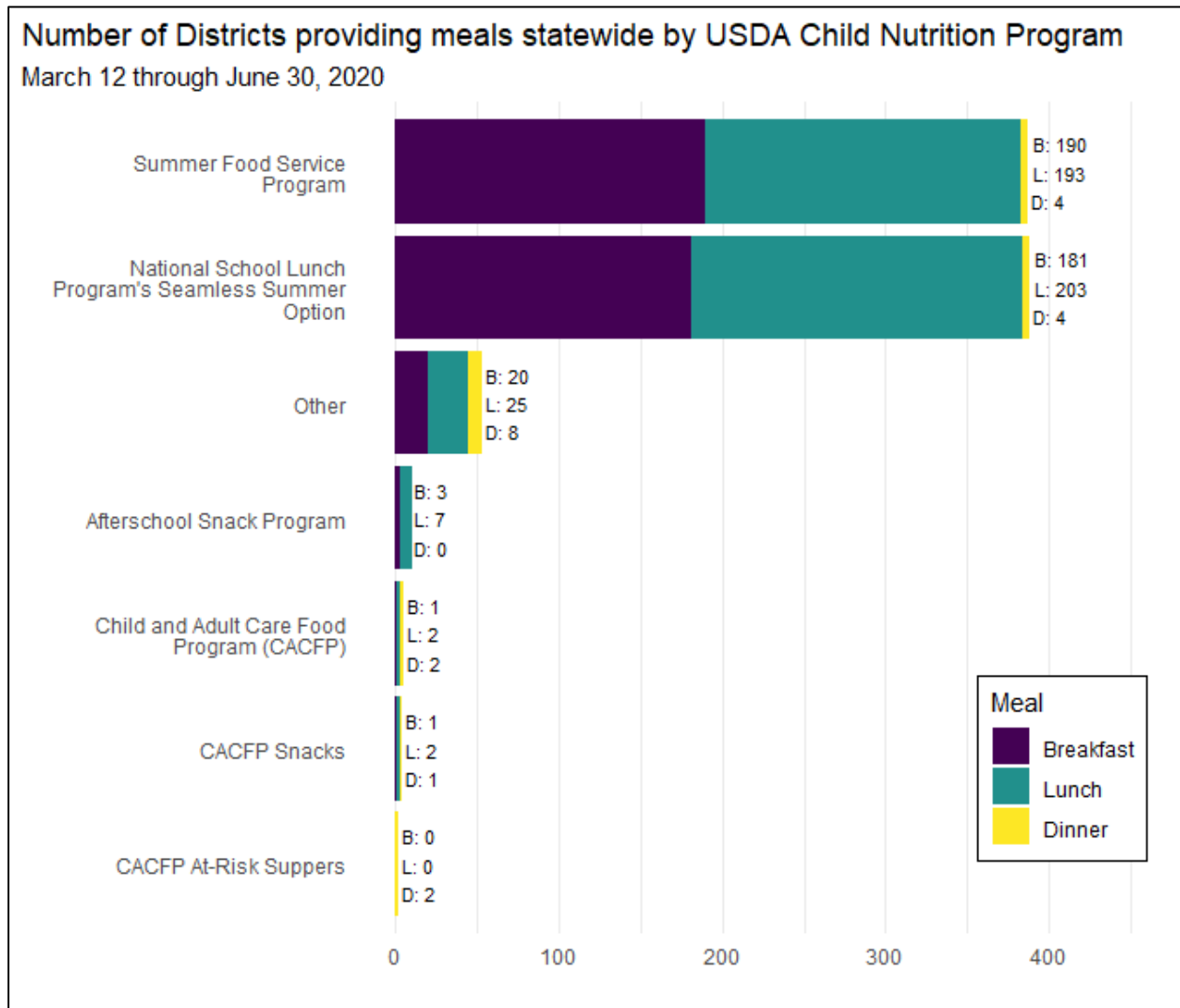
The number of total meals served statewide and the number of districts reporting serving meals are shown in the next two figures, which include information on the type of meals served as well as the federal program under which the meals were served. Following these tables are summaries of responses from school districts for each discrete meal type.

Total number of breakfasts, lunches, and dinners served, by USDA program:



In the figure below, districts can show up in more than one category. For example, if a district provided at least 1 breakfast, lunch, and dinner paid for by the Summer Food Service Program and the National School Lunch Program’s Seamless Summer Option, they would contribute 1 to the purple, teal, and yellow sections for each of the top two bars.

Total number of breakfasts, lunches, and dinners served, by USDA program:



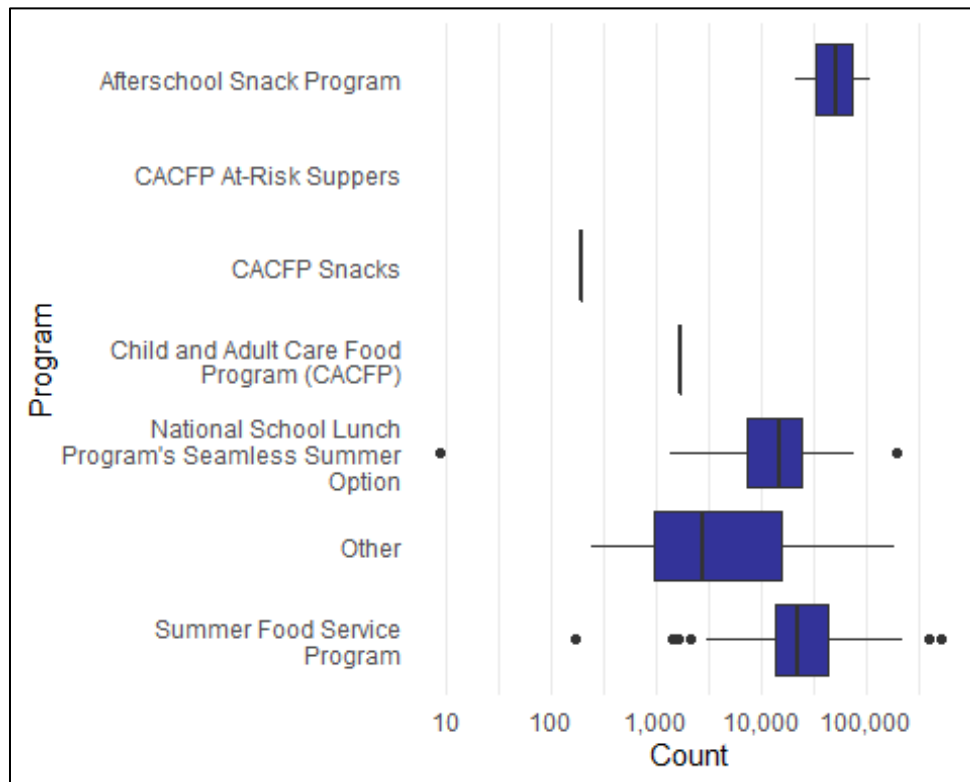
Q.13. How many breakfasts were provided during the public health emergency (from March 12th through June 30th) through each of the United States Department of Agriculture (USDA) Child Nutrition Programs listed below?

A small number of districts entered numbers that appeared to be in error for this question. These districts were given the opportunity to correct these errors between the time the survey was originally administered and the production of this report. Not all districts corrected the errors.

Number of breakfasts served:

Program	Minimum	Median	Mean	Maximum
Afterschool Snack Program	0	0	435.5	109,664
CACFP At-Risk Suppers	0	0	0.0	0
CACFP Snacks	0	0	0.5	199
Child and Adult Care Food Program (CACFP)	0	0	4.2	1,756
National School Lunch Program's Seamless Summer Option	0	0	8,532.3	196,165
Other	0	0	941.8	189,722
Summer Food Service Program	0	0	17,332.7	518,602

Number of breakfasts served:



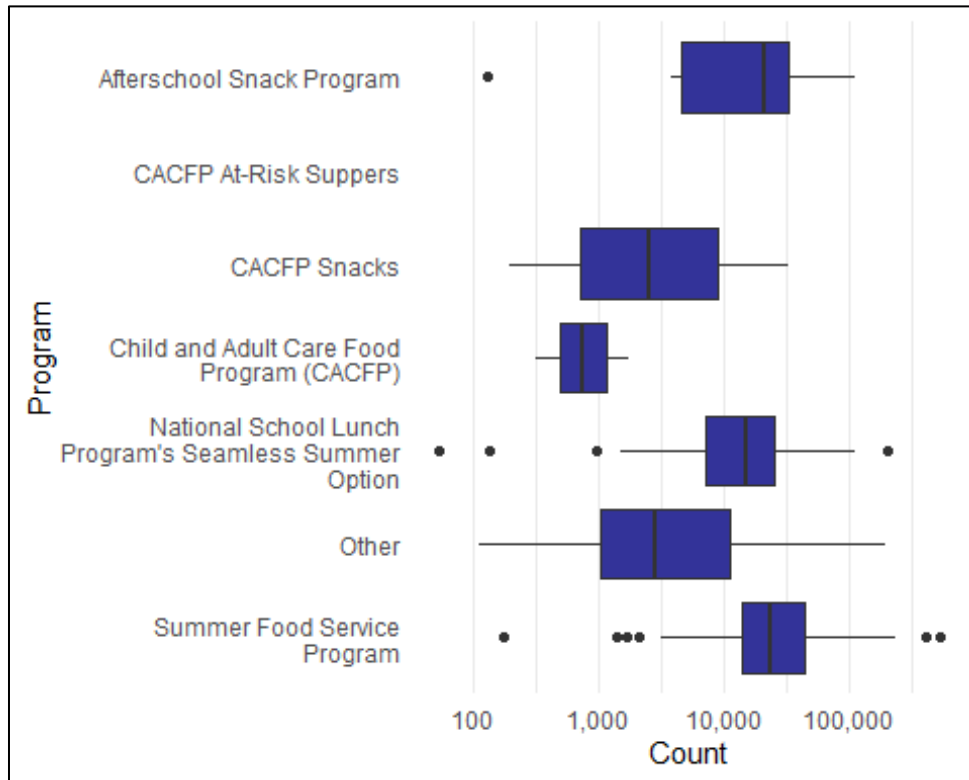
Q.14. How many lunches were provided during the public health emergency (from March 12th through June 30th) through each of the United States Department of Agriculture (USDA) Child Nutrition Programs listed below?

A small number of districts entered numbers that appeared to be in error for this question. These districts were given the opportunity to correct these errors between the time the survey was originally administered and the production of this report. Not all districts corrected the errors.

Number of lunches served:

Program	Minimum	Median	Mean	Maximum
Afterschool Snack Program	0	0	488.7	109,664
CACFP At-Risk Suppers	0	0	0.0	0
CACFP Snacks	0	0	77.1	32,252
Child and Adult Care Food Program (CACFP)	0	0	4.9	1,756
National School Lunch Program's Seamless Summer Option	0	0	9,683.7	196,165
Other	0	0	798.3	189,722
Summer Food Service Program	0	0	17,628.9	518,602

Number of lunches served:



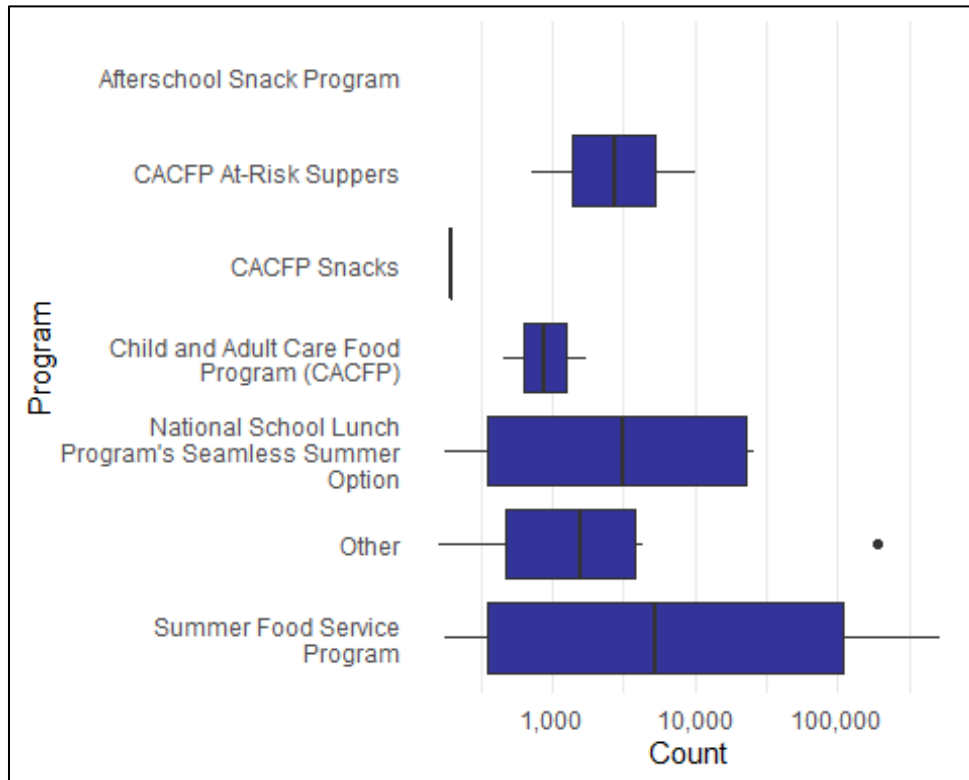
Q.15. How many dinners were provided during the public health emergency (from March 12th through June 30th) through each of the United States Department of Agriculture (USDA) Child Nutrition Programs listed below?

A small number of districts entered numbers that appeared to be in error for this question. These districts were given the opportunity to correct these errors between the time the survey was originally administered and the production of this report. Not all districts corrected the errors.

Number of dinners served:

Program	Minimum	Median	Mean	Maximum
Afterschool Snack Program	0	0	0.0	0
CACFP At-Risk Suppers	0	0	25.6	10,065
CACFP Snacks	0	0	0.5	199
Child and Adult Care Food Program (CACFP)	0	0	5.2	1,756
National School Lunch Program's Seamless Summer Option	0	0	114.8	26,000
Other	0	0	479.9	189,722
Summer Food Service Program	0	0	1,387.2	518,602

Number of dinners served:



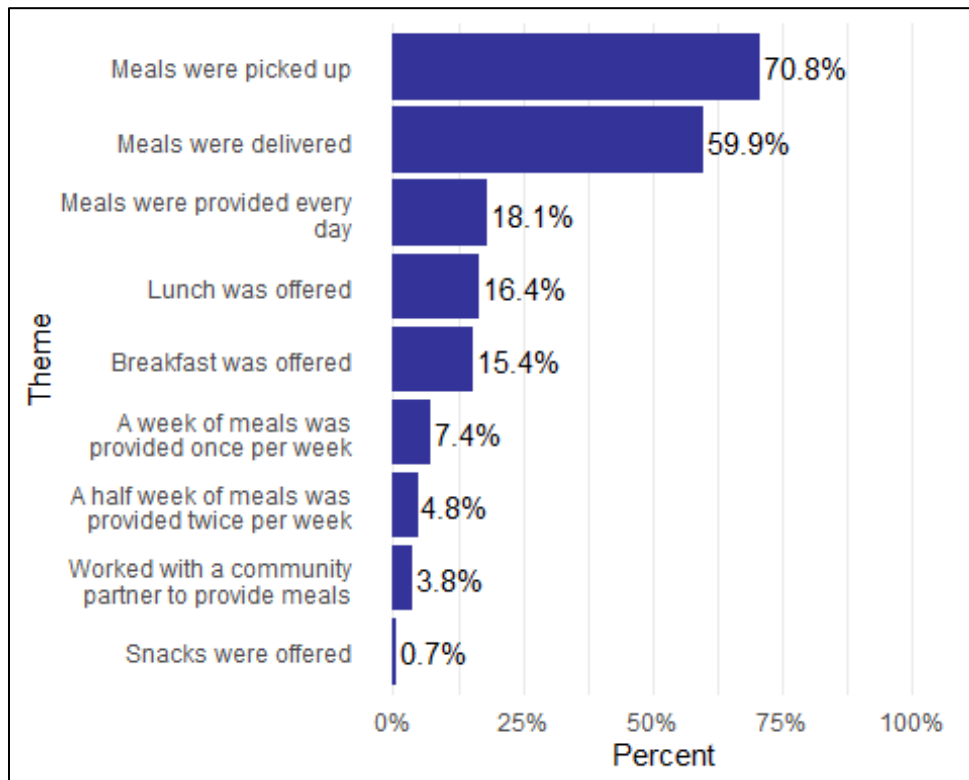
Q.16. How were meals provided to pupils during the public health emergency (from March 12th through June 30th)?

To analyze these responses, one or more themes were identified from each district’s response to this question. Identified themes are listed in the chart and table below.

How meals were provided:

Theme	Count	Percent
Meals were picked up	298	70.8%
Meals were delivered	252	59.9%
Meals were provided every day	76	18.1%
Lunch was offered	69	16.4%
Breakfast was offered	65	15.4%
A week of meals was provided once per week	31	7.4%
A half week of meals was provided twice per week	20	4.8%
Worked with a community partner to provide meals	16	3.8%
Snacks were offered	3	0.7%

How meals were provided:



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Expenditure Variances

Q.17. 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.

A small number of districts entered numbers that appeared to be in error for this question. These districts were given the opportunity to correct these errors between the time the survey was originally administered and the production of this report. Not all districts corrected the errors.

Not including the “other” expenditures category*, 110 (26.1%) of districts reported an increase in total expenditures due to the public health emergency, 299 (71%) reported a decrease, and 12 (2.9%) reported no change. Information on responses in the “other” category is included below.

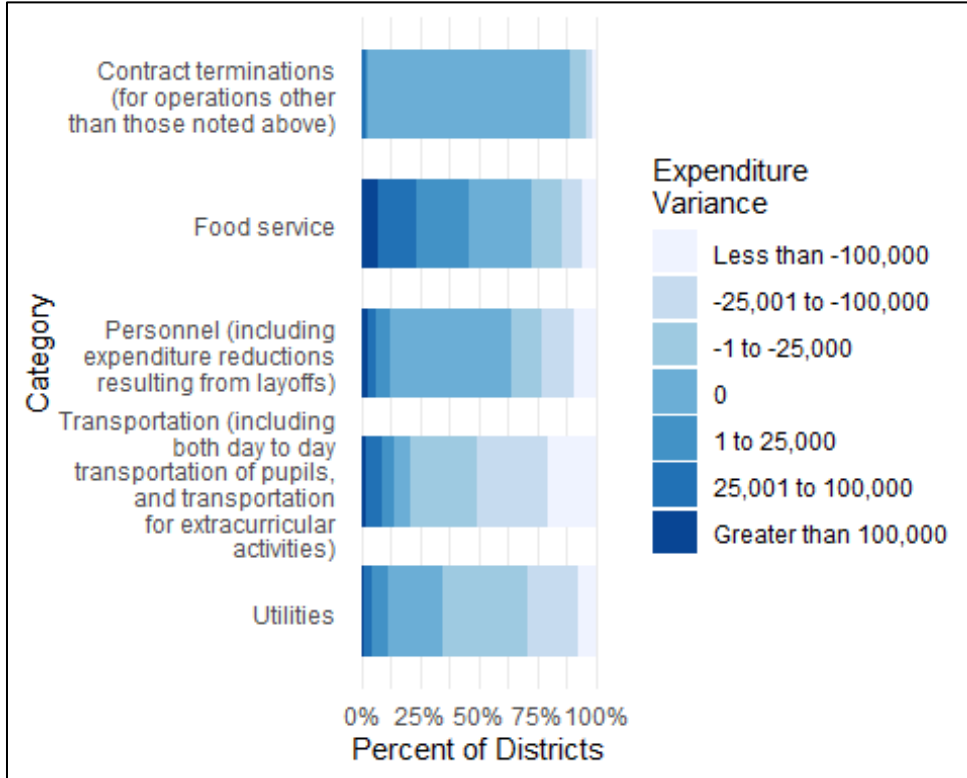
Change in 2019-20 expenditures due to the public health emergency:

Category	Dollar change in expenditures						
	Decrease greater than \$100,000	Decrease of \$25,001 to \$100,000	Decrease of \$1 to \$25,000	No Change	Increase of \$1 to \$25,000	Increase of \$25,001 to \$100,000	Increase greater than \$100,000
Contract terminations	1.7%	2.6%	6.4%	86.5%	1.2%	1.4%	0.2%
Food service	5.9%	8.6%	12.6%	27.1%	22.3%	16.6%	6.9%
Personnel	9.7%	13.3%	13.1%	52%	5.7%	3.8%	2.4%
Transportation	20.7%	29.7%	29.0%	6.7%	5.5%	6.4%	2.1%
Utilities	7.6%	21.4%	36.8%	23%	6.7%	3.8%	0.7%

To provide another view of district responses, the following table shows the minimum, median, mean, and maximum for expenditure variances by category.

Category	Minimum	Median	Mean	Maximum
Contract terminations	-\$330,560	\$0	-\$3,728	\$173,700
Food service	-\$1,600,000	\$0	\$14,713	\$1,900,773
Personnel	-\$2,012,247	\$0	-\$25,334	\$2,300,000
Transportation	-\$5,420,050	-\$25,195	-\$81,192	\$824,000
Utilities	-\$2,000,000	-\$8,000	-\$28,830	\$424,080

Change in 2019-20 expenditures due to the public health emergency:

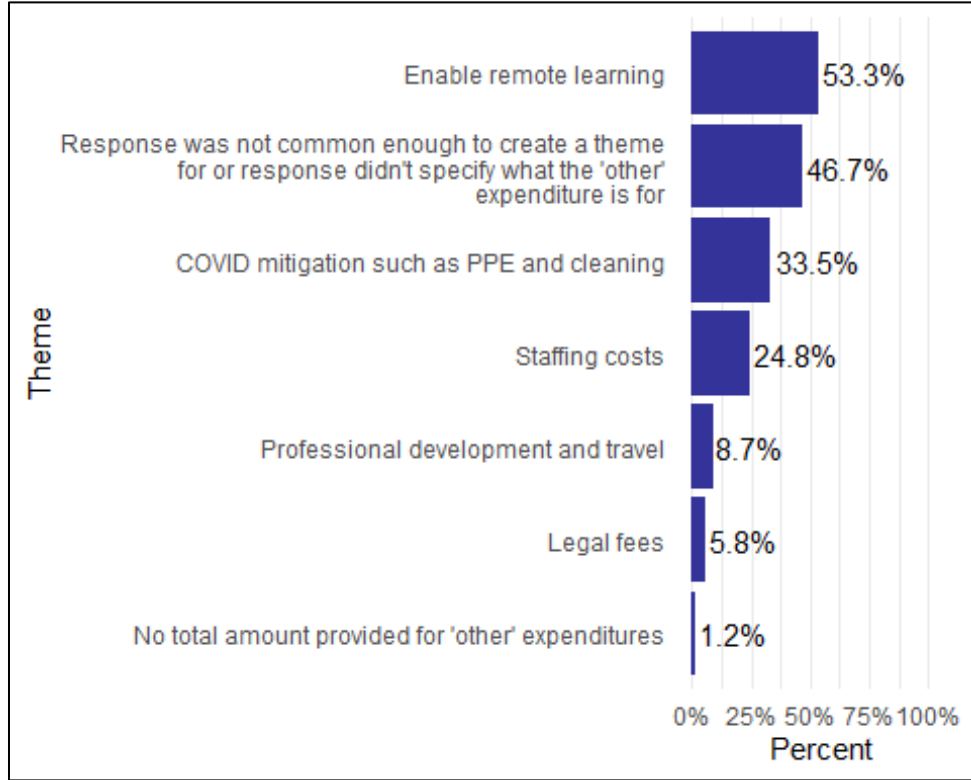


Districts that responded “Other (include an amount and description)” were able to enter other actual expenditure increases and decreases. To analyze these responses, one or more themes were identified from each district’s response to this question. These themes are listed in the chart and table below.

Change in 2019-20 expenditures in “other” category:

Theme	Count	Percent
Enable remote learning	129	53.3%
Response was not common enough to create a theme for or response didn’t specify what the ‘other’ expenditure is for	113	46.7%
COVID mitigation such as PPE and cleaning	81	33.5%
Staffing costs	60	24.8%
Professional development and travel	21	8.7%
Legal fees	14	5.8%
No total amount provided for ‘other’ expenditures	3	1.2%

Change in 2019-20 expenditures in “other” category:



NOTE: Responses about other expenditures were open-ended, and thus, varied in format across districts. Some districts provided a list of categories with amounts, some districts provided a list with an overall amount, and some districts provided just an amount. Similarly, some districts included revenue changes when describing other expenditures while other districts did not. Also, some districts mentioned that they saved money in one area and used the savings to offset spending in another area. Finally, some of the expenditures described in the other expenditures category seemed to fit in the in the specific categories (e.g., utilities, transportation) listed earlier in the question.

Q.18. 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.

A small number of districts entered numbers that appeared to be in error for this question. These districts were given the opportunity to correct these errors between the time the survey was originally administered and the production of this report. Not all districts corrected the errors.

School districts were asked to report anticipated variances in expenditures for the 2020-21 school year due specifically to the COVID-19 pandemic. Budget reports submitted by school districts to the department are accessible to the public via the department’s School Financial Services webpage ([School Finance Reporting Portals | Wisconsin Department of Public Instruction](#)).

Not including the “other” expenditures category, 343 (81.5%) of districts anticipated an increase in total expenditures for the 2020-21 school year, 30 (7.1%) anticipated a decrease, and 48 (11.4%) anticipated no change. Information on responses in the “other” category is included below.

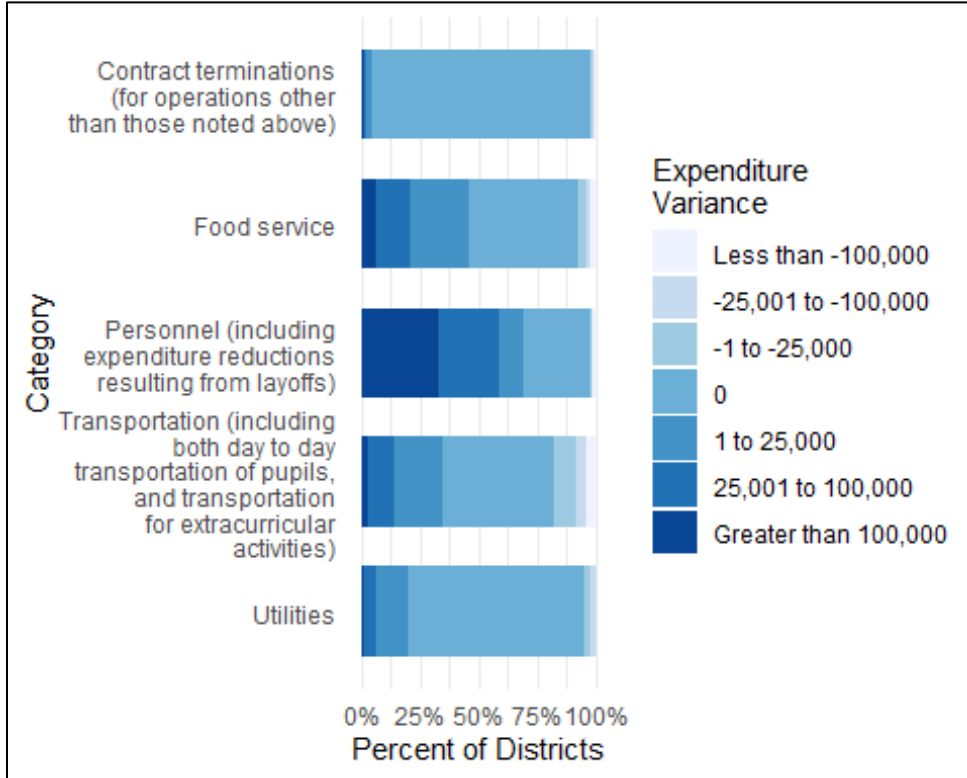
Change in 2020-21 expenditures due to the public health emergency:

Category	Dollar change in expenditures						
	Decrease greater than \$100,000	Decrease of \$25,001 to \$100,000	Decrease of \$1 to \$25,000	No Change	Increase of \$1 to \$25,000	Increase of \$25,001 to \$100,000	Increase greater than \$100,000
Contract terminations	0.5%	0.7%	1.2%	93.6%	2.1%	1.2%	0.7%
Food service	2.1%	2.4%	3.3%	46.6%	24.5%	15.0%	6.2%
Personnel	1.2%	0.5%	0.7%	28.3%	10.5%	26.4%	32.5%
Transportation	3.8%	5.0%	9.5%	47.0%	21.1%	11.2%	2.4%
Utilities	0.2%	1.9%	3.1%	74.6%	14.3%	5.0%	1.0%

To provide another view of district responses, the following table shows the minimum, median, mean, and maximum for expenditure variances by category.

Category	Minimum	Median	Mean	Maximum
Contract terminations	-\$384,000	\$0	\$2,895	\$985,000
Food service	-\$2,550,000	\$0	\$29,688	\$5,259,781
Personnel	-\$700,000	\$50,000	\$165,665	\$7,953,659
Transportation	-\$651,131	\$0	\$2,305	\$1,000,000
Utilities	-\$450,000	\$0	\$8,143	\$1,750,000

Change in 2020-21 expenditures due to the public health emergency:

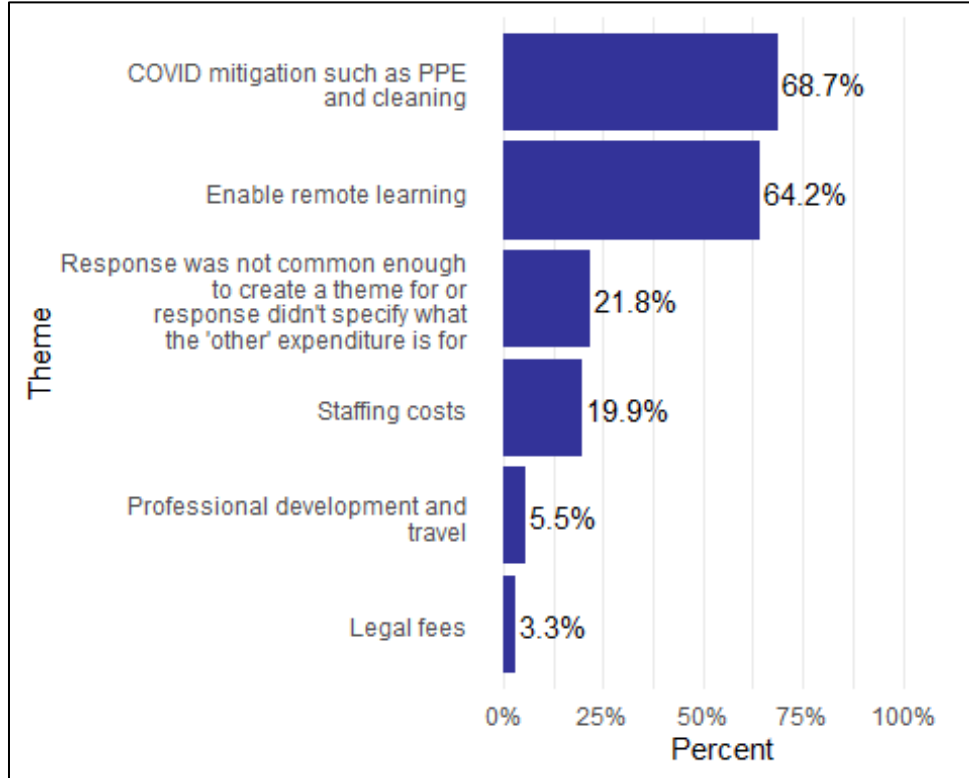


Districts that responded “Other (include an amount and description)” were able to enter other anticipated expenditure increases and decreases. To analyze these responses, one or more themes were identified from each district’s response to this question. These themes are listed in the chart and table below.

Change in 2020-21 expenditures in “other” category:

Theme	Count	Percent
COVID mitigation such as PPE and cleaning	211	68.7%
Enable remote learning	197	64.2%
Response was not common enough to create a theme for or response didn’t specify what the ‘other’ expenditure is for	67	21.8%
Staffing costs	61	19.9%
Professional development and travel	17	5.5%
Legal fees	10	3.3%

Change in 2020-21 expenditures in “other” category:

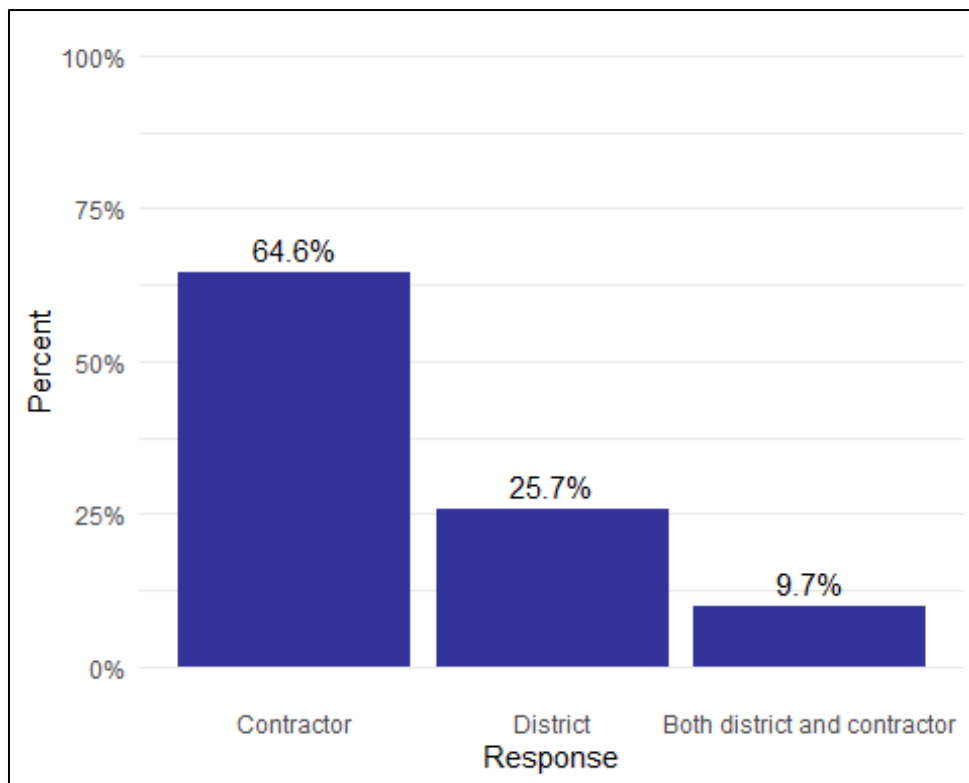


NOTE: Responses about other expenditures were open-ended, and thus, varied in format across districts. Some districts provided a list of categories with amounts, some districts provided a list with an overall amount, and some districts provided just an amount. Similarly, some districts included revenue changes when describing other expenditures while other districts did not. Also, some districts mentioned they saved money in one area and used the savings to offset spending in another area. Finally, some of the expenditures described in the other expenditures category seemed to fit in the in the specific categories (e.g., utilities, transportation) listed earlier in the question.

Transportation

Q.19. Who provides daily transportation to and from school in your district?

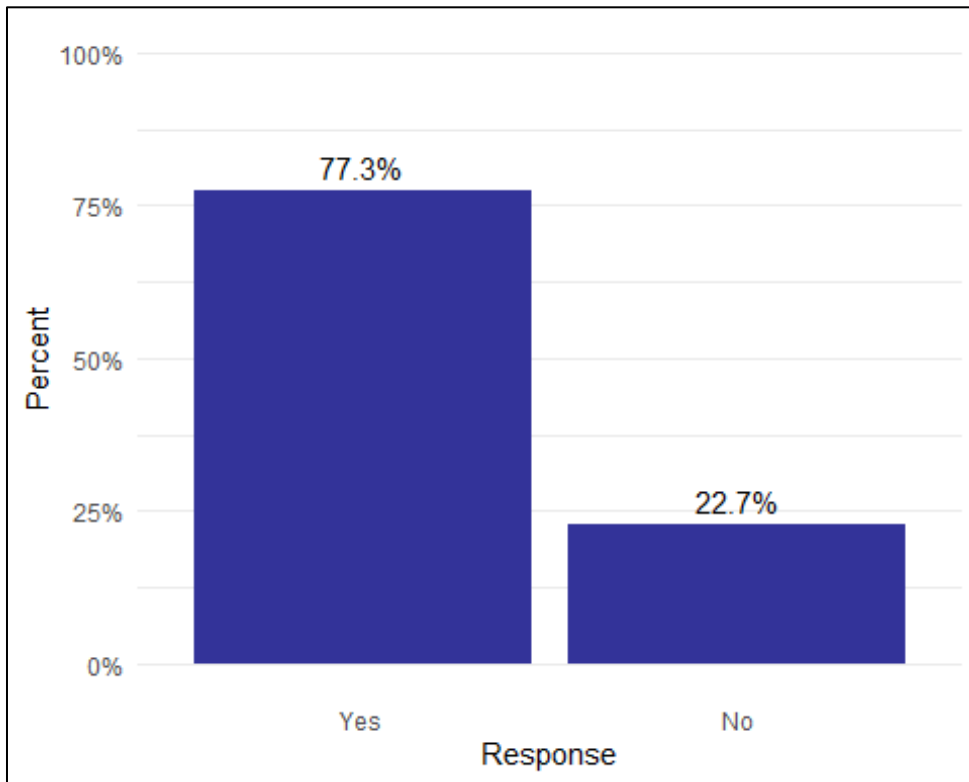
Response	Count	Percent
Contractor	272	64.6%
District	108	25.7%
Both district and contractor	41	9.7%



Q.20. 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?

Only the 313 districts where daily transportation is provided by a contractor were asked this question.

Response	Count	Percent
Yes	242	77.3%
No	71	22.7%



Q.21. 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?

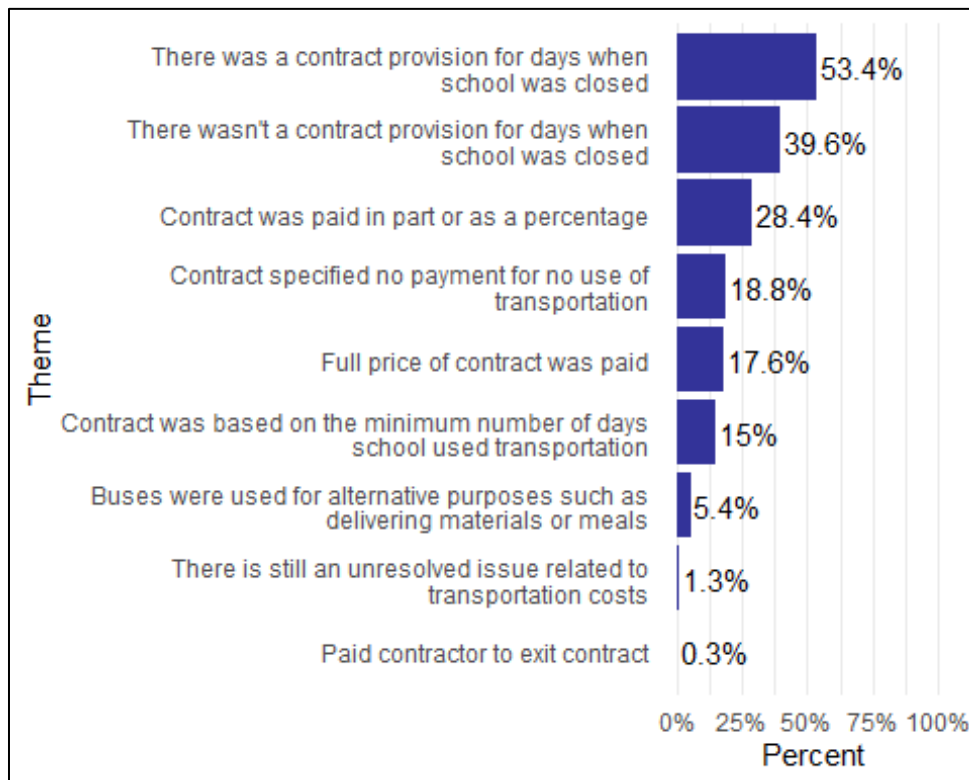
Only the 313 districts where daily transportation is provided by a contractor were asked this question.

To analyze these responses, one or more themes were identified from each district's response to this question.

Original transportation contract for 2019-20 school year:

Theme	Count	Percent
There was a contract provision for days when school was closed	167	53.4%
There wasn't a contract provision for days when school was closed	124	39.6%
Contract was paid in part or as a percentage	89	28.4%
Contract specified no payment for no use of transportation	59	18.8%
Full price of contract was paid	55	17.6%
Contract was based on the minimum number of days school used transportation	47	15%
Buses were used for alternative purposes such as delivering materials or meals	17	5.4%
There is still an unresolved issue related to transportation costs	4	1.3%
Paid contractor to exit contract	1	0.3%

Original transportation contract for 2019-20 school year:



Q.22. 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?

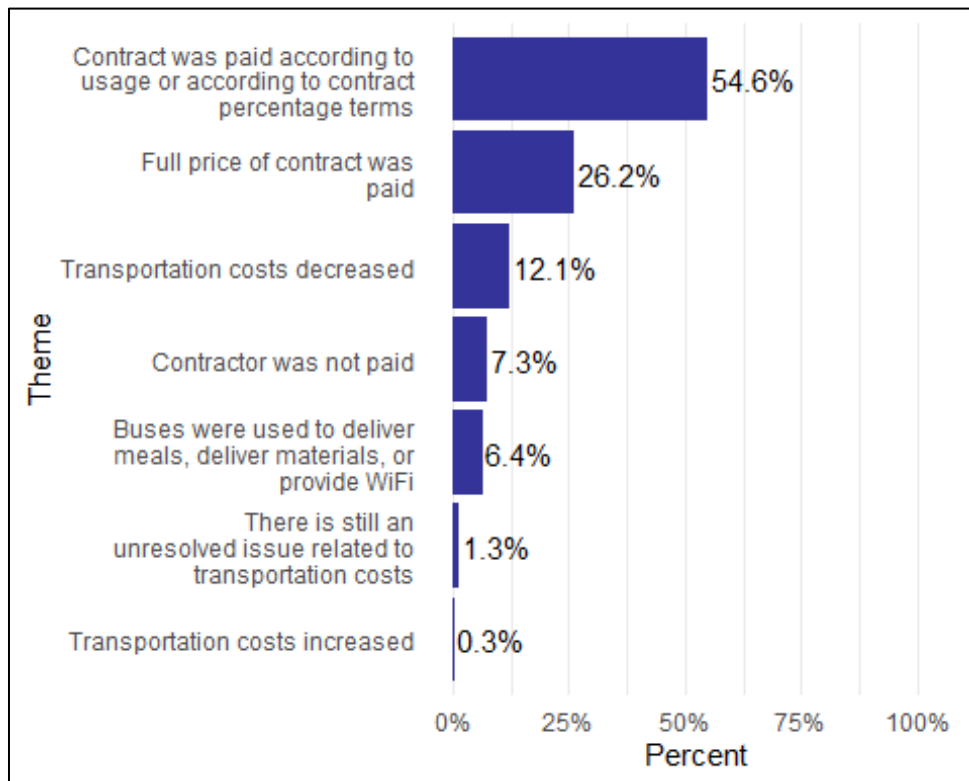
Only the 313 districts where daily transportation is provided by a contractor were asked this question.

To analyze these responses, one or more themes were identified from each district’s response to this question. Identified themes are listed in the chart and table below.

Payments to contractors:

Theme	Count	Percent
Contract was paid according to usage or according to contract percentage terms	171	54.6%
Full price of contract was paid	82	26.2%
Transportation costs decreased	38	12.1%
Contractor was not paid	23	7.3%
Buses were used to deliver meals, deliver materials, or provide Wi-Fi	20	6.4%
There is still an unresolved issue related to transportation costs	4	1.3%
Transportation costs increased	1	0.3%

Payments to contractors:



Section III. Survey Instrument

This section contains all questions included in the survey that was sent to all school districts to gather the information required under Act 185.

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.

Q.1.a. 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

Q.1.b. 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):

Q.2. 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

Q.3. 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:

Q.4. 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.

Q.5. 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 Wi-Fi/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:
-

Q.6.a. 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.

- Yes
- No

Q.6b. If not, please explain why the school district did not implement non-digital 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.

Q.7. In which grades was non-digital 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

Q.8. What was the process for implementing non-digital 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:
-

Q.9. 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). This should include instruction delivered through the school year, whether delivered to students in-person/at school, and/or as virtual/remote instruction. 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.

- Percent provided in 4K: _____
- Percent provided in Kindergarten: _____
- Percent provided in grade 1: _____
- Percent provided in grade 2: _____
- Percent provided in grade 3: _____
- Percent provided in grade 4: _____
- Percent provided in grade 5: _____
- Percent provided in grade 6: _____
- Percent provided in grade 7: _____
- Percent provided in grade 8: _____
- Percent provided in grade 9: _____
- Percent provided in grade 10: _____
- Percent provided in grade 11: _____
- Percent provided in grade 12: _____

Q.10. 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.

Q.11. 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).

- Teachers (WUFAR function 100000): _____
- Paraprofessionals (WUFAR function 100000): _____
- Other Instructional Staff (any remaining WUFAR function 100000): _____
- Pupil Services (WUFAR function 210000): _____
- Instructional Services (WUFAR function 220000): _____
- Administrators (WUFAR functions 230000, 240000, and 251000): _____
- Administrative Support (WUFAR functions 230000, 240000, 251000, and 252000): _____
- Buildings & Grounds (WUFAR functions 253000 and 254000): _____
- Transportation (WUFAR function 256000): _____
- Food Service (WUFAR function 257000): _____
- Other Support Staff (any remaining WUFAR function 200000): _____

Q.12. 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).

- Teachers (WUFAR function 100000): _____
- Paraprofessionals (WUFAR function 100000): _____
- Other Instructional Staff (any remaining WUFAR function 100000): _____
- Pupil Services (WUFAR function 210000): _____
- Instructional Services (WUFAR function 220000): _____
- Administrators (WUFAR functions 230000, 240000, and 251000): _____
- Administrative Support (WUFAR functions 230000, 240000, 251000, and 252000): _____
- Buildings & Grounds (WUFAR functions 253000 and 254000): _____
- Transportation (WUFAR function 256000): _____
- Food Service (WUFAR function 257000): _____
- Other Support Staff (any remaining WUFAR function 200000): _____

Q.13. 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.

- National School Lunch Program's Seamless Summer Option: _____
- Summer Food Service Program: _____
- Child and Adult Care Food Program (CACFP): _____
- Afterschool Snack Program: _____
- CACFP Snacks: _____
- CACFP At-Risk Suppers: _____
- Other: _____

Q.14. 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.

- National School Lunch Program's Seamless Summer Option: _____
- Summer Food Service Program: _____
- Child and Adult Care Food Program (CACFP): _____
- Afterschool Snack Program: _____
- CACFP Snacks: _____
- CACFP At-Risk Suppers: _____
- Other: _____

Q.15. 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.

- National School Lunch Program's Seamless Summer Option: _____
- Summer Food Service Program: _____
- Child and Adult Care Food Program (CACFP): _____
- Afterschool Snack Program: _____
- CACFP Snacks: _____
- CACFP At-Risk Suppers: _____
- Other: _____

Q.16. 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.

Q.17. 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).

- Utilities: _____
- Transportation (including both day to day transportation of pupils, and transportation for extracurricular activities): _____
- Food service: _____
- Personnel (including expenditure reductions resulting from layoffs): _____
- Contract terminations (for operations other than those noted above): _____
- Other (include an amount and description): _____

Q.18. 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).

- Utilities: _____
- Transportation (including both day to day transportation of pupils, and transportation for extracurricular activities): _____
- Food service: _____
- Personnel (including expenditure reductions resulting from layoffs): _____
- Contract terminations (for operations other than those noted above): _____
- Other (include an amount and description): _____

Q.19. Who provides daily transportation to and from school in your district?

- District
- Contractor
- Both district and contractor

Q.20. 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

Q.21. 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?

Q.22. 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?
